

Teacher: CORE HONORSPORTFOLIO

Year: 2012-13

Course: PORTFOLIO

Month: All Months

A u g u s t	<p>Goal) Students will recognize the relationship between the continued observation of nature, the notation of visual ideas, and the practice of various drawing techniques in a sketch book with the growth of an artist's skill. (Objective) Students will hone their artistic skills through consistent drawing in a sketch book.</p> <p>Students will turn in on the first day of school one completed sketchbook from July and August.</p>						
	Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
	Continued from July						
S e p t e m b e r	<p>CONCENTRATION WORK 6 Concentration pieces due this semester. 3 due at mid-term and 3 by first class after Christmas vacation. Students will develop their ideas for their Concentration. This is a large task of building a body of artwork over the semester which is related with a strong idea, formally or conceptually.</p>						
	Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
	Why is it important to develop my own aesthetic interests as an artist? How can a group of concentrated work based on one idea enhance my college	CONCENTRATION WORK 6 Concentration pieces due this semester. Students will develop their ideas for their Concentration. This is a large task of building a body of artwork over the	Knowledge of how to build a body of artwork. Development of ideas and technical skills to manage this task, each portfolio will be unique and different. Master the form	Concentration Portfolio 9/30/2012 Studio Maintenance 9/30/2012 Elements and Principles of Design 9/30/2012 Concentration		Students will do 3 thumbnail versions of their twelve ideas for their Concentration Students will know what a body of artwork consists of as related to the	VA.01.11-Explore a single subject through a series of works, varying the medium or technique VA.01.12- Describe and apply procedures to ensure safety and proper

<p>portfolio?</p>	<p>semester which is related with a strong idea, formally or conceptually. Students will propose three thumbnail sketches of twelve related works each. Students will make the artwork that will comprise the pieces of their concentration. Students work in a medium of their choice and strength.</p>	<p>and content of the concentration idea. Knowledge of elements and principles of art and design Care and use of studio Critical thinking Knowledge of form and content of portfolio assembly (Drawing, 2-D, painting, photography, or 3D)</p>	<p>Work Journal 9/30/2012</p>		<p>body of art they will independently develop known as their Concentration. Students will start their Concentration Students will develop their ideas for their Concentration Students will be finish their Concentration (six pieces) Students will participate in critiques and discussions of artwork Students will feel confident about their progress on their Concentration</p>	<p>maintenance of the workspace, materials, and tools VA.02.15-Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood VA.03.09-Create 2D and 3D artwork that explores the abstraction of ideas and representations For example, students make images that represent abstract concepts such as respect for human rights, empathy, solitude, community, justice, or injustice. VA.03.10-Create</p>
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						<p>2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>VA.04.09- Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>VA.04.10- Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>VA.04.11- Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time</p> <p>VA.05.10-</p>
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						Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work
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First of 3 observational assignments given as homework over the length of the course.

Observational Drawing 1-
Homework ~

For this assignment you will work in pencil (you may decide whether you will just use one type for example an ebony pencil, or to use graded art pencils such as 6B, 4B, HB, 2H etc.)

On good white drawing paper 18"x24" make a 1" margin. This will create a *design field* of 16"x22". You may orient the paper to suit your design, horizontal or vertical.

Colleges typically require a portfolio of 15 – 20 original artworks. At least 60% of a portfolio should be from direct observation.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
Freedom: How can I express myself, my ideas, values, the world around me, through the marks I make with		Direct observational drawing Control of medium, (pencils)	1:1 evaluation of progress 9/30/2012	Observational Homework Assignment 1	One completed 16x22 inch drawing that demonstrates drawing from direct observation.	VA.01.09- Demonstrate the ability to create 2D and 3D works that show knowledge of unique

<p>pencils?</p> <p>Control: What are the most successful ways to make marks and add values to a drawing with pencils?</p>		<p>Understanding value to create 3-d forms on a 2-d surface</p> <p>Mastery of LINE as descriptive and expressive marks</p>			<p>A strong use of line and form through shading; the application of a design principle within the composition of the drawing, (such as repetition, pattern, rhythm, balance, etc); Drawing exhibits excellent craftsmanship through use of materials and skill with hand and eye co-ordination from direct observation Drawing meets quality for college portfolio</p>	<p>characteristics of particular media, materials, and tools</p> <p>VA.02.14- Review systems of visualizing information and depicting space and volume, for example, scale and vanishing point, linear, atmospheric, and isometric perspective; and create works using these systems</p> <p>VA.02.15-Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood</p> <p>VA.03.08-Create representational 2D artwork from</p>
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						<p>direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>VA.04.09- Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>VA.04.11- Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time</p>
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Self-Portrait ~ Course requires 2 self-portraits: One must be a drawing from direct observation. The second may be direct observation, from using a reference source like a photograph, or it may also be non-representational. It may also be in any media.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What is a self-portrait?	Self Portrait: (14x17inches or	Material Choices:	Portfolio Course 9/30/2012	Intro to the Self-Portrait	1 Self Portrait from observation	VA.01.09- Demonstrate the

