Activity 1B: Introducing the Unit Project

Students begin to work in concept art teams and start planning their unit project. They practice strategies for effective teamwork and learn about the portfolio review process.

Sequence

1B.1: *Unit Project*	Students learn more about the unit project, meet with the concept art teams they will work in throughout the unit, and select a story for their unit project.
1B.2: *Resolving Conflict Through Active Listening*	Students discuss conflict resolution and decision-making in teams, and watch a role-play about active listening.
1B.3: *Creating Inspiration Boards*	Students conduct visual research on their unit project and begin to create individual and team inspiration boards that they will use as they develop their concept art.
1B.4: *Creating a Presentation Portfolio*	Students learn about the process of creating presentation portfolios and write a letter to the teacher reflecting on their growth.

Materials Needed:

- **Handout 4: Unit Project Description**
- **Assessment Checklist 1: Unit 4 Project**
- Movie listing (see Advance Preparation)
- **Handout 5a Active Listening Scenario Role A**
- **Handout 5b Active Listening Scenario Role B**
- Sample inspiration board (see Advance Preparation)
- Computers with Internet access and printers (if possible, one for each student)
- Magazines and other resources for material for inspiration boards
- Scissors
- Images that students bring to class for their inspiration boards (assigned for Journal 2)
- Poster boards or small corkboards for students' individual and team inspiration boards (1 board for each student plus 1 board per team)
- Tape and/or pushpins

RESOURCES

- **Handout 6: Your Journal**
- **Self-Assessment: Teamwork**
- **Handout 7: Creating Your Presentation Portfolio**
- **Assessment Checklist 2: Presentation Portfolio**

Teacher's Notes: Key Skills for Assessment Checklist 2

Be sure to finalize **Assessment Checklist 2: Presentation Portfolio** which you will hand out in Activity 1B.4. Appendix B suggests ways to choose the areas to assess.

1B.1: Unit Project

1. Introduce the unit project.
Distribute **Handout 4: Unit Project Description**. Introduce the project by highlighting the following points about concept art:

- Concept art is successful when it creates a believable world and evokes an emotional response from the viewer.
- Concept artists in the AME industry use both digital and manual techniques. Students will be able to translate the skills they gain through creating a painting to a number of careers in the AME industry.

Review Handout 4 and the process students will use to design their concept art.

2. Discuss Assessment Checklist 1.
Distribute **Assessment Checklist 1: Unit 4 Project**. Tell students that they should use this checklist to plan their project. Explain the criteria you will use to assess their work.

3. Divide the class into teams of three and have students choose roles.
Tell students that these are the concept art teams that they will work with for the rest of the unit. Then ask students to choose roles for the unit project (Step 1 on Handout 4).

4. Choose stories for the unit project.
Have each team select a story to use as the basis for its concept art paintings (Step 2).

Teacher's Notes: Choosing a Story for the Unit Project

The following are some ways to structure how students choose stories for the project:

- If you are teaming with an English teacher teaching *No Place Like Home*, ask students to select a setting from *The House on Mango Street* or another book they are reading.
- Create a handout with a list of book summaries from which students can choose a story on which to base their concept art.
- Ask students to research a book or short story that has not yet been made into a TV show, movie, or video game, that they would like to use for their concept art paintings.
- Give concept art teams the choice to develop their own story ideas.

If students plan to create photorealistic renderings of urban landscapes or cityscapes, they need knowledge and experience of perspective, something that this unit introduces but does not cover in depth. You may want to limit students to stories that take place in natural landscapes unless you plan to teach perspective in more depth.

5. Write ideas for concept art.
Have concept art teams work together to write ideas for their concept art (Step 3). If teams have difficulty answering any of the questions on the handout, they may want to choose a different story to work with.

Handout 4:
Unit Project Description

How do artists and designers design worlds that only exist in a book, a script, or the director's head? They often begin by creating concept art to convey what that world might look like. Creating concept art is a step in preproduction: the design and planning stage of making a TV show, movie, or video game.

For your unit project, you will choose a story, and then work in teams to create concept art paintings for a TV show, movie, or video game based on that story.

Your concept art should create a believable world and set the emotional tone for your story. Each team member will create an individual concept art painting, depicting a different scene. For example:

> Your team designs the concept art for a video game in which players race across the country. Each team member paints a different scene that will be used as a setting for game play.

