COOPER HEWITT

PORFOLIOS – THROUGH THE LENS
How might we create a portfolio of our work that is effective for a high-school enrolment interview?

TIME	5 Workshops x 2.5 hours in length	**AUTHORS**	**Silas Middleton and Dawn Boland**	
GRADE LEVEL:	7 and 8 graders	**INQUIRE**	**IDEATE**	**IMPLEMENT**
SUBJECTS: Mathematics ● Technology ● Science ● Social Studies ● Language Arts ● Arts ●	⊠⊠⊠⊠	**What makes a great portfolio?**	**What do I want a high school to know about me and design?**	**What does my portfolio say about me and my journey in art and design?**

USA COMMON CORE
Visual Arts – Anchor Standard #6 Convey meaning through the presentation of artistic work

New York Dept of Education
Art Making; Developing Art Literacy; Making Connections Through Visual Arts; Community and Cultural Resources; Exploring Careers and Lifelong Learning
Links to Language Arts
- *Demonstrate independence*
- *Build strong content knowledge*
- *Respond to varying demands of audience, task purpose and discipline*

Links to Mathematics
- *Make sense of problems and persevere in solving them*
- *Construct viable arguments and critique the reasoning of others*
- *Use appropriate tools strategically*

Investigate / Plan / Make
Select / Analyse / Share
Interpret / Analyse / Perceive

Trans-disciplinary Links
Language Arts – Writing and Speaking
Math – Number and Measurement

AUSTRALIAN Curriculum Alignment
Visual Arts
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience
- Present ideas for displaying artworks and evaluate displays of artworks
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks

Trans-disciplinary Links
English – Text structure and organisation; expressing and developing ideas
Mathematics – Number; Measurement and Geometry

DESIGN AND CAPABILITES
General Capabilities – Social and Personal, ICT, Literacy and Numeracy

CONTEXT / INTRODUCTION	*These workshops are designed for students who are planning to be interviewed for and attending a high-school that specialises in design discipline areas. Students are not expected to have understanding of the design process but rather be enthusiastic about design and art. Throughout the workshops, students will learn about the design process and the elements of art and will be participating in creative breakout activities as well as preparatory exercises designed to foster their ability to respond to questions that they may experience as part of an academic interview. If students have undertaken any studies in design or art, they are encouraged to bring examples of their current artwork that could contribute to an artistic portfolio.*

RESOURCES	*You tube clips* *Creature Comforts* *Your words and thoughts have physical power - Will Smith* *Visiting Designers and Experts* *Worksheets* *Portfolio Examples* *Different types of glasses to symbolise various audiences (metaphor)* *Curator / Artist / Client / Public / Educator / Colleague or Peer / Friends and Family*
MATERIALS	*Dura Tote Folios* *Red Wallet Folios* *Rubber Cement* *Scotch Clear Mounting Squares* *Presentation Boards - Black & White* *Canson Field Sketch Book* *charcoal* *oil pastels* *School Pack Sketching Pencils Erasers and Sharpeners* *Drawing Pen Set* *Watercolour Pencils* *Brushes* *Flash Drives* *Reflection / Vocabulary / Activity Worksheets* *Templates provided*

VOCABULARY

Artwork	An artist's expression of an idea, theme or design-brief that would reference to particular forms, styles or mediums.
Audience	Individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement.
Breadth	Wide range or extent.
Cliche	Phrases, opinions, images that are overused and demonstrate a lack of original thought.
Design Challenge	A difficulty or challenge that can be solved through design.
Design	To make something for someone who needs to solve a problem.
Designer	A person who designs; one who creates a new object, idea or plan.
Design Process	The steps you take to solve your challenge.
Design Solution	The way, idea, or answer to a design challenge/problem.
Double Meaning	An idea or statement that is open to more than 1 interpretation or perception.
Elements of art	The 'building blocks' of an artwork, the fundamental parts that shape a work of art. These include: Line, Shape, Colour, Form, Texture, Space and Value.
Elimination	The act of removing all or parts of an artwork to draw the attention of the viewer to specific details.
Familiarity	Well-known or recognizable in some form to the viewer or audience.

