

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**PORTFOLIO**

**GRADES 11-12**

Date of Board Approval: May 17, 2018

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

|                         |   |                  |            |                     |                 |
|-------------------------|---|------------------|------------|---------------------|-----------------|
| <b>TITLE OF COURSE:</b> | Portfolio   | <b>SUBJECT:</b>  | Art        | <b>GRADE LEVEL:</b> | 11-12           |
| <b>COURSE LENGTH:</b>   | Year  | <b>DURATION:</b> | 50 minutes | <b>FREQUENCY:</b>   | 5 days per week |
| <b>PREREQUISITES:</b>   | Drawing and Painting I and one accomplished level course: Drawing and Painting II, Graphic Design, or Photography | <b>CREDIT:</b>   | 1          | <b>LEVEL:</b>       | N/A             |

**Course Description/Objectives:**

Portfolio is for students considering art as a career and who are interested in developing a portfolio of work to apply to art school and programs. The instructor and student will plan projects that specifically meet the student’s needs and interests and will focus on developing artworks from observation as required by art schools. Students will have the opportunity to learn more advanced techniques, experimental approaches, and have opportunities to develop a body of work concentrating in one area. This course will explore studio practices, presentation methods, art criticism, drawing from observation, portrait and figure, art concentration, and impact.

**Curriculum Writing Committee:** Amie Bantz Ashley Gogoj

## COURSE TIMELINE

### **Unit 1: Studio Practice**

- Materials
- Tools and equipment
- Studio habits
- Artist originality

Ongoing

### **Unit 2: Presentation**

- Presentation methods
- Preparing artwork for display
- Preservation
- Exhibition impact

Ongoing

### **Unit 3: Analyze and Interpret**

- Art criticism
- Interpretation of art
- Evaluation criteria

Ongoing

### **Unit 4: Planning and Process**

- Plan and develop
- Reflect, revise and refine
- Constructive criticism

Ongoing

### **Unit 5: Exploration of Art Mediums**

- Expansion of experimental approaches
- Advanced technique
- Developing art with impact

30 days

**Unit 6: Creating from Observation**

30 days

- Composition
- Value
- Proportion and scale
- Creating meaningful artwork

**Unit 7: Portrait and Figure**

30 days

- Figure drawing
- Self-portrait
- Shape and proportions

**Unit 8: Art Concentration**

30 days

- Materials and choice
- Concentration/series

**Unit 9: Art and Impact**

30 days

- Contemporary issues and art
- Impact on viewers
- Awareness

**TOTAL** 180 days

# KNOW, UNDERSTAND, DO

|                 |                 |                    |         |
|-----------------|-----------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio       | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #1:</b> | Studio Practice | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cr2.2.IIIa** • Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

# KNOW, UNDERSTAND, DO

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|-----------------|-----------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio       | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #1:</b> | Studio Practice | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Artists care for and properly dispose of materials.
- Handle tools and equipment safely.
- Artists cooperatively work together and maintain a studio space.
- Artists advance themselves creatively.

### DO

- Demonstrate care and proper disposal of materials.
- Demonstrate handling of tools and equipment safely.
- Develop studio habits by cooperatively working together and maintaining a studio space.
- Develop original art that is creatively advanced.

# KNOW, UNDERSTAND, DO

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|-----------------|--------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio    | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #2:</b> | Presentation | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Pr.4.1.IIIa** • Critique, justify, and present choices in the process of analyzing, selecting and curating, and presenting artwork for a specific exhibit or event.
- VA: Pr.5.1.IIIa** • Investigate, compare, and contrast methods for preserving and protecting art.
- VA: Pr.6.1.IIIa** • Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

# KNOW, UNDERSTAND, DO

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|-----------------|--------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio    | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #2:</b> | Presentation | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

Objects, artifacts, collected, preserved, or presented either by artist, museums, or other venues communicate meaning and record of social cultural, and political, experiences resulting in the cultivating of appreciation and understanding.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a portfolio using personal artworks.

