

Portfolio Design Honors
Rumson-Fair Haven Regional High School

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Section I: Course Description

Portfolio Design Honors is a teacher recommendation-designated course in an honors/AP sequence in which students create high level original studio work that would be used to create a portfolio for college (BA and BFA degree programs or supplementary to application). Students will create a portfolio with a minimum of eight completed works. Students will also learn the process of photographing and presenting a portfolio.

Portfolio Design Honors will provide an individual, creative, and academic experience for student artists and will focus not only on finished compositions, but also how we develop and grow ideas.

Successful performance in either Design and Visual Thinking Honors or 2D artmaking and a recommendation from the Art Instructor are prerequisites for the course. Students in the art program may take Portfolio Design Honors with a portfolio review and a recommendation from the reviewing RFH Art Teacher.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. Visual and Performing Arts Standards

2. <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Study of the Visual Arts are designed to promote lifelong artistic literacy and fluency, To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

3. Career Ready Practices:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- “Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.”

4. Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate

with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.”
6. **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
7. **Climate Change:**
<https://www.nj.gov/education/cccs/2020/>
 - “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs”
8. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives**

Section III: Curriculum Modifications

The *Portfolio Design Honors curriculum* is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Section IV: Preparation for Standardized Testing

Instruction in Portfolio Design Honors is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *Advanced Ceramics* also demonstrate alignment with the aforesaid standardized assessments

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: Portfolio Design Honors	Grade Level: 10-12

<p>Unit I: (mp 1) Ideas and Process How do we get ideas? Process The Sketchbook</p> <p>The Oil Painting (from sketching, stretching a canvas, painting, critiquing)</p> <p>Observational Drawing</p>	<p>2-3 weeks</p> <p>6 weeks</p> <p>2 weeks</p>
<p>Unit II: (mp 2) Self Portraits and Perspective Self Portrait Perspective Spaces The Sketchbook Printmaking (Etching)</p>	<p>2 weeks</p> <p>4 weeks</p> <p>6 Weeks</p>
<p>Unit III: (mp 3) Inspiration and Art History Sketchbook, Process and Observations My Inspiration Portrait (Art History and Documentary) Altered Book</p>	<p>2 Weeks</p> <p>6 Weeks</p> <p>4 Weeks</p>
<p>Unit IV: (mp 4) Original and Personal Art Sketchbook, Process and Observations Personal Message Art Metamorphosis Sequence Drawing Final Portfolio Presentation</p>	<p>2 Weeks</p> <p>4 Weeks</p> <p>3 Weeks</p> <p>2 Weeks</p>

Section VI: Texts and Instructional Resources

The following texts and instructional are some of the regular resources which are employed in fine art honors level courses

30,000 Years of Art: Phaidon editors

History of Art (Stokstad)

Various major art institution videos and online articles

Art theory foundational texts like *The Work of Art in the Age of Mechanical Reproduction* (Walter Benjamin); excerpts from McLuhan's *Understanding Media*; Bentham/Foucault with regards to the Panopticon; and writing on deconstruction

Current art exhibitions via internet and publication, in-person (NYC/Phila) when possible

Digitized art collections

Periodicals including, but not limited to, *Art in America*, *Art Forum*, *Hyperallergic*

Guerilla Girls Guide to Art History

Various current events/articles, reviews, in news publications

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Portfolio Design Honors* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Section VIII: Unit Templates

In each of the following units, Students in Portfolio Design will:

1. acquire/develop/refine the visual creation and response capacities needed for college and career readiness
2. participate as knowledgeable, reflective, creative and thoughtful members of a creative community through their reading and writing experiences;
3. acquire/develop/refine critical thinking heuristics and use these strategies to facilitate thoughtful engagement with texts and influence/inform complementing creating tasks;
4. acquire/develop/refine the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world which includes engaging with climate change, racial justice, contributions from LGBTQ people and persons with disabilities.

The following *Unit Templates* have been established for the *Portfolio Design Honors Curriculum* by the *fine art Instructional Team*:

Unit 1 : Ideas and Process

Unit Summary: Ideas and Process will introduce students to how they will use their sketchbooks throughout the entire course. This first unit will set the stage for the expectations for the course, and how PROCESS will be just as important as the finished works.

Students will build their skills in visual analysis, contextual analysis, and historical interpretation.

Students will participate in a variety of teacher led activities to help formulate and work through ideas and process. The PREPARED model will be introduced and used throughout the entire course.

Students will learn the entire process of oil painting from formulating ideas to the process of stretching a canvas to actually learning the process of painting in oils. Students will engage in art historical discussion.

