



Senior Portfolio
Grade 12
Unit 1

Course/Subject: Senior Portfolio	Grade: 12	Unit 1: Creative Process	Suggested Timeline: 10 classes/ 42 minutes each
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Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Creative Process
Unit Summary	During this unit, students will be guided through the creative problem solving process as a framework to guide their artistic exploration.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Where do artists get their ideas? 2. What can I make art about? 3. Does something have to be original to be art? 4. What is creative thinking? 5. What personality traits exist among creative people? 6. What limits creativity? 7. Are the arts an activity that you do, or an activity that you think about- or both? 	Key Understandings: <ol style="list-style-type: none"> 1. Artists get ideas from many sources 2. Artists can make art about any subject 3. Art requires an innovative approach to a problem 4. Creative thinking is a natural process of problem solving 5. Creative people share specific personality traits 6. Creativity can be limited by several factors 7. The arts are activities that are both done and thought about.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.12.G	Analyze the effect of rehearsal and practice sessions
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts
9.3.12.A	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgment

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Misconceptions:

1. Creativity can not be learned
2. The first solution generated is the best

Proper Conceptions:

1. The creative process can be learned.
 2. Creative solutions often improve with research and incubation.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Creativity is an essential aspect of what it means to be human.● Creativity is when an artist reframes ideas and experiences in order to generate new ideas (Czikszentmihalyi)● Creativity occurs when an individual is faced with a problem that is ambiguous and proposes alternatives (Dewey)● Artists have many ways by which they organize and form their work.● Creativity allows our internal thinking to be made visible and communicate to others. Creation is a dialogue, not a monologue (Eisner).● Creativity requires judgment, reflection and editing.	<ul style="list-style-type: none">● Successfully generate a variety of viable solutions through the creative problem solving process.● Actively engage in the creative problem solving process with both peers and instructor● Document engagement in the creative problem solving process leading to a successfully executed solution.	<ul style="list-style-type: none">● Personal Responsibility● Perseverance● Critical thinking● Creativity● Collaboration● Communication● Language Lens - subject specific vocabulary● Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

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| <ul style="list-style-type: none">● Creative problem solving● incubation | <ul style="list-style-type: none">● Idea generation● Revision |
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Assessments:

- Evidence of planning and revision
 - Documentation of creative process
 - Completed artwork showing application of unique creative solution
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Differentiation:

- Creative solution will reflect the individual artist
 - Graphic organizers can be utilized by students
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Interdisciplinary Connections:

- ELA - written journal entries reflecting creative problem solving process
- Science - discussion of brain systems involved in creative problem solving process

Additional Resources:

- Graphic organizer to aid movement through the creative problem solving process
- Examples of creative solutions

Created By:

Jennifer Brink



Senior Portfolio
Grade 12
Unit 2

Course/Subject: Senior Portfolio	Grade: 12	Unit 2: Developing a Theme	Suggested Timeline: 12 classes/ 42 minutes each
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Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Developing a Theme
Unit Summary	Through this unit, students will identify common themes in artwork and learn how to identify and develop themes in their own work.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What themes are commonly expressed in the arts? 2. How do artists visually communicate specific themes? 3. How do artists identify unique and personal themes upon which to base their work? 	Key Understandings: <ol style="list-style-type: none"> 1. Specific themes historically recur in successful art work 2. Artists use media, technique, and composition to communicate specific themes 3. Artist draw from personal experience, guided by culture and history, to develop themes in their work.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.1.12.F	Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition
9.2.12.A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.12.E	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts

9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts
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Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.3.12.D	Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Misconceptions:	Proper Conceptions:
1. There is only one way to visually express a theme.	1. Themes can be visually expressed in an infinite number of ways
2. Cliche images are the best way to communicate an idea	2. Innovative imagery is an effective way to communicate ideas

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Artists use visual themes to create work that is personally and publically rewarding. Art is a means to express themes and ideas that are difficult to express verbally Artists create bodies of work connected by enduring themes 	<ul style="list-style-type: none"> Successfully create a visually cohesive body of work by investigating a specific theme Accurately identify themes in art exemplars 	<ul style="list-style-type: none"> Reflection Perseverance Critical thinking Creativity Collaboration Communication Language Lens - subject specific vocabulary Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

<ul style="list-style-type: none"> Theme cliche 		
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Assessments:

<ul style="list-style-type: none"> Written statement identifying theme in a body of work created by a master artist Written statement identifying them in personal body of work Cohesive body of work (8 pieces) unified through a visual theme
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Differentiation:

<ul style="list-style-type: none"> Creative solution will reflect the individual artist Graphic organizers can be utilized by students
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Interdisciplinary Connections:

- ELA - written journal entries and statements about theme
- Social Studies - discussion of the effect of culture and time period on the theme of a body of work

Additional Resources:

- Graphic organizer to aid identification of theme
- Examples of cohesive bodies of work

Created By:

Jennifer Brink



Senior Portfolio
Grade 12
Unit 3

Course/Subject: Senior Portfolio	Grade: 12	Unit 3: Creating Meaning	Suggested Timeline: 15 classes/ 42 minutes each
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Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Creating Meaning
Unit Summary	Through this unit, students will identify ways in which artists use the elements and principles of design and technique to create meaning in their artwork.

Unit Essential Questions: 1. What techniques do artists use in order to affect the way an audience responds to a work of art? 2. How do artists use the elements and principles of design to create meaning in their artwork?	Key Understandings: 1. Artists utilize specific techniques to affect an audience's response to artwork. 2. Artists use the elements and principles of design to create meaning in their artwork.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.2.12.E	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts

Important Standards Addressed in the Unit:

9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques
9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Misconceptions:

1. Most art doesn't have meaning
2. Artist use the same technique for every piece of artwork

Proper Conceptions:

1. Artwork possesses meaning for both the artist and the viewer
2. Artists vary their technique to convey meaning in artwork.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Artists revise skills and techniques to carry out their intentions in their artworks.• Artists use various techniques to create strong reactions to their work.	<ul style="list-style-type: none">• Analyze the techniques used by an artist and explain how the techniques affect audience response• Express opposing messages in a series of artwork by altering technique and composition	<ul style="list-style-type: none">• Social Lens• Reflection• Perseverance• Critical thinking• Creativity• Collaboration• Language Lens - subject specific vocabulary• Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

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| <ul style="list-style-type: none">• Composition | | |
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Assessments:

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- Series of artwork successfully conveying opposing meanings
 - Written analysis of meaning conveyed in art exemplar
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Differentiation:

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- Creative solution will reflect the individual artist
 - Guided analysis
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Interdisciplinary Connections:

- ELA - written analysis of art exemplar and journal entries of project planning
 - Social Studies - discussion of the effect of culture and time period on the message of artwork
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Additional Resources:

- Art exemplars
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Created By:
Jennifer Brink

		Senior Portfolio Grade 12 Unit 4	
Course/Subject: Senior Portfolio	Grade: 12	Unit 4: Media Choice	Suggested Timeline: 15 classes/ 42 minutes each

Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Media Choice
Unit Summary	This unit will introduce students to the various considerations made by artists when choosing media.

Unit Essential Questions: 1. How does a particular medium influence how an artist approaches a problem, communicates an experience or presents an idea? 2. How do artists select the appropriate media for their work?	Key Understandings: 1. Media influences how an artist approaches problems, communicates experiences, and presents ideas. 2. Artists consider many factors when selecting media.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical

	space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
9.1.12.J	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of other

Important Standards Addressed in the Unit:

9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the cultur

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Artists use their favorite media for their work 2. Media does not influence the viewer's perception of a piece of art. 	<ol style="list-style-type: none"> 1. Artists select media based on the message/concept the artwork conveys 2. Media influences the viewer's perception of a piece of art.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Artists think differently when working through different media. • Artists use specific media to create strong reactions to their work 	<ul style="list-style-type: none"> • Experiment with different media to create a work of art that expresses a specific meaning or mood. • Successfully explain why each medium was selected in a written reflection • Participate in a formal peer critique analysing the effect of media on meaning and message. 	<ul style="list-style-type: none"> • Social Lens • Reflection • Perseverance • Critical thinking • Creativity • Collaboration • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

• Media/medium		
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Assessments:

<ul style="list-style-type: none"> • Series of artwork successfully conveying meaning through media choice • Written reflection of media choice • Active participation in peer critique
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Differentiation:

<ul style="list-style-type: none"> • Creative solution will reflect the individual artist • Graphic organizer for reflection and/or critique process • Limited media choices

Interdisciplinary Connections:

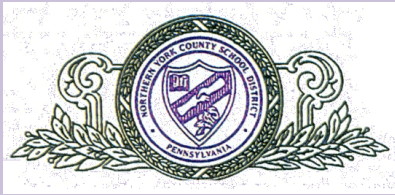
- ELA - written analysis of art exemplar and journal reflection
- Social Studies - discussion of the effect of culture and time period on media and technique

Additional Resources:

- Art exemplars

Created By:

Jennifer Brink



Senior Portfolio
Grade 12
Unit 5

Course/Subject: Senior Portfolio	Grade: 12	Unit 5: Message	Suggested Timeline: 18 classes/ 42 minutes each
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Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Message
Unit Summary	Through this unit, students will gain an understanding of art as a medium to spread social and cultural messages

Unit Essential Questions: 1. How do the arts raise awareness about social issues? 2. How do artists use their work to influence culture? 3. Is it the job of artists to engage in social commentary?	Key Understandings: 1. Artists create work with social messages to raise awareness of issues. 2. Artists use their work to influence culture in many ways. 3. The job of artists is to create images that make viewers think.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.2.12.A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.12.D	Analyze a work of art from its historical and cultural perspective
9.2.12.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.12.I	Identify, explain and analyze philosophical beliefs as they relate to works in the arts

Important Standards Addressed in the Unit:

9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Art is not part of day-to-day life. 2. Artists are only interested in creating pretty pictures. 3. Propaganda is no longer used. 	<ol style="list-style-type: none"> 1. Art is all around us. 2. Artists use artwork to bring awareness to social and cultural issues. 3. Propaganda is used everyday.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Artists often address social issues or concerns in their artwork. • Art provides a medium to understand and exchange ideas. 	<ul style="list-style-type: none"> • Analyze art exemplars to understand the social concerns addressed. • Identify a current social issue and create a piece of artwork which makes a statement addressing the issue. • Actively participate in a formal peer critique. 	<ul style="list-style-type: none"> • Social Lens • Reflection • Perseverance • Critical thinking • Creativity • Collaboration • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts


Academic Vocabulary:		
<ul style="list-style-type: none"> • Propaganda • Social issue 		

Assessments:
<ul style="list-style-type: none"> • Artwork successfully conveying a message about a current social issue • Written analysis of art exemplar addressing social issue • Active participation in peer critique

Differentiation:
<ul style="list-style-type: none"> • Creative solution will reflect the individual artist • Graphic organizer for analysis and/or critique process • Limited social issue choices

Interdisciplinary Connections:
<ul style="list-style-type: none"> • ELA - written analysis of art exemplar and journal reflection • Social Studies - discussion of the effect of propaganda during periods in art history
Additional Resources:
<ul style="list-style-type: none"> • Art exemplars

Created By:
Jennifer Brink

		Senior Portfolio Grade 12 Unit 6	
Course/Subject: Senior Portfolio	Grade: 12	Unit 6: Influence	Suggested Timeline: 15 classes/ 42 minutes each

Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Influence
Unit Summary	Through this unit, students will gain an understanding of ways historical events have shaped art development.

Unit Essential Questions: 1. How do historical events influence the shaping of arts and culture? 2. How do artists respond to new innovations?	Key Understandings: 1. Historical events have a significant impact on the arts and culture. 2. Artists develop new styles and techniques in response to innovations.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.2.12.A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.12.B	Relate works in the arts chronologically to historical events
9.2.12.E	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
9.2.12.H	Identify, describe and analyze the work of Pennsylvania Artists

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Misconceptions:

1. Art is not impacted by world events
2. Art materials and techniques have remained the same throughout time

Proper Conceptions:

1. World events greatly impact art
 2. Art materials and techniques evolve in response to historic events
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Knowledge & Concepts

- Artists create works of art in response to significant events.
- Innovations in other fields often impact the development of art

Skills & Competencies

- Create artwork which successfully responds to a current event of historical importance.
- Actively participate in a formal peer critique.

Dispositions & Practices

- Social Lens
 - Reflection
 - Perseverance
 - Critical thinking
 - Creativity
 - Collaboration
 - Language Lens - subject specific vocabulary
 - Meaning Centered Lens - Actively making sense of concepts
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Academic Vocabulary:

- Vocabulary will be dependant on the specific innovations addressed during the unit (styles, media, technique)
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Assessments:

- Artwork successfully responding to an event of historical importance
 - Evidence of planning and revision to strengthen artwork
 - Active participation in peer critique
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Differentiation:

- Creative solution will reflect the individual artist
 - Graphic organizer for analysis and/or critique process
 - Unit can address a wide range of historic impacts (response to war, materials developed through innovation, new techniques growing from technological advances, etc)
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Interdisciplinary Connections:

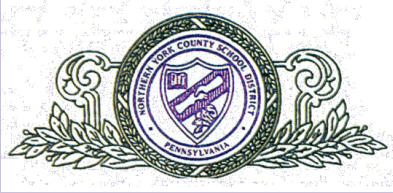
- ELA - written journal reflection
 - Social Studies - discussion of the effect of historical events on art
 - Science - art materials and techniques developed through scientific innovation
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Additional Resources:

- Art exemplars
- Variety of media and tools

Created By:

Jennifer Brink



Senior Portfolio
Grade 12
Unit 7

Course/Subject: Senior Portfolio	Grade: 12	Unit 7: Aesthetic Response	Suggested Timeline: 4 classes/ 42 minutes each
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Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Aesthetic Response
Unit Summary	Through this unit, students will enhance their ability to analyse and refine artwork based on aesthetic response.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What role does analysis play in understanding and evaluating works of art? 2. How is the quality and value of art perceived differently depending on the place, time, culture, and social context in which it is viewed? 3. What are the essential skills learned through critique and aesthetics? 4. How can critique methods such as aesthetic scanning and peer critique help develop a variety of approaches to individual art making? 5. How can revision in response to critique strengthen artwork? 	Key Understandings: <ol style="list-style-type: none"> 1. Analysis plays an essential role in understanding and evaluating works of art. 2. The quality and value of art is perceived differently depending on the place, time, culture, and social context in which it is viewed. 3. Critique and aesthetics teach artists essential skills. 4. Critique methods help develop a variety of approaches to art making. 5. The practice of revision in response to critique is essential to strengthen artwork.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.3.12.A	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.12.C	Apply systems of classification for interpreting works in the arts and forming a critical response.
9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Misconceptions:

1. Once artwork is completed there is no need for revision.
2. The aesthetic response of others is not important to artists.

Proper Conceptions:

1. Artists often continue to revise artwork to make improvements.
2. The aesthetic response of others is very important consideration to artists.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Critique and aesthetics can assist in improving artwork • Incorporate different styles and techniques using the elements and principles to evoke meaning, curiosity and awareness in artwork • Evaluate how critique may affect the creation and modification of artwork 	<ul style="list-style-type: none"> • Document revision of artwork in response to critique process • Create a unique piece of artwork based on insights gained from aesthetic response • Actively participate in a formal peer critique. 	<ul style="list-style-type: none"> • Social Lens • Reflection • Perseverance • Critical thinking • Creativity • Collaboration • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

<ul style="list-style-type: none"> • Aesthetic response • scanning 	<ul style="list-style-type: none"> • composition 	
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Assessments:

- Artwork successfully responding to information gained through critique process
- Evidence of planning and revision to strengthen artwork
- Active participation in peer critique

Differentiation:

- Creative solution will reflect the individual artist
 - Graphic organizer for analysis and/or critique process
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Interdisciplinary Connections:


- ELA - written journal reflection and documentation of revision process
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Additional Resources:

- Art exemplars of revised pieces
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Created By:

Jennifer Brink

			Senior Portfolio Grade 12 Unit 8
Course/Subject: Senior Portfolio	Grade: 12	Unit 8: Artist Statement	Suggested Timeline: 4 classes/ 42 minutes each

Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY , a sense of excellence; SUSTAINED INVESTIGATION , an intensive development of an idea or concept; BREADTH , a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Artist Statement
Unit Summary	Through this unit, students will enhance the skills necessary to select excellent quality work, which is representative of concept, composition, demonstration of technical skill, and the realization of the student's intentions and the ability to verbalize their creative process.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What qualities and attributes does an artist look for when selecting their best work? 2. Why is it important for artists to write a formal statement about their work? 3. How do artists express the message and meaning of their work? 	Key Understandings: <ol style="list-style-type: none"> 1. Artists use a specific set of criteria when selecting their best works. 2. Writing a formal statement about artwork is a valuable process for all artists. 3. Artists utilize specific processes to express the message and meaning of their work.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.3.12.A	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts
9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique

9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience
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Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.4.12.D	Analyze and interpret a philosophical position identified in works in the arts and humanities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Artists include all of their artwork in their portfolio 2. Artists only include formal pieces of artwork in their portfolio 3. Artwork does not need to be explained 4. Artists do not make consistent statements in their work. 	<ol style="list-style-type: none"> 1. Artists use specific criteria to select the most appropriate pieces for their portfolio 2. Artist include in-progress and research pieces in their portfolio when appropriate 3. Artist statements are often included with artwork to further inform the viewer. 4. Artists often work in series or to express a specific statement through their work.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Artist statements are a valuable way to share information about a body of artwork • The process of selecting and ordering artwork is a valuable exercise for artists when building a portfolio 	<ul style="list-style-type: none"> • Write a successful and informative artist statement about a body of work • Build a portfolio which reflects the careful selection and ordering of artwork 	<ul style="list-style-type: none"> • Perseverance • Critical thinking • Creativity • Collaboration • Communication • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