### KNOW

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
- Collections of art communicate social, cultural, and political experiences.

### DO

- Critique, justify, and present personal artworks for presentation, portfolio, and a specific exhibit or event.
- Evaluate, select, and apply methods appropriate to display artwork.
- Investigate, compare, and contrast methods for preserving and protecting art.
- Curate a collection of artwork to impact the viewer's understanding of social, cultural, and political experiences.

# KNOW, UNDERSTAND, DO

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|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio             | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #3:</b> | Analyze and Interpret | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Re7.2.IIIa** • Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- VA: Re8.1.IIIa** • Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- VA: Re9.1.IIIa** • Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- VA: Cn11.1.IIIa** • Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors or society.

# KNOW, UNDERSTAND, DO

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|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio             | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #3:</b> | Analyze and Interpret | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meaning of artwork by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Groups or artists or images can reflect a particular type or art, timeframe, or culture.
- Artists have an impact on beliefs, values, and behaviors of society.

### DO

- Evaluate a group of artists or images and how they are attributed to a particular type of art, timeframe, or culture.
- Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- Construct evaluations of works of art based on differing sets of criteria.
- Critically analyze the impact artists have on beliefs, values, and behaviors of society.

# KNOW, UNDERSTAND, DO

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|-----------------|----------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio            | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #4:</b> | Planning and Process | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cr3.1.IIIa** • Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

# KNOW, UNDERSTAND, DO

|                 |                      |                    |         |
|-----------------|----------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio            | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #4:</b> | Planning and Process | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Artists research and experiment prior to creating art.
- Explain the relevant criteria for revision considering traditional and contemporary practices as well as personal artistic vision.

### DO

- Plan works of art by sketching and brainstorming.
- Develop works of art by using planning methods.
- Research and experiment with materials before creating art.
- Reflect on, re-engage, revise, and refine works of art considering traditional and contemporary criteria as well as personal artistic vision.

# KNOW, UNDERSTAND, DO

|                 |   |                    |         |
|-----------------|---|--------------------|---------|
| <b>COURSE:</b>  | Portfolio                                   | <b>TIME FRAME:</b> | Ongoing |
| <b>UNIT #5:</b> | Exploration of Drawing and Painting Mediums | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cr1.1.IIIa** • Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- VA: Cr2.1.IIIa** • Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

# KNOW, UNDERSTAND, DO

|                 |   |                    |         |
|-----------------|---|--------------------|---------|
| <b>COURSE:</b>  | Portfolio                                   | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #5:</b> | Exploration of Drawing and Painting Mediums | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a portfolio of approaches expanding on previous knowledge of mediums and materials.

### KNOW

- Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.
- Artists generate plans for creating art that can affect social change.
- Artists create works of art using experimental approaches.

### DO

- Create art expanding on their knowledge of approaches, mediums, and materials using experimentation.
- Develop concepts and generate plans to produce artwork that can affect social change.
- Create art using advanced drawing and painting techniques.
- Demonstrate the multiple approaches, materials, and mediums using (graphite, charcoal, pastel, ink, paint).

# KNOW, UNDERSTAND, DO

|                 |                           |                    |         |
|-----------------|---------------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio                 | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #6:</b> | Creating from Observation | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cn:10.1.IIIa** • Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

# KNOW, UNDERSTAND, DO

|                 |                           |                    |         |
|-----------------|---------------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio                 | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #6:</b> | Creating from Observation | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create meaningful artwork that demonstrates balanced compositions, accurate range of value, proportion, and scale.

### KNOW

- Artists create art from observation that illustrates balanced compositions.
- Artists create art from observation that illustrates an accurate range of value.
- Artists create art from observation that illustrates an understanding of proportion and scale.
- Artists create meaningful work that focuses on social, cultural, historical, and personal life.
- Artists can create meaningful works of art from observation.