> Your team designs a movie with scenes in three locations: the top of a mountain, the river at its base, and a field. Each team member paints a different scene.

Though you will create your paintings individually, as a team you will share ideas and agree upon common elements for your concept art.

At the end of the unit, you will pitch your concept art to a team of producers. Producers provide the money and other resources for media projects and decide which ones will actually be produced.

Below are the steps for developing your unit project.

Step 1: Assign Team Roles

Below are three roles that members of your team will assume during this project. Decide as a team which role each team member will play.

Head concept artist. Organizes work for the team inspiration board, and also ensures that the concept art paintings reflect the visual elements of the team's inspiration board. (For more information on inspiration boards, see Step 4.)

Production coordinator. Prepares for and facilitates all the team meetings, and also ensures that each team member participates in the meetings and that each piece of the project is completed on time.

Presenter. Takes notes at all team meetings and organizes the team's pitch to the producers. (For more information on delivering the pitch, see Step 8.)

Step 2: Choose a Story

As a team, choose a story upon which to base your concept art for a TV show, movie, or video game. You can also make up an original story.

Your role:

Head concept artist. Contribute ideas about how the world in each potential story might look.

Production coordinator. Prepare for and facilitate the team meeting. Make sure all team members are in agreement on the story choice.

Presenter. Record the process of choosing a story, including runners up (in case the first story choice doesn't work our for some reason).

Step 3: Write Your Concept Art Ideas

As a team, answer the following questions about your story. Because each member will paint a different scene from the story, use your answers to these questions to decide which scene each team member will paint.

- What is the general plot of the story on which you will base your concept art?
- Why do you think this will be an interesting story for your team to work on?
- Is this a story for a TV show, movie, or a video game?
- What is the tone of the story? Is it humorous, adventurous, thrilling, sad?
- Who will the audience be for the end product? (For example, teenage boys, adult women, sports fans.)
- When does each of the scenes in the story take place? The present? The recent or distant past? The future?
- Where does each of the scenes take place?
- What is the weather like in the different scenes? Is it sunny, rainy, hot, humid, cold, snowy, clear?
- What are the main visual components of the scenes team members will paint? Will the paintings be landscapes (such as a body of water or a forest) or something else? If something else, what is it?
- Will the scenes take place in the real world or in an imaginary world?
- What are the characteristics of the environment being depicted in the scenes? Is it mysterious, peaceful, solitary, awe-inspiring, gloomy, lush, dangerous, welcoming, romantic, comical, treacherous, lively?

Your role:

Head concept artist. Ensure that the team's design ideas communicate the tone of the story that the group has chosen to portray.

Production coordinator. Facilitate the concept art team meeting and ensure that team members contribute their ideas to the proposal.

Presenter. Take notes at all team meetings.

Step 4: Create Individual and Team Inspiration Boards

Many artists and designers use inspiration boards to help them plan their work and to give others an idea of how they are visually translating the story.

Creating Your Individual Inspiration Boards

To create your personal inspiration board, conduct online and offline research to look for material that you could use for inspiration as you create your concept art. Begin to work on your individual inspiration boards by completing Journal 1.

Creating Your Team Inspiration Boards

Your team inspiration board can contain photographs of objects or scenes, such as a tree, building, weather condition (e.g., snow), a scene that is lit in a particular way, an interesting texture or color, or a type of landscape. Elements of your team inspiration board will appear in each team member's concept art paintings.

Begin creating the team's inspiration board by asking team members to submit at least two images from their own inspiration boards. Each team member should answer the following questions:

- Why did you select these images to include on the team inspiration board?
- How do these images relate to the team's ideas for the TV show, movie, or video game?

As you work on your unit projects throughout the unit, keep adding new material to your individual and team inspiration boards.

Your role:	*Head concept artist.* Ensure that the team members understand the purpose of the inspiration board. Work with the team to create a "look and feel" that sets the right tone for the story.
	Production coordinator. Facilitate meetings and ensure that all team members contribute to the team inspiration board.
	Presenter. Take notes at meetings and present the final version of the inspiration board to the class.

Step 5: Paint a Still Life and a Landscape

Develop painting skills such as color mixing, painting from observation, and using perspective by creating two artworks—a still-life painting and a landscape painting— before you begin to paint your work of concept art.

Ask questions and don't be afraid to try the techniques that you learn in class. This is your opportunity to learn how to paint, so get the most out of this practice time!