Students will create a small number of higher level, portfolio and/or show-ready artworks in this unit.

Standards/Core Ideas/Performance Expectations

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Creating	1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
	1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Responding	1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life
	1.5.12acc.Re9a	Establish relevant criteria to evaluate collection of work Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting	1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design
	1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Presenting	1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important to understand and ask questions about artistic decisions? ● How are artistic decisions subject to changes in culture and other pressures/inputs? ● How do I get my ideas? What inspires my thinking? 	<ul style="list-style-type: none"> ● Students will understand the connections of art and artifacts across time periods and cultures ● Students will understand how they will use the sketchbook to formulate ideas and work through process

Evidence of Learning		
Formative Assessment: <ul style="list-style-type: none"> ● classwork ● homework ● performance activities/sketchbook ● Final Compositions 	Summative Assessment: <ul style="list-style-type: none"> ● critiques ● reflections ● final projects and related documentation of projects 	Resources Needed: <ul style="list-style-type: none"> ● that which is provided in the art room

Unit 2 : Self Portraits and Perspectives
<p>Unit Summary: In this unit, students will be introduced to two very important compositional elements of the fine art portfolio, the self portrait and one point, two point and three point perspective. Students will become very familiar with art historical works that demonstrate both self portrait and perspective and create multiple compositions that demonstrate process and skill.</p>

Students will develop a body of work that demonstrates high level in both conceptual thinking and fine art media skill. Students will develop vocabulary to critique their work along with the work of their peers. Students will explore parameters of assumed and chosen identity.

Standards/Core Ideas/Performance Expectations

Creating	1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
	1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
	1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Responding	1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life
	1.5.12acc.Re9a	Establish relevant criteria to evaluate collection of works Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
	1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

	1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history
Presenting	1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How and why do artists use the self portrait as an important part of their portfolio? ● How does the understanding of one point, two point and three point perspective change the way we view a composition? 		<ul style="list-style-type: none"> ● Students will understand the facial proportions ● students will develop understanding of creating a balanced composition ● students will understand the difference of one, two and three point perspective in artworks ● students will understand the importance in using perspective correctly 	
Evidence of Learning			
Formative Assessment: <ul style="list-style-type: none"> ● classwork ● homework ● performance activities/sketchbook ● final compositions 	Summative Assessment: <ul style="list-style-type: none"> ● critiques ● reflections ● final projects and related documentation of projects 	Resources Needed: <ul style="list-style-type: none"> ● that which is provided in the art room ● access to texts via internet 	

Unit 3 : Inspiration and Art History		
<p>Unit Summary: The central focus will be on where we get our inspiration from. Students will use their sketchbooks to participate in a variety of teacher guided activities as well as explore numerous art historical references in which they will use in their final compositions. Students will watch and discuss artist documentaries through the process and become familiar with the different aspects of both filming and documenting process.</p>		
<p>Students will develop a narrative practice which includes documentation through both sketchbook and video documentary as well as reflection in their sketchbook and other ideation processes. Students will engage in many processes to create meaningful, high level quality, portfolio and/or show-ready artworks.</p>		
Standards/Core Ideas/Performance Expectations		
Creating	1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12adv.Cr2a	Visualize and generate art and design that can affect social change.

	<p>1.5.12adv.Cr2c 1.5.12adv.Cr3a 1.2.12adv.Cr1a (media arts) 1.2.12adv.Cr1b (media arts)</p>	<p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p> <p>Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions</p> <p>Fluently integrate a sophisticated personal aesthetic for media art production</p>
Responding	<p>1.5.12prof.Re7a 1.5.12acc.Re7a 1.5.12adv.Re7a 1.5.12acc.Re8a</p>	<p>demonstrate connection between student ideas and concepts present in the wider art world</p> <p>recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>
Connecting	1.5.12prof.Cn10a	demonstrate use of sketchbooks as meaningful tool in process of ideating

	<p>1.5.12acc.Cn10a 1.5.12adv.Cn10a</p> <p>1.2.12prof.Cn11a (media arts)</p>	<p>utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design</p> <p>Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values</p>
Presenting	1.5.12acc.Pr4a	Analyze, select work and critique personal artwork for a collection or portfolio