Focal Point	A specific part of an artwork that pulls the audience's to that spot, usually this is the centre of the artwork's idea or the main subject of the artwork. Often this is used in conjunction with the elements of colour and tone in the composition of the artwork.
Form	The shape and structure of an object.
Function	The way something works. *e.g.,the function of a paper clip is to fasten things together.*
Hierarchy	May be a system or organization where items are classified according to importance or need.
Materials	The items you are using to represent your ideas. *e.g.,foil paper represents metal*
Mediums	The materials that are used to create a work of art.
Narrative	Connected events that form a story or statement.
Needs	What the user must have in order to use the design successfully.
Placement	The deliberate action by the artist or curator to position ideas, themes and / or elements within an artwork or installation.
Portfolio	A set of pieces of creative work selected by the artist to display their skills, especially to a potential employer or educator.
Prototype	An original model on which something is patterned.
Provocation	An action that incites a response or reaction (good or bad) from the viewer.
Team	A group working together on a common goal or activity.
Techniques	The skills, knowledge and processes that are used to create artworks.
Solution	The way, idea, or answer to a problem. There can be more than one solution.
User	A person who operates or experiences the design.
Variety	Pieces that show differences or contrast in skills, mediums and elements.

SESSION OVERVIEWS

Workshop	Elements
1. **Museum Tour** **Wednesday September 16**	*How might we learn from designers to design and create our own portfolios of our artwork?* *Use the lens of an artist/teacher/interviewer/curator* *Stimulus from the museum – artistic brainstorm – whole group walkthrough*
2. **Inquiry** **Monday September 21**	*Stimulus Activity from the Cooper Hewitt – Interpretation and small group with prompts* *What makes a great portfolio?* *Mini-design Challenge – Group Pint-sized Folios* *Use the lens of artistic panel*
3. **Ideate** **Tuesday September 22**	*Stimulus Activity from the Cooper Hewitt – Interpretation and small group* *What do I want a high school to know about me and design?* *Mini-design Challenge – Individual Collage about my artistic learning journey* *Use the lens of a 'colleague'*
4. **Implement** **Monday September 28**	*Stimulus Activity from the Cooper Hewitt – Interpretation and individual response* *What does my portfolio say about me?* *Beginning to create my portfolio*

	Master-classes – 3 x 15 minute learning blocks *1. Mounting work; 2. Digital and Online Portfolios; 3. Photographing work*		
5. **Implement Tuesday September 29**	*Feedback on individual responses* *What does my portfolio say about me?* *Beginning to create my portfolio* *Sentence prompts to explain skills and the learning journey* *Review and Reflect – Use the lenses of teachers and interviewers* *Top tips for being prepared for the interview*		

PLENARY

WALT / WILF (verbs) OR Learning Goals and Progress Indicators

Workshop	Learning Goal (WALT) Students will:	Progress Indicators (WILF)
1. **Tour**	- develop an understanding of artworks from an audience perspective. - use the 'language' of art and design to frame their responses to questions.	Level 4 – Innovating (Complex) The student will be able to: - Mentor peers - Translate learning to new disciplines - Use meta-knowledge to inform and frame further inquiry - Reflect upon learning and apply reflection to new areas - Meet all level 3 expectations Level 3 – Applying (Target) The student will be able to: - Communicate / explain understanding of terminology with accuracy and confidence - Use learnt skills to engage with new content and express ideas - Create questions to frame further learning - Access sources and assess validity - Communicate findings confidently Level 2 – Developing (Foundation Knowledge, Vocabulary) The student will be able to : - Define and recall terms, discuss some content, create relevant questions relevant to the topic, communicate ideas with accuracy Level 1 – Beginning (Assistance Required) - The student will be able to reach the indicators of level 2 with some assistance Level 0 – Not Using (Cannot Complete without assistance)
2. **Inquiry**	- use and record the 'language' of art and design to frame their responses to questions. - evaluate and justify their understanding of a portfolio of work. - work in groups to create and explain a 'pint-sized' folio.	
3. **Ideate**	- use and record the 'language' of art and design to frame their responses to questions. - create, arrange and explain their collage about their design journey. - articulate feedback in a constructive way about work from others using design language.	
4. **Implement**	- record the 'language' of art and design to frame their responses to questions. - create their own portfolio of work. - photograph their work, create a digital folio and mount their own work for submission.	
5. **Implement and Reflect**	- understand and implement the feedback they have been given. - articulate and record their learning journey for each piece of artwork within their portfolio.	