• Artist Statement		
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Assessments:

<ul style="list-style-type: none"> • Formal written artist statement • Portfolio of artwork showing successful application of selection criteria
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Differentiation:

<ul style="list-style-type: none"> • Artist statements and completed portfolios will reflect the individual artist • Graphic organizers can be utilized by students to organize portfolio and guide statement writing

Interdisciplinary Connections:

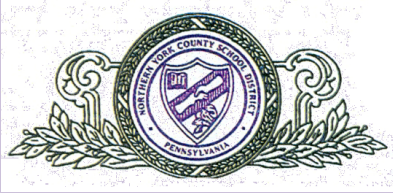
<ul style="list-style-type: none"> • ELA - formal written artist statement

Additional Resources:

- Portfolio building checklists to guide artwork selection
- Graphic organizers to guide writing of artist statement
- Examples of successful artist statements

Created By:

Jennifer Brink



Senior Portfolio
Grade 12
Unit 9

Course/Subject: Senior Portfolio	Grade: 12	Unit 9: Presentation	Suggested Timeline: 8 classes/ 42 minutes each
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Grade Level Summary	This program is intended for seniors interested in developing a personal body of work. Students will complete teacher directed and independent pieces of artwork and develop a portfolio which demonstrates the ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; SUSTAINED INVESTIGATION, an intensive development of an idea or concept; BREADTH, a variety of experiences in the formal, technical, and expressive means available to an artist.
Grade Level Units	Unit 1: Creative Process Unit 2: Developing a Theme Unit 3: Creating Meaning Unit 4: Media Choice Unit 5: Message Unit 6: Influence Unit 7: Aesthetic Response Unit 8: Artist Statement Unit 9: Presentation

Unit Title	Presentation
Unit Summary	Through this unit, students will develop the skills needed to prepare and present artwork in a professional manner.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What criteria do artists use in selecting work for presentation? 2. How do artists prepare and present a cohesive art show with a variety of individual artistic styles? 3. What are all the individual components of an art show? 4. How do artists prepare artwork for display in a professional manner? 	Key Understandings: <ol style="list-style-type: none"> 1. Artists use criteria specific to the situation when selecting work for presentation. 2. Artists use a variety of approaches to prepare and present a cohesive art show when working with individual art styles. 3. There are many important components to an art show. 4. Artists adhere to a specific set of standards when preparing artwork for display in a professional manner.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience
9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts
9.4.12.C	Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response

Important Standards Addressed in the Unit:**9.1.12.C**

Integrate and apply advanced vocabulary to the arts forms.

9.4.12.D

Analyze and interpret a philosophical position identified in works in the arts and humanities.

Misconceptions:

1. Artists hang their work without forethought
2. The order in which artwork is presented does not matter.
3. The environment in which artwork is presented does not matter.

Proper Conceptions:

1. Artists use specific criteria to decide how to hang their work.
2. Artists present artwork in a specific order to create a specific visual impact.
3. Artist prepare the environment in which they present their work in order to create a specific visual impact.

Knowledge & Concepts

- Curators select and arrange artwork in a unified and progressive manner
- Curators write appropriate text for artwork presentation
- Order, explanation, and craftsmanship affect the viewers' experience.

Skills & Competencies

- set criteria and select individual quality pieces for presentation.
- arrange artwork in an order to best show off individual pieces
- write a cohesive artist statement describing artistic process
- complete pieces to a professional finished quality
- Properly mat artwork
- Properly photograph artwork for professional presentation
- act as curator for the district art show

Dispositions & Practices

- Critical thinking
- Collaboration
- Communication
- Language Lens - subject specific vocabulary
- Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

- Artistic Choice
- Critical analysis

- Matting
- Curator

Assessments:

- Formal written text for artwork presentation
- Portfolio of artwork showing successful application of selection criteria
- Successfully and neatly matted artwork
- Successfully photographed artwork portfolio

Differentiation:

- Artist statements and completed portfolios will reflect the individual artist
- Graphic organizers can be utilized by students to organize portfolio and guide statement writing

Interdisciplinary Connections:

- ELA - formal written artist statement
- Math - measuring and mat cutting formula

Additional Resources:

- Artwork display supplies
- Matting supplies
- Mat cutter

Created By:

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