Lesson Plan: Portfolios

**Grade Level:** 5-12

**Duration:** Nine-week quarter, or eighteen-week semester (depending on time frame of teacher and students)

**Media Type:** multi-media, paper, cardstock, mat board

**Subject Integration:** Language Arts, Social Studies, Art History

**Content Standards:**

NA-VA-5-8.1, NA-VA-5-8.2, NA-VA-5-8.3, NA-VA-5-8.4, NA-VA-5-8.5, NA-VA-5-8.6

**Objectives:**
In a multi-media format, students will create a portfolio reflecting all work completed, over a period of several weeks. If students create a 3-D artwork, a digital image can be taken and added to the portfolio. This portfolio will be a visual diary of progress made throughout a quarter or semester of time. If students complete an imovie, or digital movie of some type, a DVD can also be added to this portfolio. Students will also complete an Artist’s Statement.
Assessment:
Helpful website for writing rubrics:
http://rubistar.4teachers.org/

Rubric:
0- Portfolio shows little evidence of originality, detail, or completion. Portfolio does not express a semester (or quarter) of valuable work done in several different mediums.
1- Portfolio shows some evidence of originality, detail, and completion. Portfolio is incomplete and lacks expression of several mediums.
2- Portfolio shows evidence of originality, detail, and completion. Portfolio is complete, but lacks full expression of art mediums.
3- Portfolio shows evidence of originality, detail, and completion. Portfolio shows full expression of art mediums used throughout the quarter (or semester). (Student submits six to seven completed works, for example.)
4- Above, plus exceptional display and detail of completed work. Student went ‘above and beyond’ when completing his/her portfolio. (Depending on work being put into the portfolio and teacher’s expectations, maybe student submits eight artworks for a ‘4’ on the rubric scale, for example.

Materials and Procedure:

mat board covers, two for each student
white paper for inside pages
scissors
 glue sticks
markers
patterned papers
colored cardstock

Day 1:
Students view PlayList clips about artists, Nancy Daley and Kelly Dupre.

http://www.youtube.com/user/ThePlaylistWDSE#p/u/230/foP6FK0UKhM (3:07)

http://www.youtube.com/user/ThePlaylistWDSE#p/search/0/mWfEOLYl4mE (3:32)
Discuss. “What did you see?” “What did you notice about these two artists?” “What intrigued you?” “Where do you think these artists got their ideas?” “What is a ‘visual diary’?
Explain ‘portfolio’ and what students will be creating over a period of time. Hand out two pieces of mat board, one for the front cover, one for the back. Students will start to create both covers with various materials. Students will include name, date, school name, etc.

**Day 2:**
Students continue work on covers.

**Day 3:**
Portfolio covers complete.

**Day 4:**
Inside pages are folded and added to front and back covers.

**Day 5-8:**
As the quarter (or semester) progresses, student work will be added to the portfolio. Time is set aside periodically for students to add work, to add writing or ideas about his/her work and to complete an Artist Statement.

**Vocabulary:**
line, shape, texture, color, portfolio, multi-media, visual texture, visual diary

**Resources:**
Portfolios in the Classroom: Tools for Learning and Instruction (Stenhouse in Practice Books) by Beth Schipper and Joanne Rossi (Jan 1, 1997)

Portfolio Journey: A Creative Guide to Keeping Student-Managed Portfolios in the Classroom; Grades 1-8 [Paperback]

**Follow-up Activities:**
Host an art show for others to view completed portfolios, complete with cookies and punch! Show off awesome student work. Have fun!