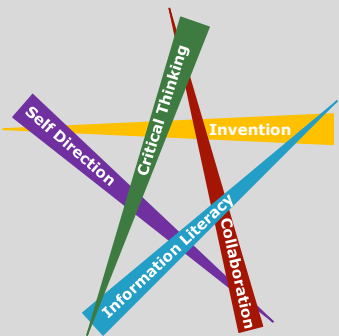


<b>Unit Description:</b>	In this unit students explore the concepts of how artists use documentation of their artwork to learn from their body of work over time. Students will incorporate this practice into their own artmaking throughout the course.
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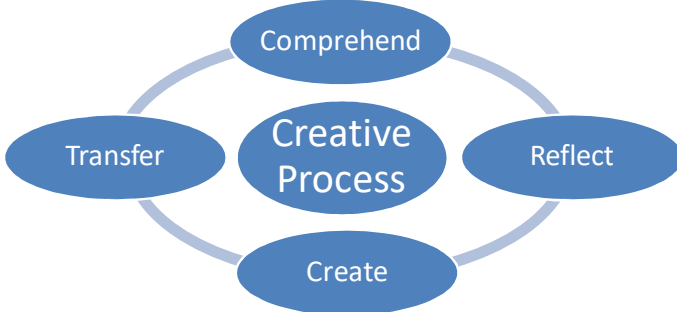
**UNIT: Digital Portfolio-Set up and Uses**

<b>Content Area</b>	Visual Arts	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	Drawing		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Observe and Learn to <b>Comprehend</b>	1. Visual art has inherent characteristics and expressive features	VA09-GR.HS-S.1-GLE.1	
	2. Historical and cultural context are found in visual art	VA09-GR.HS-S.1-GLE.2	
	3. Art and design have purpose and function	VA09-GR.HS-S.1-GLE.3	
2. Envision and Critique to <b>Reflect</b>	1. Reflective strategies are used to understand the creative process	VA09-GR.HS-S.2-GLE.1	
	2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	VA09-GR.HS-S.2-GLE.2	
	3. Interpretation is a means for understanding and evaluating works of art	VA09-GR.HS-S.2-GLE.3	
3. Invent and Discover to <b>Create</b>	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas	VA09-GR.HS-S.3-GLE.1	
	2. Assess and produce art with various materials and methods	VA09-GR.HS-S.3-GLE.2	
	3. Make judgments from visual messages	VA09-GR.HS-S.3-GLE.3	
4. Relate and Connect to <b>Transfer</b>	1. The work of art scholars impacts how art is viewed today	VA09-GR.HS-S.4-GLE.1	
	2. Communication through advanced visual methods is a necessary skill in everyday life	VA09-GR.HS-S.4-GLE.2	
	3. Art is a lifelong endeavor	VA09-GR.HS-S.4-GLE.3	

**Colorado 21<sup>st</sup> Century Skills**



- Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

<b>Unit Title</b>	Choice and Digital Portfolios		<b>Length of Unit</b>	Quarter/Semester/Year
<b>Focusing Lens(es)</b>	Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	Envision and Critique to Reflect Relate and Connect to Transfer	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ol style="list-style-type: none"> <li>1. To what extent does a work of art depend on the artist's point of view?</li> <li>2. How and why is art used as a vehicle for communication?</li> </ol>			
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer			
<b>Concepts</b>	artist point of view, reflection, critique, process,			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Artists use various methods to document their work and for various reasons.	How do artists document their work?	Why do artists feel the need to communicate?
Artists learn and grow by paying attention to their work, the themes, methods, habits, and content that they incorporate into their work.	How can artists use documentation to inform and grow from their work?	What does it mean to pay attention to your artwork and how might that influence your art making?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• How to use SeeSaw to document their work</li> <li>• How to conduct interviews that pull out content and reflection on their art making process and product</li> <li>• Examples of artists who used digital means to document their art making process and product</li> </ul>	<ul style="list-style-type: none"> <li>• Make videos for use on SeeSaw</li> <li>• Take photos and upload them to their SeeSaw accounts</li> <li>• Write artist statements</li> <li>• Reflect in writing on the process of their making</li> <li>• Observe and critique their artmaking over time and analyze verbally on video or in writing how their work is evolving</li> <li>• Reflect and plan for what they might do next based on what they have already done</li> </ul>

## Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<i>Text or article on digital portfolios</i> <i>Blog with portfolio to read and examine</i>	

## Prior Knowledge and Experiences

Anticipate a variety of experience using digital media from beginner to advanced. Incorporate a system that allows advanced students to assist beginners. Take baseline for each student to understand growth over time.

## Learning Experience # 1

Students explore inquiry questions and see teacher presentation of SeeSaw capabilities. Student set up their See Saw sites and upload a picture for their profile.

<b>Generalization Connection(s):</b>	Expression in art can communicate, examine, and challenge tradition.
<b>Teacher Resources:</b>	<a href="https://help.seesaw.me/hc/en-us">https://help.seesaw.me/hc/en-us</a>
<b>Student Resources:</b>	<a href="https://help.seesaw.me/hc/en-us">https://help.seesaw.me/hc/en-us</a>
<b>Assessment:</b>	Student will learn and understand many reasons why artists document their work. Student will begin documenting their own work by creating a seesaw site for future use to document their artmaking process.

## Learning Experience # 2

Students will explore a variety of artist videos and digital portfolios to come up with meaningful questions that they as students might ask themselves as they prepare to document their artwork

<b>Teacher Resources:</b>	Artist videos and digital portfolios, previous student examples
<b>Student Resources:</b>	N/A

## Learning Experience # 3

Student will interview each other about their artwork using questions developed in previous class.

## Learning Experience # 4

Students will over time add to their portfolio at intervals-documenting beginning thoughts, mid process and end result and over time reflection on their body of work, considering how their projects are related and how they build on and evolve from one project to the next.