### DO

- Create artwork with significant meaning from observation that demonstrates a balanced composition.
- Create artwork with significant meaning that demonstrates an accurate range of value.
- Create artwork with significant meaning from observation that demonstrates understanding of proportion and scale.

# KNOW, UNDERSTAND, DO

|                 |                     |                    |         |
|-----------------|---------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio           | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #7:</b> | Portrait and Figure | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cr3.1.IIIa** • Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- VA: Re7.1.IIIa** • Analyze how responses to art develop over time based on knowledge of and experiences with art and life.

# KNOW, UNDERSTAND, DO

|                 |                     |                    |         |
|-----------------|---------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio           | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #7:</b> | Portrait and Figure | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a self-portrait and series of figure drawings which reflects their knowledge of composition, communication of meaning, elements and principles, style, and perspective.

### KNOW

- Artists use traditional and contemporary criteria as well as personal artistic vision to develop portrait/figure drawing.
- Artists' knowledge and experience with art and life can be reflected within portrait drawing.
- Artists develop portraits and figure drawings using accurate shapes and proportions.
- Artists use composition, communication of meaning, elements and principles, style, and perspective when creating portraits/figure drawings.

### DO

- Examine, reflect, and plan revisions through the creation of a figure drawings/portraits by considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Create a self-portrait that reflects their knowledge and experience with art and life.
- Create and produce figure drawings that demonstrate accurate rendering of shape and proportion.
- Create portraits and figure drawings that focus on composition, communication of meaning, elements and principles, style, and perspective.

# KNOW, UNDERSTAND, DO

|                 |                   |                    |         |
|-----------------|-------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio         | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #8:</b> | Art Concentration | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cr1.2.IIIa** • Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

# KNOW, UNDERSTAND, DO

|                 |                   |                    |         |
|-----------------|-------------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio         | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #8:</b> | Art Concentration | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a series/concentration of works based on a theme, idea, or concept.

### KNOW

- Artists choose mediums as well as the affect the medium can have on the work.
- Explain how artists choose concentrations.
- Artists develop a series of works based on a theme, idea, or concept.
- Artworks can evolve when working in a series or concentration.

### DO

- Choose from a range of materials and methods to plan works of art.
- Plan and choose a concentration area.
- Develop a series or concentration of works based on a theme, idea, or concept.
- Build on skills in a concentration area or series.

# KNOW, UNDERSTAND, DO

|                 |                |                    |         |
|-----------------|----------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio      | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #9:</b> | Art and Impact | <b>GRADE:</b>      | 11-12   |

## STANDARDS:

### National Visual Arts Standards

- VA: Cr2.3.IIIa** • Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- VA: 7.1.IIIa** • Analyze how responses to art develop over time based on knowledge of and experiences with art and life.

# KNOW, UNDERSTAND, DO

|                 |                |                    |         |
|-----------------|----------------|--------------------|---------|
| <b>COURSE:</b>  | Portfolio      | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #9:</b> | Art and Impact | <b>GRADE:</b>      | 11-12   |

## UNDERSTANDINGS

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a work of art that has been inspired by contemporary issues (social, political, and environment).

### KNOW

- Artists recognize and describe personal aesthetic and empathetic response to the natural world and constructed environments.
- Contemporary issues such as social, political, environmental and materials defines, shapes, enhances, inhibits, and/or empowers artist works.
- Responses to art develop over time based on knowledge and experiences with art and life.
- Art can have impact on changings people’s views or raising awareness about contemporary issues.

### DO

- Plan a work of art that has been inspired by contemporary issues: social, political, and environmental.
- Create a work of art that raises awareness or changes someone’s view about a contemporary issue.
- Document and reflect in an artist statement on how their own art has evolved over time based on their knowledge and experiences with art and life.

## ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Research for studio art projects
- 3) Critiques
- 4) Various writing assignments:
  - Artist Statements
- 5) Studio Art Projects
- 6) Homework/Projects
- 7) Class discussion
- 8) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Artist Statement
- Research
- Medium Exploration
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)