

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

PORTFOLIO

GRADE 12

Date of Board Approval: November 17, 2011

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

Title of Course: Portfolio Subject Area: Art Grade Level 12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 periods a week

Prerequisites: Drawing and Composition or Design Credit: 1 Level: Not Applicable

Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response. Portfolio is for serious students considering art as a career. The main objectives of Portfolio are to help students fine tune their visual art career goals and to provide guidance in building a portfolio of artworks that will enable the student to gain entrance to an art school or college upon graduation.

Major Text(s)/Resources: Not Applicable

Curriculum Writing Committee:

Fran Tolan

Stand: 9.1 Production, Performance and Exhibition of Visual Arts		Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Render various lines to achieve space, form, value and texture. • Demonstrate an understanding of the use of various lines to enhance a drawing. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Demonstrate an understanding of the color wheel through exercises illustrating primary, secondary and tertiary color schemes. • Demonstrate an understanding of how color effects a composition. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Organize colors in a series of compositions illustrating some of the following color schemes: analogous, monochromatic, complementary, cool, warm, achromatic, and triadic. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Demonstrate the use of hue, value and intensity as they relate to color. • Demonstrate understanding of harmony, unity & contrast in color to achieve intentional meaning. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Identify and describe how the principles of art are used in an artwork. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. • Critique 	

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A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Demonstrate the use of value to create shape, contrast and a sense of depth in a composition. • Render a variety of values 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Demonstrate an understanding of composition through exercises illustrating the principles of design. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Demonstrate an understanding of accepted guidelines such as the Golden Mean and rule of thirds to create effective eye movement in a composition. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Discuss how composition can enhance a viewer's enjoyment and understanding of an artwork. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create a design that utilizes a new or emerging media such as computer, collaborations, installation or performance. 	<ul style="list-style-type: none"> • Oral Discussion. • Class Participation. • Critique. 	

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A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create a composition that utilizes an experimental or expressive approach to art production. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Produce a series of original artworks that exemplifies your artistic understanding of art principles, technical ability and creative voice. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Present a series of your own original artworks in a professional manner. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Define the terms: balance, contrast, emphasis/focal point, repetition, movement/rhythm, proportion/scale, and harmony/unity in context to works of art. 	<ul style="list-style-type: none"> • Class Participation • Critique. • Oral presentation. 	
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> • Create an artwork which combines at least two art styles or techniques. • Compare and contrast the use of color, line, texture, form/shape, space or value in different artworks. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique. 	

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E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> • Compose a series of related and expressive designs that increase in complexity of materials and techniques. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique 	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> • Discuss how various artworks are influenced by the culture and/or the time period in which they are produced. 	<ul style="list-style-type: none"> • Critique • Participation 	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> • Produce an artwork that expresses your view on a current social issue. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Maintain and add to a sketch book on a regular basis. • Create sketches of possible artworks. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Skill demonstration 	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	<ul style="list-style-type: none"> • Demonstrate knowledge of appropriate use, application, cleaning and storage of art materials. • Know what you can and can not do with materials. 	<ul style="list-style-type: none"> • Skill demonstration use • Teacher evaluation 	

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PA Academic Standards	Performance Indicators	Assessments	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> • Identify local, regional, and national art events. • Participate in one form of competition or exhibition. 	<ul style="list-style-type: none"> • Participation • Teacher evaluation 	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Analyze traditional art technologies and materials. • Analyze contemporary technologies. 	<ul style="list-style-type: none"> • Project completion • Oral and written presentation • Critique 	
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> • Collect images or information about composition based on artists or styles through contemporary technologies such as the internet and/or traditional technologies such as library and photos. 	<ul style="list-style-type: none"> • Project completion • Oral and written presentation • Critique 	