Step 6: Sketch your Concept Art Painting

Physical landscapes contain a tremendous amount of visual information. While you sketch designs for your concept art, think about how to simplify the images. For example, if part of the inspiration for your concept art is a landscape with 20 different trees and three winding roads, you can create a sketch of just one road and three trees.

Other sketching tips:

- As you sketch, think about how placement, framing, composition, perspective, and space affect the design of your painting.
- Consider how your composition conveys the world of your story and sets the right emotional tone for your team's TV show, movie, or video game.
- Think about how your art creates a world that will appeal to your target audience.
- Be sure that your sketches include the visual elements that your team agreed to use in your concept art paintings.

Step 7: Paint the Concept Art

Once you have sketched ideas for your concept art, transfer the final sketch to your canvas. Then create a color chart of five to seven colors to be the basis of your color palette.

As you paint, apply the techniques you've learned for color mixing, painting from observation, and perspective.

Also think about the design principles of repetition, variety, contrast, and unity. Some suggestions follow on how to use these principles to create the intended look and feel of your concept art:

Repetition. Repeating patterns, shapes, and textures can create the impression of a forest, a leafy tree, or a row of buildings. Oftentimes, artists do not paint all aspects of a picture in detail. For example, artists do not paint every blade of grass in a meadow—instead they choose a certain shape or brushstroke and use it repeatedly to give the illusion of a vast field of flowers or a city skyline.

Variety. Balance repetition with variety. For example, if you are painting a group of clouds that all have the same shape, you might vary the color in some of the clouds to create visual interest.

Contrast. You can use contrast to create variety in your work and draw attention to an important element in the work. For example, if you are painting a landscape that includes a house, you can emphasize the house by using contrasting values (making it darker than the rest of the landscape), and by using contrasting shapes (geometric shapes for the house, and organic shapes for the landscape).

Unity. Step back now and again to consider the total visual effect of your composition. Ask yourself whether the painting as a whole conveys the look and feel you intend.

Step 8: Deliver the Pitch

A *pitch* is a persuasive presentation of a project or idea. For the last step of the project, you will pitch your team's concept art paintings to "producers" from a TV studio, movie studio, or video game company. You will need to convince these people to use your design ideas as the basis for creating the artwork for their media production. If you can't convince them, it's back to the drawing board!

During the pitch, you should explain the look and feel that you have tried to capture in your artwork. Use the questions below to prepare your pitch:

- What inspiration did you use to create the concept art paintings?
- What kinds of information and emotion are you trying to convey? What kind of look and feel are you trying to achieve?
- Who is the audience for this media product and how will the art appeal to it?

The "producers" you pitch to will ask questions about the ideas that you present, so be prepared to answer their questions and defend your ideas.

Your role:

Head concept artist. Ensure that the presentation includes information about the inspiration for the work and the visual elements that will help to create the world of the story.

Production coordinator. Ensure that everyone brings all the sketches, journals, inspiration boards, and paintings they need for the pitch. Facilitate the pitch meeting and ensure that all members prepare for and deliver the pitch.

Presenter. Deliver the pitch. Although other team members will talk about their own work, you are responsible for introducing the team and presenting ideas behind the concept art. Make sure that the team practices the pitch delivery at least once before the presentation.

Step 9: Reflect on Your Work

Reflect on your work in this unit by answering the following questions.

- What did you learn during this unit about the process of creating worlds through art and design?
- How was creating a piece of concept art similar to or different from Journal 4.4, where you made your own work in the form of a collage?
- What makes a pitch different from an artist's talk? Was pitching your painting more or less difficult than presenting your work in an artist's talk?
- How might learning how to deliver a pitch prepare you for a career in the AME field?
- What else did you learn while doing the unit project?
- What would you do differently if you were to do this project again? For example, how might you alter the composition of your painting, or change the colors that you used?

Assessment Checklist 1:
Unit 1 Project

Use this assessment checklist to help you plan and assess your project. Make sure that you include all the requirements. Your teacher will use this checklist to help evaluate your work.