INQUIRE / Defining Problems

IDENTIFY
What do we understand about this challenge?
Do we need to define any terms?
Can we brainstorm our previous knowledge?
Where can we find inspiration?

INVESTIGATE
How can we share information with each other?
What stories can we share?
Which key terms can help us search for meanings?
Where can we find information? (e.g. databases or internet advanced searches)
How can we identify opportunities, threats or limitations in our research?

Total Time
150 mins

Workshop 1 – Cooper Hewitt Smithsonian Design Museum ⊠⊠⊠
WEDNESDAY SEPTEMBER 16

Students are guided on a tour of the Museum seeing specific examples of the 'How Posters Work' Installation. Students will be asked questions during the tour that will begin to foster the 'language' that will be used during the workshops. *Wk 1 VOCABULARY AND DEFINITIONS*
60 mins
Students will discuss the elements or principles of art and also whether the artist free-reign or design brief (restraints). Conversation may also incorporate how a curator would select certain works of art to convey messages, who is the audience, hierarchy of elements, focal point and deliberate placement, elimination of details, provocation, double meanings, using familiarity and telling a narrative (as a curator – you are trying to show a diversity {breadth} within that topic). How has the curator presented these works to highlight specific attributes?

Wk 2 WORKSHEET PROCESS LAB VISIT - *30 mins*

Embed time to have students 'collect' examples using the Cooper Hewitt Pen. *20 mins*

Encourage students to check their individual website collection at home – remind them to bring in any artwork or sketch books for working on their portfolio.

Possible visit from a curator to discuss how works are selected and presented. (Caitlin Condell or Ellen Lupton)
How do artists / curators speak about artwork differently? *TS 1 Question Prompts* *20 mins*

Culminating Activity Response to Stimulus – King Kong – Modelling a teacher-led mind map of a response to an artwork selected from the Cooper Hewitt Smithsonian Design Museum.
Wk 3 Mind Map Response to Stimulus Example
Wk 4 Reflective Word Bank
Wk 5 Response to Stimulus Examples
20 mins