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How and why does an artist create a documentary? ● How can I tell a story through my art? ● What has the work of both historical and contemporary artists taught us? How do we learn and grow from it? ● How can I demonstrate the impact someone has had on me and my inspiration through my art? ● How can I use my sketchbook to expand ideas? 		<ul style="list-style-type: none"> ● Students will understand the many different approaches to creating a documentary and why this is an important part of their portfolio. ● students will understand the how to use various media to create and edit a short documentary ● Students will understand elements used to create dynamic compositions ● Students will understand skills related to the media they choose ● Students will continue artistic growth through process 	
Evidence of Learning			
<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● classwork: materials skill sets, planning and reflection in sketchbook ● homework ● Completed Projects that include both fine art 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● critique (instructor > student and whole class) of completed compositions and skill sets ● reflection (rubric) on completed tasks and projects 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● various paints, pencils, charcoals, etc ● canvas, specialty papers, drawing paper, sketchbooks ● other/various ● digital media, camera/phone camera 	

compositions and documentary ●Critique		●contemporary and art historical references and texts
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Unit 4 : Original and Personal Art/The Final Portfolio, Finishing, Displaying and Marketing Your Work

Unit Summary: In this unit, students explore originality to create art that demonstrates both personal meaning and expression as well as media strength. Students will choose themes that they have a strong connection to them. Students will continue to build their portfolio with works that demonstrate their strengths in media and composition

In the whole course of Portfolio Design Honors , students experience art preparation, history, analysis, critique, making, and complete this cycle with preparing a work for show and market. Students will participate in an art show of some form

Students will create work that has a personal connection to them as well as learn how to finish, prepare, and anticipate types of value for their work and various showing and displaying opportunities within and outside the school community. Students will also learn how to photograph their artwork and create a portfolio of finished artworks which represents promise and practice. Students will present a finished portfolio, of both actual works and a digital version.

Students will create a small number of higher level, portfolio and/or show-ready artworks in this unit.

Standards/Core Ideas/Performance Expectations

Creating	1.5.12adv.Cr1b 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12adv.Cr3a	<p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.</p> <p>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>Reflect on, re-engage, revise and refine works of</p>
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		art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Responding	1.5.12prof.Re7a 1.5.12acc.Re7a 1.5.12adv.Re8a	demonstrate connection between student ideas and concepts present in the wider art world recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Connecting	1.5.12prof.Cn10a 1.5.12acc.Cn10a 1.5.12adv.Cn11a 1.5.12acc.Cn11b: (global issues and climate change)	demonstrate use of sketchbooks as meaningful tool in process of ideating utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. Compare Uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Presenting	1.5.12acc.Pr5a 1.5.12acc.Pr4a	Evaluate readiness of the completed artwork for display in a specific place, juried show, or in conjunction with other student works Analyze, select work and critique personal artwork for a collection or portfolio

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> How does expanding material choices for compositions expand opportunities for expression? 	<ul style="list-style-type: none"> Students will understand the different types of perspectives Students will understand how to create interesting balanced space in a composition

<ul style="list-style-type: none"> ● How does my perspective translate in my composition? ● How can I use my sketchbook to expand ideas? ● What role does color play in evoking emotions with my art? ● How does expanding material choices for compositions expand opportunities for expression? ● What aesthetic qualities are reinforced with “show readiness”? ● What are my media strengths ● How do I put a portfolio together? ● How do I demonstrate processes in a portfolio? ● How do I get my work ready for an art show? ● 	<ul style="list-style-type: none"> ● Students will understand and build on skills related to the media they choose ● Students will continue to build on color theory knowledge ● Students will continue to build upon their knowledge of value, light and shade ● Students will continue to build spatial relationships ● Students will understand the nature of art shows/display as having multiple definitions and implementations ● Students will understand ways in which our perception of a shown artwork is connected /is relative to context ● Students will understand the process of finishing work for an audience ● students will understand the development of a market value for their artwork ● students will understand the practice of memorializing work in a portfolio ● students will experience getting their art ready for a show ● students will understand the importance of the fine art portfolio ● students will demonstrate and present a completed portfolio
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Evidence of Learning

<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● classwork: materials skill sets, planning and reflection in sketchbook ● homework: practice of incremental skills ● performance activities ● Completed Projects 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● critique (instructor > student and whole class) of completed compositions and skill sets ● reflection (rubric) on completed tasks and projects 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● various paints, pencils, charcoals, etc ● canvas, specialty papers, drawing paper ● drawing and painting materials ● digital camera/phone camera/online space for digital portfolio ● instructor created skills tutorials ● contemporary and art historical references and texts ● finished portfolios as examples
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Section X: Unit Reflection

The *Fine Arts Instructional Team* must confer upon the completion of each instructional unit in the *Portfolio Design Honors* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the *Unit Reflection Form*. Completed *Unit Reflection Forms*

must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Portfolio Design Honors Curriculum*.

Lesson Activities:			
	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate global perspectives;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners;			