Requirements	Percentage of Total Grade	Comments	

Still Life Painting		**Student Comments**	**Teacher Comments**
The still life painting accurately depicts the subject matter.	40%		
The colors of the still life are rendered accurately.	30%		
Student demonstrates growth, effort, and perseverance in learning painting techniques.	30%		
Total	**100%**		

Landscape Painting		**Student Comments**	**Teacher Comments**
The landscape painting accurately depicts the subject matter.	30%		
The colors of the landscape are rendered accurately.	20%		
The painting creates an illusion of space through the use of perspective and/or color.	30%		
Student demonstrates growth, effort, and perseverance in learning painting techniques.	20%		
Total	**100%**		

Requirements	Percentage of Total Grade	Comments	
Concept Art Painting		**Student Comments**	**Teacher Comments**
Painting successfully depicts an imagined world.	20%		
Student creates an effective composition that uses the design principles of repetition, variety, contrast, and unity.	20%		
Painting convincingly illustrates the world in which the story takes place and conveys the emotional tone of the proposed TV show, movie, or video game.	20%		
Student uses color expressively in the concept art painting.	15%		
The painting creates an illusion of space through the use of perspective and/or color.	15%		
Student demonstrates growth, effort, and perseverance in learning painting techniques.	10%		
Total	**100%**		

Requirements	Percentage of Total Grade	Comments	
Pitch & Teamwork		**Student Comments**	**Teacher Comments**
The pitch is well organized and addresses the questions included in Step 8 on Handout 4 in a thorough and engaging way.	30%		
Student confidently talks about the reasons for the design choices in his or her concept art.	25%		
Student uses the concept art painting to illustrate the main points of the pitch.	20%		
Student works cooperatively in a team and fulfills his or her duties in the various roles taken on throughout the project.	25%		
Total	**100%**		

1B.2: Resolving Conflict Through Active Listening

1. Discuss decision-making.
Remind students that although they will work individually to create their concept art painting, they will also be working as a team to share ideas and agree upon common elements of their concept art.

Ask students what they think might be challenging about making decisions as a team.

> *Possible answers: As artists, they have different styles, different ideas and approaches. This may cause conflict when trying to come to a team decision.*

Ask students to think about an example of a time they had to make a group or team decision about something—small or big—and it was difficult to come to an agreement. Ask a few students to share their examples of what decision they had to make and how they made the decision.

Ask students to use their examples to brainstorm a list of ways to make decisions.

> *Possible answers: Unilateral decisions, where one person, such as the leader of a group, makes the decision for everybody; voting, where the majority makes the decision; consensus, where everyone who has a stake in the issue has to come to a common agreement.*

2. Discuss conflict resolution.
Tell students that for this project, they should try to make team decisions by consensus. Ask them to brainstorm the benefits of consensus decision-making, as well as its challenges or drawbacks.

> *Possible answers:*
>
> *Benefits: Everyone's ideas and opinions are valued; in the end, if everyone has to come to an agreement, they will be more invested in the project*
>
> *Challenges: Can take a lot of time to resolve disagreements and conflicts; teams can get stuck if teammates are not willing to compromise*

Ask students what they think are some things they can do in their team to help make decision-making go more smoothly. Brainstorm a list of do's and don'ts, and write them down on a piece of chart paper.

> *Possible answers: Do listen to other people's ideas without just focusing on what you want to say. Keep the overall goal in mind, and think of ways to compromise if people disagree. Don't take things personally. If you feel very strongly about an idea, don't give up on your conviction just to avoid conflict. On the other hand, be open to compromising to reach a consensus decision.*

3. Discuss active listening.

Tell students that listening is one of the skills that will help them make good decisions with their team. Ask students the following questions:

- Are you familiar with the term active listening? If so, what does it mean and what are ways to listen actively?

   Possible answers: Active listening is listening for understanding, i.e., focusing on understanding other people's positions and ideas before thinking about counterarguments. Ways to listen actively include asking clarifying questions to help the other person express his or her point and restating or paraphrasing the other person's point to show that you understand it.

- How might active listening help a team resolve conflicts and make decisions?

   Possible answers: Once people have a good understanding of each team member's point of view, they can work to find common ground and make compromises.

4. Conduct a role-play about active listening.

Ask for two volunteers to role-play a scenario in which they will use active listening skills to resolve a conflict.

Give the first volunteer **Handout 5a: Active Listening Scenario Role A**, and give the second volunteer **Handout 5b: Active Listening Scenario Role B**. Don't let the volunteers to see each other's handouts.

After the volunteers read the scenarios, give them the movie listing you brought to class. Tell them that they have five minutes to decide on a movie to see together, based on their character's needs and interests. Encourage them to use active listening skills to fully understand the other person's point of view. They should then try to find common ground and compromise if possible to make a decision together.

