

Unit 9 : Portfolio/ Social Media

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **4th Marking Period**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will choose 5 best photos from the year to print and submit for end of the year portfolio review. Each photo will be discussed both aesthetically and compositionally. Student will be asked to defend choice of photo. Experienced photographers will be required to order 2-5 canvas.

Transfer

Students will be able to independently use their learning to create a portfolio and an artist statement of themselves as a photographer from each lesson.

-What kinds of long term, independent accomplishments are desired?

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Shocasing and presenting artwork is the finishing part to a photographers workflow.

-What inferences should they make/grasp/realize?

Essential Questions

Which 5 photos will you choose to mount on Mat? Why?

-What thought provoking questions will foster inquiry, meaning making and transfer?

Application of Knowledge and Skill

Students will know...

Students will construct an end of the year portfolio containing all work from our year in photography. Each image should be accompanied with an artist statement containing a description and rating.

What facts and basic concepts should students know and be able to recall?

Students will be skilled at...

Students will be skilled at the ability to critique aesthetic and quality issues through self and group assignments.

What discrete skills and processes should students be able to use?

Academic Vocabulary

Learning Goal

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.

Target 1-- Level 1 Retrieval

SWBAT:

Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

Target 2-- Level 2 Comprehension

SWBAT:

Create an online album and share it on instagram, facebook. Decide on 5 # relevant to your photos.

Art and art-making reflect and affect the role of technology in a global society.

Target 3-- Analysis

SWBAT:

1. Print out 5 best and mat/mount for critique
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Target 4-- Knowledge Utilization

SWBAT:

1. Submit portfolio for final review from instructor and peers.

Complete a survey on the course, complete SGO

Summative Assessment

1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing, listening, speaking skills.
3. End of unit exams.
4. Mid or end of unit projects.
5. Student presentations.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.
10. Teacher observation.
11. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites