

SPRINGFIELD PUBLIC SCHOOLS

PORTFOLIO DEVELOPMENT

2006-2007

COURSE DESCRIPTION

Portfolio Development provides a more self-directed and in-depth study in visual arts skills, techniques and expression through studio processes. This is a portfolio preparation class and is the culmination of the student's secondary art experience. The student will be required to participate in exhibits and prepare an art portfolio. The student in Portfolio Development should be a highly motivated risk-taker. Pre-requisite: Successful completion of Art Foundations, advanced courses and teacher recommendation. Materials fee. This course may be repeated for credit.

COURSE RATIONALE

The study of Portfolio Development is designed to engage students in higher level thinking skills through creative problem solving and personal expressions in order to gain knowledge in the humanities and to become critical thinkers.

MAJOR INSTRUCTIONAL GOALS

1. **Students will understand and apply media, techniques and processes.**
 - a. Students will select and safely use tools, technology and media to express ideas within an area of concentration. (1.4; FA1)
 - b. Students will utilize a sketchbook to work through sequential stages and processes and develop technical skills and craftsmanship to enhance areas of concentration. (2.5; FA1)
2. **Students will use knowledge of structures and functions.**
 - a. Students will employ the elements and principles of design throughout the development of an area of concentration. (2.5; FA2)
3. **Students will choose and evaluate a range of subject matter, symbols and ideas to generate work.**
 - a. Students will select areas for expression and research possible solutions to visual problems as related to their concentration. (3.6; FA4)
 - b. Students will expand use and understanding of the art vocabulary through individual and group critique. (2.4; FA3)
4. **Students will analyze the role of the visual arts in relation to history and cultures.**
 - a. Students will compare figurative work from the Renaissance through the twenty-first century as guides for visual expression (e.g., self-portraits). (1.9; FA5)

- 5. Students will demonstrate connections between visual arts and other disciplines.**
 - a. Students will investigate a career in the visual arts through the use of primary sources (attending lectures, gallery openings, personal interviews, visiting businesses). (4.8; FA3)
 - b. Students will use current events to identify the role of artists who have achieved regional, national and international recognition and the ways that their works have influenced thinking. (1.6; FA3)

- 6. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**
 - a. Students will critique artwork using the critical process (describe, analyze, interpret and evaluate) to select work for display. (1.5; FA3)
 - b. Students will prepare artwork for display (organize, trim, mount, prepare mats, etc.). (2.5; FA1)
 - c. Students will write an artist statement that describes research, exploration, content and development of their work. (3.3; FA3)
 - d. Students will catalog and prepare a portfolio of original artwork (photographs, originals, slides, CD's, etc.). (1.8; FA1)