

# UBD Unit Design Template

## Portfolio Design-Quarter 2 - A. Blake

Time Frame: 10 weeks	Unit Title: Building, Gathering, Deciding and Presenting	Course Name: Portfolio Design Continuation
<b>Stage 1: Desired Results</b>		
<b>Established Goal(s)</b>	<b>Transferable Skills</b>	
<p>An art portfolio should show a diverse range of skill and visual experiences. Students should demonstrate that they are able to use and experiment with a range of styles, mediums and techniques and can control, apply and manipulate mediums in a skillful, appropriate and intentional way.</p> <p>Art creation rubric Sketchbook rubric Class participation rubric</p> <p><b>National Core Arts Standards</b></p> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</li> <li>Anchor Standard #2. Organize and develop artistic ideas and work.</li> <li>Anchor Standard #3. Refine and complete artistic work.</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>Anchor standard 4: Select, analyze and interpret artistic work for presentation</li> <li>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</li> <li>Anchor standards 6: Convey meaning through the presentation of artistic work</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Anchor standard 7: Perceive and analyze artistic work</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Create a digital or physical art portfolio which will show a college their breadth of knowledge and skill</li> </ul>	
	<b>Meaning</b>	
	<p><b><u>Understandings</u></b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Creating a portfolio is a challenging experience, but it will be rewarding and beneficial to their artistic career.</li> <li>Their portfolio can be updated throughout their entire career</li> <li>.They need to not only be able to express themselves visually, but also verbally, as they learn to tell the story behind their art</li> </ul>	<p><b><u>Essential Questions</u></b></p> <p>How do I select the pieces for my art portfolio?</p> <p>What does a digital portfolio look like compared to physical one one?</p> <p>How do I present my portfolio?</p> <p>How and why is the artistic statement important?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>How to express themselves through drawing, painting, Sculpture printmaking and multi media art</li> <li>How to organize an art portfolio</li> <li>How to talk about their artwork through group share and discussion</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Select the best works for their portfolio which represent them as an artist</li> <li>Build self confidence as they experiment with different mediums throughout the semester</li> <li>Write an artist statement</li> <li>Select a variety of finished artwork for their portfolio which shows strong examples of observational sketches</li> <li>Demonstrate a range of different skills within your area of specialization</li> <li>Select pieces that showcase a range of subject matter</li> <li>Create artwork that is original</li> <li>Be able to verbally discuss the artistic process leading them on some sort of journey</li> <li>How to write a personal artistic statement</li> <li>Accept criticism with curiosity</li> </ul>

# UBD Unit Design Template

- Anchor standard 8: interpret intent and meaning in artistic work
- Anchor standard 9: Apply criteria to evaluate artistic work

## Connecting

- Anchor standard 10: Synthesize and relate knowledge and personal experiences to make art
- Anchor standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## State of NH—K-12 Curriculum Framework for the Arts

Standard #1—Understanding and applying media, technology, techniques and processes

Standard #2—Identify and apply the elements of visual art

Standard #3—Select and apply a range of subject matter, symbols, and ideas

Standard #4-Analyze the visual arts in relation to history and culture

Standard #5-Analyze, interpret and evaluate their own and others' artwork

Standard #6-Students will make connections among the visual arts, other disciplines, and daily life

Standard #7-Understand the range of careers in the field of visual arts and identify careers associated with this field