120 mins *Hand out sketch books and possible drawing tasks*	**Workshop 2. – Harlem Design School ⊠⊠** **MONDAY SEPTEMBER 21** *Anticipatory Activity (Example 2 Exodus) – Using language from previous discussions to create a small group mind map in response to an artwork using stimulus from the Cooper Hewitt – Interpretation and small group with prompts – Refer to previous materials. 15 mins* *Power Point – Design and Portfolio – Overview and Key Points* *TS 2 Design and Portfolio Key Points 15 mins* *Observational Drawing Activity – Blind Contour Drawing* *TS 3 portfolio builder 1 - Contour Drawing 15 mins* *What makes a great portfolio? Inquiry – create and use a criteria based on observations of design portfolio examples. Hot potato and butcher's paper exercise. Group creation of characteristic list.* *TS 4 Hot Potato Teacher Instructions* *TS 5 Characteristics Worksheet 1 copy per group* *Total time 45 mins* *Mounting workshop – students will mount contour drawings and other work they have bought with them. 35 mins*
IDEATE / Getting Ideas **FRAME/ REFRAME** *Do we need to recheck our progress and make changes to ensure our research and ideas still meet the design brief?* **GENERATE** *How might we generate ideas and record these for future reference? How might we seek feedback and refine our ideas?* *120 mins*	**Workshop 3. – Harlem Design School ⊠⊠** **TUESDAY SEPTEMBER 22** *Your words and thoughts have physical power - Will Smith 10 mins* *Anticipatory Stimulus Activity from the Cooper Hewitt (Example 3 – Capital) – Interpretation and small group – less prompts from teachers – use resources from workshop 1 - 15 mins* *What do I want a high school to know about me and design?* *Skills and Experience Audit – Strengths and Weaknesses in visual arts –* *WK 6 Mediums and Styles Self Audit 10 mins* *Avoiding the Cliché – Discussion and Worksheet* *Wk 7 Avoiding the Cliche 5 mins* *Observational Drawing Activity – Different Mediums* *TS 6 portfolio builder 2 - Different Mediums 30 mins* *Mini-design Challenge – Individual Collage about my artistic learning journey* *Take phots of Collages to be put up to speak to their work using the language discussed previously.* *Wk 8 Mini Design Challenge*

	Use the lens of a 'colleague' give positive feedback using the sentence starter sheet. *Wk 9 HOW WELL DO YOU GIVE AND RECEIVE FEEDBACK. 50 mins* *Create a written personal statement about their learning journey and future inquiry* homework activity to be handed in Lesson 4 *Wk 10 Creating a Personal Statement* *Wk 11 Personal Statement Scaffold*
IMPLEMENT / Prototyping & Making **DEVELOP** *Which materials do we need to make prototypes?* *What will prototypes look like? (E.g. form, language, audience and texture)* *Have I 'checked in' with mentors to seek feedback on my progress?* *120 mins*	**Workshop 4. – Harlem Design School** ☒☒☒☒ **MONDAY SEPTEMBER 28** *Stimulus Activity from the Cooper Hewitt (Example – Section Allemande) – Interpretation and individual response. Refer to previous workshops. Create an individual mind map 5 mins* *What does my portfolio say about me?* *5 rotations @ 20 mins each* *Observational Drawing – Life Drawing* *TS 7 portfolio builder 3 - Drawing still life* *Importance and 'backing up' – forums and online sharing* *3 ways to get the most out of a photograph when taking pictures of your artwork.* *Designer and Interviewer to attend – Discuss details such as why 1 font / text / colour and serif, what are they looking for in a great portfolio?* *Top tips for being prepared for the interview – Designer to discuss – e.g. Knowing where you are going and the time it takes to get there - Preparation – knowing your folio of work – Be prepared to change and revise – Clothes and Appearance – Questions to ask.* *Wk 12 Top 10 Tips for the Interview* *Presenting my portfolio* *What does my portfolio say about me?* *Sentence prompts to explain skills and the learning journey for artworks.* *Wk 13 Discussing Designs* *Review and Reflect – Use the lenses of teachers and interviewers – How do others perceive my portfolio? What can and should I change to improve.* *TS 8 PLUS MINUS INTERESTING*
REFLECT / Testing & Evaluating **EVALUTATE** *What are my strengths and weaknesses from the feedback I have received?* **RE-EVALUATE** *Which feedback do I need to implement and how can I incorporate this into my work?* *Who can I seek feedback from in the future?* *120 mins*	**Workshop 5. – Harlem Design School** ☒☒ **TUESDAY SEPTEMBER 29** *Feedback on individual responses from Creating a Personal Statement –* to be conducted individually throughout this workshop *TS 9 PERSONAL STATEMENT FEEDBACK* *Observational Drawing –* Painting Still Life *45 mins* *TS 10 portfolio builder 4 painting*

	Working on Portfolio Preparation *20 mins* *Presentations of student folios – Exhibitions (parents may attend?)* *Invitations to be sent to Museum Staff* *TS 11 Middle School Survey 1 per student*