



# Southern Lehigh School District

High School Syllabus

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## **Portfolio Preparation**

2013-2014

### Course Description:

This course is for the serious art student to develop their college entrance portfolio. The student should be prepared for intense study and expect to do homework on their class assignments on a weekly basis. The course work has been selected based on the entrance portfolio requirements listed by various art colleges and universities' art department. Along with creating highly advanced art works, students are expected to discuss their work intelligently in class supporting their reasons for design solutions, using correct art terms and language. Student portfolios should exhibit breadth as well as depth in studio art exemplary. Students must purchase and prepare an actual portfolio of their artwork for the college art admissions process. Students are also expected to participate in a gallery art show. Students may be charged for expensive papers, illustration boards and/or stretched canvas.

This course satisfies the PA Arts and Humanities Standards. This is a FULL YEAR CLASS.

### Course Content:

Students will be completing 10 -15 highly advanced art projects throughout the year and utilizing as many works of art they produced outside this class. Projects may include but may not be limited to self-portrait, self-expressive art, pop art, figure study, form study, and problem solving. Painting will be integrated with various drawing assignments and also taught separately. Materials such as watercolors, acrylics, airbrush, charcoal, and ink will be explored as well as the incorporation of pencil or graphite. Students may be charged for expensive papers such as illustration board, canvas, matboard, and acetate. Since most colleges would like to see the artistic process as well as the finished art, a sketchbook must be kept! Students experiment with various universal themes of human existence addressed in great art. Through use and discovery, students gain familiarity with the art problem solving process. Students engage in active art research while utilizing emerging technologies. The comparison between existing and contemporary technologies sparks creative inspiration and understanding of studio art work as well as its aesthetics, criticism and history. Students must purchase and prepare an actual portfolio of their artwork for the admissions process.

Studio Projects may include but may not be limited to:

- portraiture
- figure study
- self-portrait
- social commentary
- pop art
- drawing from observation form study
- abstract and/or expressive studies

- creative problem solving

Materials may include but may not be limited to:

- graphite
- pencil
- colored pencil
- marker
- watercolor
- acrylic
- airbrush
- charcoal
- pastels
- ink

Students may be charged for expensive substrates such as illustration board, matboard, acetate and canvas.

#### Required Textbooks and/or Other Reading/Research Materials

The textbooks guide student understanding of studio work as well as aesthetics, criticism and history of art.

*The Creative Impulse: An Introduction to the Arts* by Dennis J. Sporre.  
Prentice-Hall Inc, Englewood, NJ, 1990 – second edition.

*Varieties of Visual Experience* by Burke Feldman.  
Prentice-Hall Inc, Englewood, NJ, 1987 – third edition.

Students will use, but will not be limited to, the following reference materials:

Various art books  
Various videos and films  
Various art magazines and publications  
Various web links  
Teacher generated handouts  
Teacher generated visual aides

#### Course Requirements:

Students are expected to:

- |           |  |
|-----------|--|
| Complete  | <ul style="list-style-type: none"> <li>• Projects as per deadlines</li> <li>• Sketchbook Assignments (documentation of idea progression)</li> <li>• In-Class reading of various art magazines and publications</li> <li>• Homework assignments punctually as assigned</li> </ul> |
| Engage in | <ul style="list-style-type: none"> <li>• Classwork, discussions, critiques, &amp; games</li> <li>• Personal expression exploring various media</li> </ul>  |

- Discovery using the visual art problem solving process
- Practice to refine art skills and knowledge
- Research and inquiry for learning and growth
- Experimentation and inquiry to experience success and failure in building artistic character, style and traits
- Review, refine, revise and edit work
- Comparing and contrasting their work with master artists
- Personal Responsibility for missed work in the event of an absence.

Please refer to the policy in the student handbook for timelines to make up missed work and tests.

- Display
- Proper classroom behavior
  - Proper use and care of materials and studio
  - Proper citizenship and respect of teacher and peers

- Participate in
- External art exhibits
  - Higher education search and applications
  - Career research

Grade Components/Assessments:

40% - 60% Project Grades, Tests, & Reports

20 - 40% Class Participation, In-Class computerwork on Projects, Critiques, Games, etc. and how the student handled time usage and materials while working on the project

10 - 20 % Homework Assignments, Sketch Assignments, Research

Project Rubric points will vary per project and will include but not be limited to the following categories:

- Creativity (merging of idea origination, related research, material usage and technique)
- Visual Impact (the finished project's presentation and "WOW" factor)
- Content (how the student utilized the art structures and elements, within the project, as well as the creative endeavor and the assigned elements)
- Craftsmanship, (quality of the project execution and presentation)

Each marking period is worth 20% of a student's overall grade. The midterm and final exam are each worth 10% of a student's overall average:

Quarter 1	20%
Quarter 2	20%
<b>Midterm</b>	<b>10%</b>
Quarter 3	20%
Quarter 4	20%
<b>Final</b>	<b>10%</b>

Required Summer Reading/Assignments:

*NONE*