<p>Why do artists make self portraits?</p> <p>How can a self-portrait convey meaning to your audience?</p> <p>Why do you think art schools require a self-portrait in a portfolio?</p>	<p>larger) a drawing, sculpture (see teacher for minimum size) or painting of yourself done from direct observation and not from a photograph. A self portrait may look very realistic or representational but could also be a nonrepresentational interpretation based more on your personality, likes and dislikes, hobbies, etc. The work should convey to the viewer a feeling of who or what you think you are!</p>	<p>As Advanced students, they will make and refine aesthetic choices on material use based on existing experiences, skills, and their conceptual ideas for their self-portrait. Material choices may include: pencil, charcoal, or pen & ink, paper selections, canvas or clay/scratchboard for examples.</p> <p>Elements & Principles of Design:</p> <p>As advanced students they should already have a strong skill set for how to use the E&P of Design within an artwork. Their self portrait must</p>	<p>Self-Portrait 1 9/30/2012</p> <p>Self-Portrait 1 9/30/2012</p> <p>Self-Portrait 1 9/30/2012</p>		<p>ready for college portfolio</p> <p>Artwork has a full value range</p> <p>Artwork shows Original thought and creativity in expressing an "idea" of self</p> <p>Artwork demonstrates high craftsmanship</p>	<p>ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>VA.01.10-Use electronic technology for reference and for creating original work</p> <p>VA.01.12- Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools</p> <p>VA.02.13-Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of</p>
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		<p>possess a level of sophistication in their use to make work college portfolio acceptable. Each student must determine what E&P(s) are important in their unique self-portrait composition.</p> <p>Observation: Students will work from observation increasing their abilities to translate the observable world into an original 2-d artwork.</p>				<p>othersExamples include: line as edge treatment and in patterns; color temperature, mass and volume as functions of color, size, perspective; negative space; visual and surface textures.</p> <p>VA.02.15-Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood</p> <p>VA.03.08-Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the</p>
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Concentration Work

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
Why is it important to develop my own	CONCENTRATION WORK 6 Concentration pieces	Knowledge of how to build a body of artwork.	Class Critique 10/31/2012 1:1 Discussions		Students will do 3 thumbnail versions of their	

<p>aesthetic interests as an artist?</p> <p>How can a group of concentrated work based on one idea enhance my college portfolio?</p>	<p>due this semester. Students will develop their ideas for their Concentration. This is a large task of building a body of artwork over the semester which is related with a strong idea, formally or conceptually. Students will propose three thumbnail sketches of twelve related works each. Students will make the artwork that will comprise the pieces of their concentration. Students work in a medium of their choice and strength.</p>	<p>Development of ideas and technical skills to manage this task, each portfolio will be unique and different. Master the form and content of the concentration idea. Knowledge of elements and principles of art and design Care and use of studio Critical thinking Knowledge of form and content of portfolio assembly (Drawing, 2-D, painting, photography, or 3D)</p>	<p>10/31/2012 Concentration Portfolio 10/31/2012 Concentration Work Journal 10/31/2012</p>	<p>twelve ideas for their Concentration Students will know what a body of artwork consists of as related to the body of art they will independently develop known as their Concentration. Students will start their Concentration Students will develop their ideas for their Concentration Students will be finish their Concentration (six pieces) Students will participate in critiques and discussions of artwork Students will feel confident about their progress on</p>
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their
Concentration

All work is observational. Drawings will use charcoal or conte crayon. Students will work on charcoal paper with different color and value choices.

Still Life

~ Photography will be black and white using studio lighting and or natural lighting from windows

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
<p>What is a still life drawing / painting? What was the Realism movement of the 19th century and how did the culture of that time influence the artwork?</p>		<p>Knowledge of elements and principles of art and design. Care and use of studio. Critical thinking. Use of materials and techniques relevant to portfolio.</p>	<p>Draftsmanship 10/31/2012 1:1 Discussions 10/31/2012 Class Critique 10/31/2012</p>	<p>What is Realism?</p>	<p>A understanding of the Realism movement and how culture influences art, and vice versa.</p>	<p>VA.01.09- Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools VA.01.12- Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools VA.02.15-Create</p>

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N o v e m b e r	Concentration Work ~	- CONCENTRATION WORK 6 Concentration pieces due this semester. 3 due at mid-term and 3 by first class after Christmas vacation. Students will develop their ideas for their Concentration. This is a large task of building a body of artwork over the semester which is related with a strong idea, formally or conceptually.					
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<p>work based on one idea enhance my college portfolio?</p>	<p>is a large task of building a body of artwork over the semester which is related with a strong idea, formally or conceptually. Students will propose three thumbnail sketches of twelve related works each. Students will make the artwork that will comprise the pieces of their concentration. Students work in a medium of their choice and strength.</p>	<p>will be unique and different. Master the form and content of the concentration idea. Knowledge of elements and principles of art and design Critical thinking Knowledge of form and content of portfolio assembly (Drawing, 2-D, painting, photography, or 3D)</p>			<p>body of artwork consists of as related to the body of art they will independently develop known as their Concentration. Students will start their Concentration Students will develop their ideas for their Concentration Students will be finish their Concentration (six pieces) Students will participate in critiques and discussions of artwork Students will feel confident about their progress on their Concentration</p>	<p>apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools VA.02.15-Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood VA.03.09-Create 2D and 3D artwork that explores the abstraction of ideas and representations For example, students make images that represent abstract concepts such as respect for human rights, empathy, solitude, community,</p>
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						writing, using appropriate vocabulary VA.05.10- Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work
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Summer Sketch Book ~

(Goal) Students will recognize the relationship between the continued observation of nature, the notation of visual ideas, and the practice of various drawing techniques in a sketch book with the growth of an artist's skill.
(Objective) Students will hone their artistic skills through consistent drawing in a sketch book.

Students will turn in on the first day of school one completed sketchbook from July and August.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does an artist hone their artistic skills? What is the importance of acquiring an understanding of my personal aesthetic interests	Students will consistently draw objects from observation, and imagination in their sketch books. Students will explore different media,		critical examination of sketchbooks 7/31/2013	Summer Sketchbook		

and appreciation as an artist?	subjects, and techniques in their sketch books.						
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