

CAEA Lesson Plan Format

LESSON TITLE: College Portfolio Preparation

Name of Presenter: **Deanna Messinger**

Grade Level: HS

Background Information: Experience with letters of recommendation, photographing artwork, digital storage, college research and relationships with college representative for student application ease.

Content Standards: Grades 9–12 Advanced
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Careers and Career–Related Skills

5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post secondary application, exhibition, job application, and personal collection).

Common Core Content Standards:

- Inquiry–based Learning
- Aesthetic Valuing
- Process and Product
- Higher Order Thinking Skills
- Prepare Students for Success in our Global Economy and Society

Learning Objectives/Goals/Essential Understandings:

Teachers will:

- Have a broader understanding of the preparation required to build a portfolio including information on:
 - Sequential art programs & Teacher collaboration
 - College portfolio requirements and expectations
 - Resume “packing”
 - Letters of Recommendation
 - Tailoring portfolios for specific schools

Students will:

- Build a high quality portfolio through engaging lesson plans that reach both creative expression and technical skill discipline in their work

- Learn critical thinking, problem solving, creativity, innovation, communication and collaboration by developing and presenting their body of work in a portfolio
- Understand the process of building a portfolio, identity as an artist and present themselves in an articulate, mature manner

Vocabulary and Concepts:

- Sequential Curricula
- Visual Arts Program Development
- Breadth and Concentration
- Digital Portfolio Modes of Storage

Materials:

Art Studio with variety of media to imagine, create and build a thematic body of work.

Motivation:

- Art Portfolios are accepted as Admission Supplements for a variety of careers by many colleges, not just for the Arts
- Introducing students to college representatives gives them an advantage at that school because students:
 - Obtain practice speaking with admissions officers and can become more relational
 - Build relationships with reps for a more personal approach to the admissions process
 - Acquire contact information for access to school staff to get questions answered more easily

Procedure:

- 1) The procedure of *building a thematic body of work* is:
 - A process of research and investigation into a theme/subject/concept that inspires the artist
 - Creating multiple concept based, not media-based, works over a period of at least two years
 - Using a variety of media if possible
 - Photographing the work, cropping and storing (USB, “Slideroom”, Digital Lockers)

Schedule desired number of College Reps to visit classroom or school

- Announce and encourage students to:
 - Attend Pre-college and/or summer school programs
 - Apply to Contests and Competitions
 - Prepare work for Exhibition opportunities
- College Application Process Assistance to:
 - Build Resume
 - Write Students Letters of Recommendation

Assessment and/or Evaluation:

Lessons within units (within a scope and sequence art program) have rubrics for students to address; Critiques are an important part of student assessment– both written and oral.

A common prompt for individual pieces:

“What do you want the viewer to think or feel when they look at this piece?” Assisting connection of imagery with content and intent.

Facilitating the body of work prompt:

“What topic, subject matter or idea do you feel passionate enough to create 12–15 pieces around?” I encourage the use of a Visual Journal that documents their process and investigation of their subject/theme, with writing and collage, along with their sketching.

Extensions:

The work for the AP Studio Art portfolio can easily be used for the College Portfolio, as the Concentration portion of the portfolio is a series of connected works following a thread of an idea.