Have the other students observe the role-play and identify the active listening skills used by each student.

Teacher's Notes: Active Listening

The two volunteers should ask questions that clarify the other person's point of view, and also restate or paraphrase that person's point to make sure they understand it. For example, their conversation might include some of the following questions and statements:

"So I understand that you want to see a movie that will make you forget about your stress. Does the whole movie have to be funny? Or would a drama that has funny parts also be OK with you?"

"If I understand you correctly, you want to see a movie that is fast-paced and will hold your attention. Is that right?"

After clarifying each other's needs, they might find that there's a fast-paced comedy without romance or an action movie without violence that meets both of their interests.

4. Point out examples of active listening in the role play.
After the role-play, have the students who observed share the examples of active listening that they noticed. Tell students that as they work on their unit project, they should try to practice active listening with one another in their teams.

Handout 5a:
Active Listening Scenario Role A

You and your friend have made plans to go to the movies tonight. You haven't looked at the movie listings yet, but you would really like to see an action movie. You are very tired from a stressful week at school and you really need to see a movie that will hold your attention. Your parents are in the middle of a divorce, which is very upsetting to you, so you don't want to see any movie about romance or relationships. Romantic comedies are totally out.

Handout 5b:
Active Listening Scenario Role B

You and your friend have made plans to go to the movies tonight. You haven't looked at the movie listings yet, but you would really like to see a comedy. You have had a stressful week at school and want to see a light movie that will make you laugh and forget about your stress. Violent movies upset you a lot, so you will absolutely not see any movie that has graphic violence or shows people getting hurt.

1B.3: Creating Inspiration Boards

1. Show a sample inspiration board.
To give students the necessary background to create their inspiration boards, show a sample inspiration board to the class and discuss some of its features.

2. Describe how inspiration boards are used.
Explain to the class that artists and designers use inspiration boards to help them plan their work and to give others an idea of how they are visually translating ideas that have been expressed in words. Inspiration boards may include images, sketches, color swatches, photographs, and other material that the artist or designer could use as a source of inspiration for the project.

Tell students that the inspiration boards will help them to identify potential challenges they may have, strengthen the designs for their projects, and explore unfamiliar visual ideas.

3. Have students complete Journal 1 to create individual inspiration boards.
Distribute **Handout 6: Your Journal** and review the unit journal assignments. Assign Journal 1 to do in class and answer any questions students may have. Make sure that students understand the assignment by asking student volunteers to come up with ideas for the types of pictures that they might want to look for as they do their research.

> ### Journal 1
> For this journal assignment, you will begin creating an inspiration board for your unit project. Artists and designers use inspiration boards to give them visual ideas for their finished project and to communicate these ideas to their clients, colleagues, or other people interested in their work.
>
> Begin creating your individual inspiration board by conducting online and offline research to collect images of objects, colors, textures, landscapes, or artwork that is related in some way to the world you will design. This will allow your team to get an idea of how you're thinking about the project. You will also create a team inspiration board with some of these images, so be prepared to discuss with your team why you chose your images.

Have students find images for their inspiration boards, working online to locate and print images, and offline with the magazines, scissors, and other resources you have provided. Once they find images, have them use tape or pushpins to place them on the poster board or corkboards that you provide.

> **Note:** Students' inspiration boards and Journal assignments 1 and 2 are good opportunities for formative assessment.

4. Describe team inspiration boards.
After students have completed their individual inspiration boards, have them meet in their concept art teams to create team inspiration boards. Explain that the team inspiration board should contain visual ideas that will be incorporated in the team's unit project. Then distribute poster board or corkboards to teams to use as their inspiration boards, along with more tape and pushpins if necessary.

5. Create team inspiration boards.
Ask students to begin to design their team inspiration boards by following the directions on Handout 6. Each team member should contribute at least two images from his or her individual inspiration board to the team board, answering the following questions from Handout 4, Step 4:

- Why did you select these images to include on the team inspiration board?
- How do these images relate to the team's ideas for the TV show, movie, or video game?

6. Present concept art ideas.
Reconvene the class and ask each team's presenter to share the team's concept art ideas with the class using the team's inspiration board. After each team presents, ask the class to provide suggestions and to pose questions.

Encourage students to keep adding material to both their individual and team inspiration boards throughout the unit.

7. Assess teamwork and listening skills.
Distribute **Self-Assessment: Teamwork**, which students have also used in Units 1 and 3. Have them assess their teamwork skills as they reflect on how they created their team inspiration board.

Then have students complete Journal 2.

> **Journal 2**
>
> Reflect on your experience working in your team as you created your team inspiration board, and answer the following questions:
>
> - What were the ways that you practiced active listening during this activity? List specific examples.
> - How have your teamwork skills improved throughout this course?
> - What teamwork skills do you still need to work on? Why?

Handout 6:
Your Journal

Complete the following journal assignments.

Journal 1

For this journal assignment, you will begin creating an inspiration board for your unit project. Artists and designers use inspiration boards to give them visual ideas for their finished project and to communicate these ideas to their clients, colleagues, or other people interested in their work.

Begin creating your individual inspiration board by conducting online and offline research to collect images of objects, colors, textures, landscapes, or artwork that is related in some way to the world you will design. This will allow your team to get an idea of how you're thinking about the project. You will also create a team inspiration board with some of these images, so be prepared to discuss with your team why you chose your images.

Journal 2

Reflect on your experience working in your team as you created your team inspiration board, and answer the following questions:

- What were the ways that you practiced active listening during this activity? List specific examples.
- How have your teamwork skills improved throughout this course?
- What teamwork skills do you still need to work on? Why?

Journal 3

After you have completed your landscape painting, reflect on your experience by answering the following questions:

- Which parts of the painting did you enjoy doing the most?
- What were the challenges you had while creating this painting, and how did you approach them?
- What lessons did you learn about painting a landscape that you will bring to your concept art painting?
- Based on your painting, have your ideas about the concept art changed? If so, how?

Journal 4

Many artists and designers have been inspired by landscapes and favorite places. For this assignment, you will design a collage that expresses your ideas about a particular place.

Choose a place that is special or interesting to you (and close enough to visit). Visit this place over several days and record your thoughts and ideas in at least two different ways (for example through drawing, photography, painting, or writing). Then use what you have created to make a collage.

React, Practice, Imagine: Weekly Journal Activities

In addition to the journal assignments described above, choose one of the following three activities each week to do in your journal:

- **React**—Respond to a piece of art or media shown in class by writing about it. Then write down two questions you'd like to ask the artist about the work, and try to guess the answer to one of the questions. Write the answer in your journal.
- **Practice**—Sketch something from observation or from your imagination.
- **Imagine**—Think of an art or design project that you are interested in creating, and describe it in your journal.

Self-Assessment:
Teamwork

Use this assessment to help you assess and improve your teamwork skills.

Criteria	Comments
My Individual Teamwork Skills: As a team member, I . . .	
Listen to my teammates' ideas	
Ask questions of my teammates, in order to help them clarify their ideas	
Actively participate in team discussions	
Contribute my own ideas, and/or piggy-back or build on my teammates' ideas	
Help my team evaluate information, and propose creative solutions	
Communicate my ideas clearly and defend my ideas and opinions, using specific evidence to back up my points	
Respect my teammates and their opinions	
Compromise, when necessary, in order to resolve conflicts	
Help and offer assistance to other team members	
Do my share of the work	

Criteria	Comments
Our Team's Teamwork Skills: As a team, we . . .	
All understood our team's goal	
Identified the tasks that we needed to accomplish	
Assigned tasks to different team members	
Were all clear about what each individual's role and tasks were	
Communicated clearly, listened to one another, and resolved disagreements in a nonconfrontational manner	
Planned and scheduled our tasks, and set deadlines for completing them	
Met our deadlines	

1B.4: Creating a Presentation Portfolio

1. Discuss how to create presentation portfolios to showcase work.
Artists create presentation portfolios to showcase their work to others. In creating a presentation portfolio, the artist decides which pieces to include depending on the purpose of the portfolio—to apply for a job, to apply to college or art school, to demonstrate learning in a course, or to show work in a particular medium or with a particular theme.

As artists select pieces for portfolios, they have an opportunity to organize their work, reflect on their learning, and clarify artistic goals.

Tell students that the presentation portfolio for this part of the coures consists of four parts:

- Letter to the teacher
- Visual presentation of the portfolio
- Oral presentation of the portfolio in one-on-one teacher-student conferences
- Teacher and student assessment of the presentation portfolio.

Distribute **Handout 7: Creating Your Presentation Portfolio** and **Assessment Checklist 2: Presentation Portfolio** to each student. Review the process of creating presentation portfolios with students and answer their questions.

