

VISUAL ARTS DEPARTMENT

JUNIOR-SENIOR PORTFOLIO: COURSES #826 and #827

Department Contact Information

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The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

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Course Frequency: #826: Full-year course, five times per week
#827: Semester course, five times per week

Credits Offered: #826: Five
#827: Two and a half

Prerequisite: 10 or more credits in Art with a B- average in each course

Background to the Curriculum

In 1994 the Portfolio curriculum was revised to provide more flexible scheduling and intensive study by being offered as a one, a one and a half, and a two-year course. Over the past six years additional curriculum revision work has been completed to strengthen the course sequence, content, and student and teacher assessment tools. This course currently meets the following Massachusetts Art Curriculum Frameworks Standards: 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), 3 (Observation, Abstraction, Invention, and Expression), 4 (Drafting, Revising, and Exhibiting), 5 (Critical Response), 6 (Purpose and Meaning in the Arts), 7 (Roles of Artists in Communities), 8 (Concepts of Style, Influence, and Change).

Core Topics/Questions/Concepts/Skills

Junior-Senior Portfolio is a sequential course that builds upon topics, concepts, and skills introduced and acquired in the prerequisite foundation art classes. Portfolio is designed for the student who is seriously planning a career in art or who is highly motivated and plans to minor in art at the college level. Students will gather college and art school information, review portfolio needs, and finalize portfolios through class and independent assignments. Completed portfolios will include but are not limited to the following topics: portraiture, figure, still life, landscapes, interiors, and social issues. Students are encouraged to interpret topics in a wide range of media and styles to show evidence of their observation skills, imagination, personal expression, color theory knowledge, concrete and abstract problem-solving skills; their ability to pursue an area of interest in depth; and their solid foundation in the elements and principles of design.

Course-End Learning Objectives

<u>Learning objective</u>	<u>Corresponding state standards, where applicable</u>
<p>1] Portrait and Figure Studies: To demonstrate the knowledge and skills needed to work from live models, including self and peers. Traditional and non-traditional media will be explored while stressing observation skills, composition and sense of character. (J. Vermeer, V. Van Gogh, G. Roualt, E. Nolde, A. Modigliani, L. Rivers, F. Bacon, E. Degas, P. Gauguin, P. Pearlstein)</p>	<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.16 Create artwork that demonstrates purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p> <p>3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work.</p> <p>3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas.</p>
<p>2] Still-Life: Through the use of traditional and non-traditional media, students will demonstrate their observation skills, technical skill, knowledge of composition and color theory, and their ability to record the illusion of 3D form on a 2D surface. Still-Life subject matter will include bone studies and selective views from a traditional still-life arrangement. (H. Matisse, P. Cezanne, J. Fish)</p>	<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.16 Create artwork that demonstrates purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p>

<p>3] Interior and Exterior Views: Composition and a sense of place will be emphasized as students create unique views of interior and exterior settings. (E. Hopper, P. Bonnard, H. Matisse, P. Cezanne, D. Hockney, A. Wyeth)</p>	<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.16 Create artwork that demonstrates purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p>
<p>4] Social Issues: To demonstrate the ability to create an expressive symbolic and imaginative work of art based on a personal reaction to a social issue. (N. Sperro, K. Kollowitz, J. Chicago, D. Rivera)</p>	<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.16 Create artwork that demonstrates purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p> <p>3.11 Demonstrate the ability to portray emotions and personality through rendering physical characteristics in 2D and 3D work.</p> <p>3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas.</p> <p>7.9 Identify artists who have been involved in the past by analyzing primary sources from historical periods.</p>

<p>5] Independent Challenges: Students will propose their own studio challenges, allowing for development of needed skills and personal interests to be explored. Independent challenges proposed will allow students to complete specific works needed for their portfolios.</p>	<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.16 Create artwork that demonstrates purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p>
<p>6] Career Exploration: To become aware of potential art careers and the education, experiences, and commitment needed to pursue such careers. Students will be required to research and interview artists and present their findings in written and/or verbal format.</p>	<p>7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements.</p>
<p>7] Community Service Project: Students will be provided with an opportunity to give back to their community through individual and/or a group studio challenge.</p>	<p>7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements.</p>
<p>8] Portfolio Development: To assess portfolio needs and create a portfolio of work for exhibition and for use in the college application process.</p>	<p>4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each medium</p> <p>4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles.</p> <p>4.16 Organize and present an exhibit of a body of their own work to others.</p>
<p>9] The Studio Environment: To demonstrate proper care and use of tools, materials, and safety equipment.</p>	<p>1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools.</p>

<p>10] Self-Assessment and Criticism: To demonstrate the ability to analyze, critique and assess one’s own work and the work of others on an ongoing basis through research and gallery/ museum visits.</p>	<p>5.10 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.</p> <p>5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.</p> <p>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p> <p>8.9 Identify examples of innovation and tradition in the arts and explain the works in relation to historical and cultural contexts.</p>
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Assessment

- Student and teacher portfolio reviews
- Formal and informal one-on-one and small and large group critiques
- Written assessment done in process and at the conclusion of each unit by students and teacher.

Materials & Resources

A variety of books, slides and actual works are used as resources to support core concepts and course activities. A wide range of media is used in this course, including but not limited to value pencils, charcoal, conte, pen and ink, water based oils, acrylic paints, pastels, paper, canvas, color pencils, photography, clay, and a variety of cut, torn, and collaged materials.