

W M S
A R T
L A B

PROCESS/PROGRESS PORTFOLIO

Name:

Class:

ARTISTIC BEHAVIORS & ART STARS

Art class provides students the chance to create, experiment, make mistakes, and get messy (literally & figuratively). What helps us grow as artists is to **NAME** these behaviors, so that we can talk about our artistic practice. Mr. Curran has developed a system for recognizing your work in the Art Lab, awarding ART STARS, on which is pictured a character that illustrates an artistic behavior that you've displayed. These include:

<i>The Daredevil (pictured)</i>	<i>The Detective</i>	<i>The Fanatic</i>
<i>The Helper Bee</i>	<i>The Experimenter</i>	<i>The Visionary</i>
<i>The Fairest One</i>	<i>The Fear-Facer</i>	<i>The Performer</i>



Be on the lookout for an ART STAR e-mail from Mr. Curran. And if you see a peer do something to deserve recognition, let Mr. Curran know!

As we begin to look at our own work and the work of our classmates, it will be important to use a common vocabulary. This will help us understand each other, and it will also help us to explain our ideas to others. In the Art Lab, we'll look to the following collections of artistic terminology:

ELEMENTS OF ART ¹

LINE
SHAPE
FORM
SPACE
COLOR
TEXTURE

PRINCIPLES OF DESIGN ²

BALANCE
EMPHASIS
MOVEMENT
PATTERN
REPETITION
PROPORTION
RHYTHM
VARIETY
UNITY

POSTMODERN PRINCIPLES ³

APPROPRIATION
JUXTAPOSITION
RECONTEXTUALIZATION
LAYERING
TEXT / IMAGE
HYBRIDITY
GAZING
REPRESENTIN'

ARTISTICALLY SPEAKING

¹ from the J.Paul Getty Museum

² from the J.Paul Getty Museum

³ from Olivia Gude's *Spiral Curriculum*

SYLLABUS @ A GLANCE*

WEEK ONE

PART I: CLASS INTRODUCTION

PART II: USING A PENCIL TO MAKE MARKS

WEEK TWO

PART I: JUXTAPOSITION & COLLAGE

PART II: HOW DO WE COMPOSE AN IMAGE?

WEEK THREE

PART I: PAINTING 101 (WATERCOLOR & ACRYLIC)

PART II: 1ST PROJECT INTRO & PLANNING

WEEK FOUR

PART I: PROJECT PROGRESS

PART II: PROJECT PROGRESS

WEEK FIVE

PART I: PROJECTS ARE FINALIZED

PART II: 1ST PROJECT CLASS CRITIQUE

WEEK SIX

PART I: HANDBUILDING WITH CLAY

PART II: WIRE WORK AND PAPIER MACHE

WEEK SEVEN

PART I: 2ND PROJECT INTRO & PLANNING

PART II: PROJECT PROGRESS

WEEK EIGHT

PART I: PROJECT PROGRESS

PART II: 2ND PROJECTS ARE FINALIZED

WEEK NINE

PART I: 2ND PROJECT CLASS CRITIQUE

PART II: TYING UP LOOSE ENDS & GOODBYES

* SUBJECT TO CHANGE DUE TO
SPECIAL EVENTS, TRIPS, ETC.



THE SUM OF SOME PARTS: TWO-DIMENSIONAL

ESSENTIAL QUESTION:
How does an artist's choice
of material impact expression?



Your challenge is to ENVISION, PLAN and EXECUTE an original two-dimensional artwork that 1) JUXTAPOSES *at least* two different mediums (e.g. pencil, paint, collage, etc.), 2) ILLUSTRATES a principle of design, and 3) COMMUNICATES a personally-significant message or expression.

What will your work express or communicate?

How is this message significant to you?

Which 2 mediums will you combine?

Pencil	Acrylic	Other:
Colored Pencil	Watercolor	
Marker	Pastel	_____
Charcoal	Collage	_____

Which PRINCIPLE of DESIGN do you plan to illustrate? (circle at least one)

Movement	Balance	Proportion
Unity	Rhythm	Repetition
Variety	Pattern	Emphasis

In this box, share a description or sketch of your envisioned project:

Notes/Feedback from Peers and Mr. Curran:

Materials List

Steps to Follow

Mini-Schedule

Session 1:

Session 2:

Session 3:

Session 4:

Proposed by: _____ Date: _____

Approved: _____ Date: _____

AT THE END OF EACH ART CLASS, COMPLETE THAT DAY'S INFORMATION TO TRACK YOUR PROGRESS

SKETCH YOUR PROGRESS
(day one) 🎨

1

What did you want to accomplish today?



List at least two positive gains you made today:



What did you plan to accomplish today?

What obstacles did you encounter?
How did you overcome them?

SKETCH YOUR PROGRESS
🎨 (day two)

2

SKETCH YOUR PROGRESS
(day three) 🎨






3







What did you want to accomplish today?



In what ways has your project changed in the course
of the past three sessions?

2-Dimensional Project

EVIDENCE OF LEARNING			
LEARNING GOALS (Prep & Product)			
I envisioned a goal for my work and implemented the steps needed to complete it.			
			
			

EVIDENCE OF LEARNING			
LEARNING GOALS (Art Practice)			
I approached my work with curiosity and a sense of discovery, welcoming new ideas.			
I faced challenges with determination and perseverance and challenged myself to grow as an artist.			
 = rarely  = sometimes  = always	Feedback from Mr. Curran		

☐ check if submitted online

ARTIST STATEMENT

2-Dimensional Project

Artwork Title: _____

Medium: _____

Size: (length) _____ (width) _____ (depth) _____

In fifteen words or less, write a statement that tells Mr. Curran what your project was and what it was about:

List two of your initial artistic goals for this project.