2. Model how to demonstrate learning in a key skill area.
Inform students that they will need to address four key skill areas in their letter to the teacher and during their portfolio conference. Explain that the four areas are listed on Assessment Checklist 2.

Help students learn how to demonstrate learning in a key skill area: First, ask volunteers to show a piece they might present at the presentation portfolio conference. Then ask each volunteer to explain what he or she has learned in a key skill area, and how, specifically, that piece helped the student learn or strengthen that skill.

3. Discuss the portfolio conference schedule.
Let students know the schedule for their individual conferences, so they know when their portfolios must be completed.

Teacher's Notes: Scheduling Portfolio Conferences

In this unit, conferences are scheduled during Part 3, but you can schedule conferences at another point if preferred. Ideally, schedule conferences during times when other students are able to work fairly independently.

Scheduling portfolio conferences requires planning and time. Teacher-student dialogue about student work is a central component of the portfolio process and should not be overlooked. This process can be an effective method for assessing student learning in key skill areas; gauging a student's understanding of the big ideas of the course; and helping students develop critical skills.

Handout 7:
Creating Your Presentation Portfolio

A portfolio is a collection of examples of an individual's work. Artists and designers use portfolios to show their best work to potential clients and employers, or to include with their applications to colleges and art schools.

In this course, you develop two portfolios: a *working portfolio* and a *presentation portfolio*. Together these help you organize your work, reflect on learning, clarify artistic goals, and showcase your best work.

Your working portfolio contains everything you've created during the course—sketches, journals, class work, assignments, and writing. It should also contain your unit projects and self- and teacher-assessments. From it you will create a presentation portfolio—the public face of your work.

Your Presentation Portfolio

To prepare your presentation portfolio, choose the sketches, journal entries, and unit projects that you think represent your best work and show how much you have learned. Your portfolio should be organized, with each piece of work clearly labeled.

Letter to Your Teacher

Your presentation portfolio will include a letter to your teacher. In your letter, reflect on your learning by completing the following steps:

- **Step 1**: Choose a piece in your portfolio that you think could benefit from revision. Explain why you chose that piece, and how you would revise it.

- **Step 2**: Look at the key skill areas listed in Assessment Checklist 2. Comment on what you've learned in each area.

- **Step 3**: Choose examples from your portfolio that best demonstrate what you have learned in each of these key skill areas. For example, you may choose an artwork, a completed handout, or a journal entry that demonstrates your ability to analyze a piece of art. You can choose a different example for each key skill area, or use one work that demonstrates your learning in several skill areas.

- **Step 4**: Answer the following questions:

  What is your favorite piece in your portfolio? What did you learn while working on it?

  What is your favorite journal entry? Why is it your favorite?

- **Step 5**: Identify one or two key skill areas that you need to work on and explain how you plan to work on them in the upcoming units.

  For example, if you need to work on critiquing the artwork of your peers, you may want to say that you need to practice asking neutral questions during peer critiques. If you want to work on your drawing skills, you may say that you need to choose the drawing option for journal entries more often.

Assessment Checklist 2:
Presentation Portfolio

Use this assessment checklist to help you plan your portfolio. Be sure to include all the requirements for the different components. Bring the completed assessment to your portfolio conference.

Requirements	Percentage of Total Grade	Comments	
Visual Presentation of Portfolio			
Portfolio includes pieces that represent student's best efforts and showcase student's skills and growth	25%		
Portfolio is organized and clearly labeled, and includes all the required components	10%		
Letter and Presentation to the Teacher		**Student Comments**	**Teacher Comments**
Student thoughtfully reflects on his or her learning throughout the semester	15%		
Student selects works to discuss that clearly demonstrate learning and skill development	10%		
Student has a clear rationale for the following: ___ Choice of piece to revise ___ Favorite piece ___ Favorite journal entry	15%		

Requirements	Percentage of Total Grade	Comments	
Letter and Presentation to the Teacher		**Student Comments**	**Teacher Comments**
Student clearly explains how his or her work samples reflect learning in each of the four key skill areas:			
Skill area #1:	**5%**		
Skill area #2:	**5%**		
Skill area #3:	**5%**		
Skill area #4:	**5%**		
Student identifies his or her strengths as well as areas that he or she needs to work on in the future	**5%**		
Total	**100%**		