The Portfolio

Content Area: **Arts**
Course(s): **Photography 2**
Time Period: **Semester 2**
Length: **1**
Status: **Published**

Standards

0xVA.9-12.1.5.12acc.Cn10aUtilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

0xVA.9-12.1.5.12acc.Cn11Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

0xVA.9-12.1.5.12acc.Cr1Generating and conceptualizing ideas.

0xVA.9-12.1.5.12acc.Cr1bChoose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

0xVA.9-12.1.5.12acc.Cr2Organizing and developing ideas.

0xVA.9-12.1.5.12acc.Cr2bDemonstrate awareness of ethical implications of making and distributing creative work.

0xVA.9-12.1.5.12acc.Cr3Refining and completing products.



0xAnalyze



0xSynthesize



0xShare



0xAnalyze



0xPerceive



0xLA.RI.11-12.10bBy the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.



0xLA.RL.11-12.6Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



0xKey Ideas and Details



0xTECH.8.1.12.A.2Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.



0xTECH.8.1.12.C.1Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.



0xTECH.8.1.12.C.CS2Communicate information and ideas to multiple audiences using a variety of media and formats.



0xTECH.8.1.12.D.5Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

	Explore
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12acc.Cr2	Organizing and developing ideas.
	Reflect, Refine, Continue
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	Analyze
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
1.5.12prof.Pr6	Conveying meaning through art.
	Share
1.5.12acc.Re	Responding
	Perceive
1.5.12acc.Re8	Interpreting intent and meaning.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection

	of works.
	Synthesize
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	Relate
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Enduring Understanding

1. The photographer is not about a single image but a body of work which is cohesive as a singular vision.
2. The portfolio is concise and tells a direct story
3. The portfolio can be a theme or life's work

Essential Questions

1. How do we form and present an opinion on a piece of photographic art?
2. How to compel a viewer to look at a body of work
3. How to stand out from other artists

Knowledge and Skills

- Students will be able to differentiate between a formal critique and a personal opinion.
- Students will be able to develop and use appropriate vocabulary for art critiques.
- Students will be able to participate effectively in peer and self-critique sessions.
- Students will be able to select and professionally present their artwork for display and portfolios.

Resources

- Portfolio & Exhibition Preparation:
    - Model Professionalism: Guide students by analyzing examples of professional portfolios and exhibitions.
    - Strategic Selection: Aid students in selecting pieces for a show or portfolio that effectively demonstrate their artistic range and align with specific criteria.

    - Provide Clear Criteria: Establish and communicate clear criteria for both exhibition selections and portfolio content.

- Critique & Feedback:
    - Teach Critique Methodology: Instruct students on the techniques and processes of conducting a formal art critique, differentiating it from mere opinion.
    - Practice with Exemplars: Lead critiques of exemplary images to provide practice for peer and self-critique.
    - Facilitate Display Decisions: Guide students in choosing pieces for a gallery show and determining effective display methods.
- Assessment:
    - Provide Rubrics: Offer clear rubrics for all relevant assignments and projects to guide student work and assessment.

Transfer Goals

1. Students should be able to create a portfolio that shows ll aspects of good photography. Showing "The Thing Itself, The Detail, Time, Frame, Vantage Point,"
2. Students should be able to understand a professional work from an amateur work

Assessments

Assessments

Modifications

Modifications