What were 3 challenges you faced during this project:

How did you overcome these setbacks?

If you worked in a group, what percentage of the work did honestly you contribute?

Why? _____ %

Words of Wisdom.

What would you have wanted to know if you were able to do this project again?

Artist: _____ *Date:* _____

Received: _____ *Date:* _____

PROJECT CHECKLIST:

- ☐ Final product is submitted to Mr. Curran. It is documented and identifiable.
- ☐ All work in this Process Portfolio is complete, authentic, thoughtful, and best represents your work and process.
- ☐ The Self-Assessment form fairly compares your process and product with the project rubric.

Final Feedback.

(to be completed by Mr. Curran)

THE SUM OF SOME PARTS: THREE-DIMENSIONAL

ESSENTIAL QUESTION:
How does an artist's choice
of material impact expression?



Your challenge is to ENVISION, PLAN and EXECUTE an original three-dimensional artwork that 1) JUXTAPOSES at least two different mediums (e.g. clay, wire, collage, etc.), 2) ILLUSTRATES a principle of design, and 3) COMMUNICATES a personally-significant message or expression.

What will your work express or communicate?

How is this message significant to you?

Which 2 mediums will you combine?

Clay	Acrylic	Other:
Papier Mache	Watercolor	
Metal	Pencil	_____
Found Objects	Collage	_____

Which *PRINCIPLE* of *DESIGN* do you plan to illustrate? (circle at least one)

Movement	Balance	Proportion
Unity	Rhythm	Repetition
Variety	Pattern	Emphasis

In this box, share a description or sketch of your envisioned project:

Notes/Feedback from Peers and Mr. Curran:

Materials List

Steps to Follow

Mini-Schedule

Session 1:

Session 2:

Session 3:

Session 4:

Proposed by: _____ Date: _____

Approved: _____ Date: _____

*AT THE END OF EACH ART CLASS, COMPLETE THAT
DAY'S INFORMATION TO TRACK YOUR PROGRESS*

SKETCH YOUR PROGRESS
(day one) 🎨

1

What did you want to accomplish today?



List at least two positive gains you made today:



What did you plan to accomplish today?

What obstacles did you encounter?
How did you overcome them?

SKETCH YOUR PROGRESS
🎨 (day two)

2

SKETCH YOUR PROGRESS
(day three) 🎨






3







What did you want to accomplish today?



In what ways has your project changed in the course
of the past three sessions?

3-Dimensional Project

EVIDENCE OF LEARNING			
LEARNING GOALS (Prep & Product)			
I envisioned a goal for my work and implemented the steps needed to complete it.			
			
			

EVIDENCE OF LEARNING			
LEARNING GOALS (Art Practice)			
I approached my work with curiosity and a sense of discovery, welcoming new ideas.			
I faced challenges with determination and perseverance and challenged myself to grow as an artist.			
 = rarely  = sometimes  = always	Feedback from Mr. Curran		

☐ check if submitted online

ARTIST STATEMENT

3-Dimensional Project

Artwork Title: _____
Medium: _____
Size: (length) _____ (width) _____ (depth) _____

In fifteen words or less, write a statement that tells Mr. Curran what your project was and what it was about:

List two of your initial artistic goals for this project.

What were 3 challenges you faced during this project:

How did you overcome these setbacks?

If you worked in a group, what percentage of the work did honestly you contribute?

Why? _____ %

Words of Wisdom.

What would you have wanted to know if you were able to do this project again?

PROJECT CHECKLIST:

- ☐ Final product is submitted to Mr. Curran. It is documented and identifiable.
- ☐ All work in this Process Portfolio is complete, authentic, thoughtful, and best represents your work and process.
- ☐ The Self-Assessment form fairly compares your process and product with the project rubric.

Artist: _____ Date: _____

Received: _____ Date: _____

Final Feedback.

(to be completed by Mr. Curran)

GETTING FAMILIES INVOLVED

The Art Lab is a place where creative experimentation is encouraged, but this heavy lifting of the imagination can be exhausting. Our art students will need all the support they can get!

FIVE WAYS TO SUPPORT YOUR YOUNG ARTIST:

1) Ask about their art!

Your student will be working hard each class to create something that is meaningful to them, using a variety of materials. Invite them to share their work with you.

2) Be specific in your praise.

Middle school is when students can fall into the "I'm not creative!" trap. Being specific about what they have created or accomplished can help a student develop their skills and confidence, while avoiding the pitfalls of more generic feedback like, "That's great!" or "I love it!"

3) Try these three magic words: "I Wonder If..."

Artists are emotionally attached to their work, so a comment like "You should have..." or "I would have..." can be hurtful. Instead, try to start your statement with "I wonder if..." You'll invite discussion rather than an argument!

4) Make something together!

What better way to understand your student's artistic process than seeing it in action! Try something simple and fun to start, like using the "wrong" colors in a coloring book!

5) Experience Art!

Get out! See some art! Go to a show! Check out a museum! Volunteer in the Art Club! Sit-in on an art class! There's no better way to spark a student's imagination than to experience the world around them!

I have reviewed this Process/Progress Portfolio.

Parent/Guardian Name: _____

Signature: _____

☐

Check here
if you'd like
to get
involved!