

# COOPER HEWITT

## HOT POTATO – WHAT DOES THE DESIGN FOLIO SAY?

### LEARNING GOAL:

Students will be able to:

- Understand the characteristics of a good design portfolio
- Apply their understanding of the characteristics of a design portfolio to their own folio of work.

### MATERIALS:

- At least 5 design portfolios with at least 1 excellent example and 1 non-example
- Characteristics Worksheet for students to record their observations
- Photos of Design Portfolios that students can see further examples

### PROGRESS INDICATORS:

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 and skills 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)

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### OVERVIEW:

1. Explain how students will complete the Characteristics Worksheet – the types of language they might use and how this will help them to establish a clear vision of what a good design portfolio will look like. Discuss the idea of ‘Hot Potato’, how the portfolios will move to a new group every 5 minutes and the expectation is that they will share ideas and record their findings for each portfolio.
2. Hand out Characteristics Worksheet.
3. Assign a Design Portfolio to each group.
4. Begin the activity and give feedback to groups throughout as needed. Prompt with questions such as ‘how would a curator/interviewer perceive this work?’ ‘what characteristics of the work can you identify?’ or ‘is there a variety of pieces included or does this example show one aspect or skill of the artist’s work?’ and lastly, ‘is there any part that is missing or are there limitations to this example?’
5. After 5 minutes, ask the groups to hand their example to the next group for analysis.
6. After groups have seen all examples, gather as a whole group and share ideas and thoughts. Encourage students to record other responses on their Characteristics Worksheet.
7. As a whole group, create a list of the criteria that the group could use to assess a portfolio of work from an interviewers perspective. Reinforce the idea with the students that their folio must address the design brief for an audition to a Design High School, to be reviewed by an Educational Panel.
8. Publish the “Characteristics for an effective Design Portfolio for a High School Audition” in the room so this document can be referred to be staff and students alike.