Stand: 9.2 Historical and Cultural Contexts		Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Study the work of an Old Master artist or artists and explain the historical context of the work. • Study the work of contemporary 20th and 21st century artists and explain the historical context of the work. 	<ul style="list-style-type: none"> • Class participation • Oral and written presentation 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> • Study the work of Old Master artist or artists and contemporary 20th and 21st century artists and explain the historical context and chronology of the work. 	<ul style="list-style-type: none"> • Class participation • Oral and written presentation 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> • Compare and contrast the works of master artists. • Discuss how various artworks reflect the culture and time period in which they were produced. 	<ul style="list-style-type: none"> • Class participation • Oral or written presentation 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> • Compare and contrast the historical and cultural meaning or effect between multiple works of art. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report 	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> • Discuss how an event, a technique, or a material associated with a particular period in history influenced a work of art or artist (e.g., oil paint in 15th century versus acrylic paint in 20th century) 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report • Class participation 	

Stand: 9.2 Historical and Cultural Contexts		Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> • Use appropriate vocabulary related to the study of art history and social studies. • Discuss how a particular artwork illustrates a historical event. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report • Class participation 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> • Study artworks from a geographic region such as Japanese ceramic designs, or Primitive African sculptures and discuss the artists approach to composition. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Oral discussion and/or critique. 	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> • Identify and discuss the work of Pennsylvania artists such as Calder, Wyeth, Warhol, Haring or Koons. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Oral discussion and/or critique 	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> • Given a selected piece of work, hypothesize the philosophical beliefs of the artist that created it. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report • Oral discussion and/or critique 	
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts	<ul style="list-style-type: none"> • Given a selected piece of work, discuss spiritual or cultural beliefs and historical events that may have influenced the artist that created the work. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report • Oral discussion and/or critique 	

Stand: 9.2 Historical and Cultural Contexts		Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments	
K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> Given a selected piece of work, discuss regional traditions and/or styles that may have influenced the artist that created the work. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report Oral discussion and/or critique 	
K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> Discuss the commonality artworks from a given time period or region possess. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report Oral discussion and/or critique 	

Stand: 9.3 Critical Response		Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> • Compare, contrast, interpret and analyze characteristics and qualities of selected compositions and express those thoughts in discussion or in writing. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> • Determine elements and principles of design relevant to a specific work of art. Determine the relevant criteria and apply it to discussion of student and professional work. • Participate in a class critique of students' art work. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> • Analyze and classify works of art based on style, materials, political or religious point of view. • Form a critical response based on this analysis and classification. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • View artwork from different cultures and analyze how the elements, principles, form and function differ. • Explain how a particular culture's beliefs affect an art work. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	

Stand: 9.3 Critical Response	Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • Analyze and interpret with appropriate vocabulary the meaning or purpose found in various works of art created in different cultures and time periods. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Read a critique or analysis of a work of art or art style and participate in a discussion. • Examine a composition and discuss in a critical way. 	<ul style="list-style-type: none"> • Formal critique • Class discussion
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Provide criticism on a composition in a written critique. • Consider the context of a work of art and write a critical response. 	<ul style="list-style-type: none"> • Formal critique • Written critique or short essay
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> • Compare the meaning of various compositions at the time they were done to their meaning today. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation • Class discussion
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> • Analyze artworks or compositions based on the knowledge of judgments made by art critics. • Compare your own critique of a particular artwork with the critique of the same artwork by an art critic. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation • Class discussion

Stand: 9.4 Aesthetic Response	Subject Area: Portfolio	Grade: 12
PA Academic Standards	Performance Indicators	Assessments
<p>A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.</p>	<ul style="list-style-type: none"> ● Examine a philosophical statement about a design, craft or work of art and relate it to one’s own life experience. 	<ul style="list-style-type: none"> ● Class discussion ● Oral/written Response
<p>B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.</p>	<ul style="list-style-type: none"> ● Analyze designs, crafts or works of art and evaluate the effect they have on an individual or group. ● Analyze and describe how a particular artwork has influenced a culture, individual or particular time period. 	<ul style="list-style-type: none"> ● Class discussion ● Oral/written Response
<p>C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>	<ul style="list-style-type: none"> ● Interpret the meaning of various designs, crafts or works of art viewed in different environments such as studio versus museum. ● Explain how the setting in which an artwork is viewed, effects the viewer’s response. 	<ul style="list-style-type: none"> ● Class discussion ● Oral/written Response
<p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<ul style="list-style-type: none"> ● Examine and respond to an accepted philosophy about particular designs, crafts, or works of art. 	<ul style="list-style-type: none"> ● Class discussion ● Oral/written Response

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)