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:
  o Sequential art programs & Teacher collaboration
  o College portfolio requirements and expectations
  o Resume “packing”
  o Letters of Recommendation
  o 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:
  o Obtain practice speaking with admissions officers and can become more relational
  o Build relationships with reps for a more personal approach to the admissions process
  o 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:
   o A process of research and investigation into a theme/subject/concept that inspires the artist
   o Creating multiple concept based, not media-based, works over a period of at least two years
   o Using a variety of media if possible
   o 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.