Middle School Suggested Portfolio Collections:

Choose 4 collections, to include 3 out of the 4 domains.

Domain: Create

**Collection 1**

**Standard:** 7.VA.Cr2A – Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.

**Objective:** I can create the illusion of three dimensions on a two dimensional surface through the use of value.

**Point A:** Students draw and shade the geometric forms prior to instruction with pencil to make them look 3-D.

**Point B:** Students shade still-life objects to make them look 3-D with pencil, or another medium.

**Justification of Growth:** Growth should be evident in the use of value to convey 3-dimensional quality on a 2-dimensional surface.

**Collection 2**

**Standard:** 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.

**Objective:** I can create a portrait that expresses the person’s personality and/or mood.

**Point A:** Students draw a portrait of a classmate prior to instruction with a medium of their choice. After the creation of the portrait, have the student write a statement to explain his artistic choices.

**Point B:** Post instruction, students create portrait of a classmate that includes facial expression, gesture, clothing, setting, and additional objects. Students will chose their own medium, technique, and color scheme to convey meaning. After the creation of the portrait, have the student write a statement to explain his artistic choices.

**Justification of Growth:** Growth is evident in the experimentation with new media, as well as the meaning conveyed in the portrait as justified by the artist statement.
Domain: Respond

Collection 3
Standard: 6.VA.R2.A – Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary.
Objective: I can interpret art by analyzing subject matter, symbols, and use of media to determine the ideas and mood conveyed in the piece.
Point A: Students write an interpretation of an art piece prior to instruction.
Point B: After instruction on the visual thinking strategies, art vocabulary, and how to interpret art in terms of subject matter, symbols, and use of media, students will write an interpretation of an artwork.
Justification of Growth: Growth is evident in the use of art vocabulary, visual thinking strategies, and the ability to interpret the mood and meaning of an artwork through the analysis of subject matter, symbols, and use of media.

Collection 4
Standard: 7.VA.R3.A – Compare and contrast evaluation of art based on personal preference versus established criteria.
Objective: I can evaluate art objectively using specific criteria as opposed to personal preference.
Point A: Before instruction, have students write their opinions of a work of art.
Point B: After instruction on criteria to evaluate art such as composition, technique, craft, expression, etc., students will evaluate a work of art based on those criteria.
Point C: Have students create a Venn Diagram comparing and contrasting the evaluation of art based on personal preference and established criteria.
Justification of Growth: Growth is evident in the student’s ability to evaluate a work of art objectively with cited evidence instead of personal preference. Growth is also evident in the understanding of the evaluation of art on personal preference vs. established criteria through the creation of the Venn Diagram.
Domain: Connect

Collection 5
Standard: 6.VA.Cn1.A – Generate and investigate a collection of ideas that reflect awareness of current interests and concerns through art-making.
Objective: I can create a work of art that reflects my current interests and concerns.
Point A: Students create a still-life of chosen objects that reflect their interests and concerns, such as a baseball glove, etc.
Point B: After studying the Disney Pixar Film, Inside Out, in terms of Riley’s personality islands, the students will create their own personality islands to reflect their current interests and concerns.
Justification of Growth: Growth is evident in the conceptual thinking involved in the chosen subject matter and symbols. Deeper understanding and complexity of current interests and concerns is evident.

Domain: Present

Collection 6
Standard: 8.VA.P2.A – Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
Objective: I can create a theme-based work of art with a narrative to be displayed as a collective exhibition.
Point A: Students create a work of art inspired by the Harlem Renaissance accompanied by a student narrative to be presented in a school exhibit about the Harlem Renaissance.
Point B: Students create a work of art about a social injustice (Holocaust for the Memphis Jewish Federation’s Annual Holocaust Art Contest for middle school students, the Civil Rights Movement, etc.) accompanied by a student narrative to be presented in a school exhibit about social injustice.
Justification of Growth: Growth is evident in the portrayal of the theme in the artwork through choice of medium, technique, and symbolism, as well as the narrative that accompanies the student work.