

Unit 6

Content Area: **Fine & Performing Arts**
Course(s):
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Essential Questions

- In what ways can a portfolio be helpful when searching for a career in the Art?
- What should a portfolio contain and communicate about your character?
- Why practice professional interviewing skills?

Content / Skills

- Developing a portfolio plan
- Portfolio vehicle selection
- Portfolio construction
- Mounting and matting
- Each student is expected to develop a portfolio for a specific design career
- Business interview preparation
- Dressing for success
- How to present a portfolio at a job interview

Instructional Plan (Daily Learning Activities)

Students will spend time collecting all previous art to be featured in their animated portfolio

- The class will work on preliminary drawings for their personal logos
- All personal logos will have three moving parts and must be completed in Adobe Animate
- Finished animations must be thirty seconds long with twelve transitions, an opening splash page featuring their personal logo, and a resume

Monitoring Strategies / Assessment of Learning

- A rubric will be used to grade the animated portfolio
- Student projects will be graded on eight examples of their art from animation and other art courses
- Slide one of the animated portfolio is the students resume
- All students must include an opening splash page featuring their animated personal logo

Differentiation

- Alternative Assessments
- Choice of Activities
- Independent Research and Projects
- Leveled Rubrics

Integration of Technology

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce 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.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.C.1	Develop 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.

TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
TECH.8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
TECH.8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
TECH.8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21st Century

21st Century Themes

- Business, Financial, Economic, and Entrepreneurial Literacy
- Global Perspectives

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills

- Media Literacy

Interdisciplinary Connections

- Art
- Business
- Computers
- English
- Science
- Social Studies