

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Portfolio Studio (967)

Department: Art Department

Teacher: Denise Freeman

Grade level: 11-12

## Description of Course:

An honors level intensive half year long studio experience for students that plan to continue to further their studies of art and begin or continue the process of building a portfolio in preparation for college. Students must have strong studio skills and be willing to spend a minimum of daily class time outside on studio work. Students will be expected to work semi-independently and exhibit their work in a “solo” show. The college, career and portfolio process and studio experience will be explored.

## School – Wide Expectations:

### Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

### Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

## Core Competencies as aligned with State Standards:

### Creating

1. Students will create multiple solutions to specific visual arts problems that demonstrate competence in structure and artistic function. (critical thinking and problem solving)

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- a. Demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art;
- b. Create works that use the elements of art and principles of design to solve specific visual arts problems;
- c. Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;
- d. Design to generate multiple solutions to a variety of art problems
- e. Describe the elements of art and principles of design found in origins of specific images and ideas.

## Performing

2. Students will express ideas regularly at a high level of effectiveness in at least one visual arts medium.

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- d. Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- e. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis and evaluation. (writing and speaking)

3. Students will create a visual art portfolio and prepare an exhibition demonstrating an understanding of presentation. (collaboration, critical thinking, problem solving)

Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

- a. Recognize that a portfolio is a tool for professional artist and personal documentation, as well as, a requirement for a college admission.
  - b. Prepare a portfolio for use in application to institutions of higher education or for the workplace.
  - c. Prepare an exhibition, demonstrating an understanding of presentation.
  - d. Investigate career opportunities and professional options related to one's own strengths
4. Students will use and apply appropriate safety and health practices when using specific media and processes.

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner. (personal responsibility)

## Responding

5. Students will criticize their own work and the work of others using theories in art. (Critical thinking)

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

- a. Reflect on how artworks differ visually, spatially, and functionally
- b. Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.
- c. Describe the origins of specific images and ideas and explain their significance.
- d. Evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others.

## Suggested Texts and Media (Software, AV, etc.):

Scholastic Art Awards of New Hampshire (Gold Key Works, National Gold Key Works) CD  
Local College Presentations: (NHIA, Montserrat, Maine College of Art, Hallmark, Chester College of Art, NESOP etc.) Field Trips to Art Museums and Galleries (New England and New York)

### **Suggested Instructional Strategies:**

- 1. Lecture and Demonstration-** Use of demonstration to guide student inquiry. Students engage in classroom demonstrations of “how to” use and apply technical skills with a variety of media in two and three dimensional works including photography and technology.
- 2. Class Work-** The program is designed for students with a high interest in exploring both two and three dimensional works. Students experience the art making process through kinesthetic modalities using advanced principles and elements of art. Students explore using a variety of materials, technical skills and processes within various areas of the visual arts. Each student will focus on a concentration area with breadth, and create a focused body of work for the portfolio process.
- 3. Career Research Project-** Students will gain a broader understanding of the careers and opportunities that are directly related to careers in Art. Students conduct a research on careers and employment in the field. (NH Framework #7) Students not only research, but are also required to present their information obtained in a class presentation. This broadens their knowledge on the availability and opportunity, as well as, aids them in their focus for higher education experiences.
- 4. Field Trip Experiences:** Students have the opportunity to participate in a variety art related field trip experiences in which they respond to historical art works from local and world wide artist. Various field trips that have been incorporated are the Museum of Fine Arts, the DeCordova Sculpture Park and Museum, Massachusetts, the Currier Museum of Art, the Zimmerman House, Manchester, MOMA, the Whitney, the Metropolitan Museum of Art, the Guggenheim, New York. Students often participate in one of a kind “Special Exhibits” that travel throughout the world.
- 5.Active Learning-**Use of activity based learning experiences which include performing, creating and responding to visual arts.

### **Suggested Assessment Strategies:**

- Performance Rubrics-** Students have specific rubrics that are designed with the criteria for a drawing, painting, sculpture or photographic work of art. Rubrics also include specific areas of assessment on assignments related to personal portfolio work. Formative and Summative Assessments will be used within each Unit of Study.
- Formal, Individual and Group Critique-** A variety of critique techniques are used to assess their work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others. Each finished work of art must also accompany a written critique. Students must analyze their work using critical thinking skills and apply aesthetic theories with their intent of their art making process.
- Portfolio Assessment-** A complete portfolio comprised with a minimum of 10 to 15 finished artwork containing a specific concentration in drawing. Student portfolios must also include sketchbooks, drafts and journals.
- One Man Show-** Each student must prepare a public show of their portfolio work in the library in January. Students are responsible for finishing, matting, displaying, hanging and breaking down their own work. Students also create invitations and invite their family, friends and peers. Students are expected to answer questions and present their work in a formal atmosphere.