AVI 201 - Culminating Project: Portfolio (15%)

Your final presentation portfolio is to be a culminating activity that represents your best work. It takes a great deal of time, care, and effort to display your work effectively.

Choose **9-10** pieces of art work to be present at the end of the semester.

The art work should represent a **variety** of your art investigations throughout the semester and could include any of the following:

- Drawings or Drawing Projects (Representational drawings, still life, figure, fashion, design, architecture, portraits, landscapes, conceptual designs etc. Abstract drawings, Mixed Media, Collage, Sketches, Pen and Ink)

- Painting or Painting Projects (Representational paintings, still life, figure, fashion, design, architecture, portraits, landscapes, Conceptual Designs etc. Abstract paintings, Mixed Media, collage, sketches)

- Printmaking Projects

- Sculpture Projects

- Photography or Digital works, Mixed Media etc.

- Culminating Project(s) – Conceptual Designs and Final

**DATE** all work. When presenting your portfolio, you should show progression from the beginning of the semester to the end.

**WRITE** a one-two page reflection Artistic Statement explaining your growth as an artist and what your work demonstrates about your style - personal investigation of techniques and themes explored in art work.

**EVALUATION** will be on a **variety**, execution and personal investigation utilizing the creative process.
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking/Inquiry Concept &amp; Meaning Work</td>
<td>Work does not meet assignment expectations for this category of assessment. 0</td>
<td>Concepts are unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level. 5</td>
<td>Concepts are slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 6-6.5</td>
<td>Concepts are clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 7-7.5</td>
<td>Concepts are clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level. 8-10</td>
</tr>
<tr>
<td>Variety: Ongoing process and personal investigation of themes/subject matter. Document Date Entries: Sequential Date Entries</td>
<td>Incomplete. 0</td>
<td>Portfolio demonstrates a limited variety of documentation of the students personal art process. 6-6.5</td>
<td>Portfolio demonstrates some variety of documentation of the students personal art process. 7-7.5</td>
<td>Portfolio demonstrates considerable variety of documentation of the students personal art process. 8-10</td>
<td>Portfolio demonstrates a thorough variety of documentation of the students personal art process. 8-10</td>
</tr>
<tr>
<td>Communication Oral Presentation and Written Artistic Statement</td>
<td>Incomplete. 0</td>
<td>Student’s oral explanation not supported by written. 5</td>
<td>Student’s oral and written artist statement shows some development and understanding. 6-6.5</td>
<td>Student’s oral and written artist statement shows considerable development and understanding. 7-7.5</td>
<td>Student’s oral and written artist statement shows superior development and understanding. 8-10</td>
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A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively:

A1.1. use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)

A1.2. apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)

A1.3. document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes art works created for a variety of purposes (e.g., ensure that their portfolio includes evidence of idea generation and elaboration, research, investigation, planning, exploration, experimentation, and revision; include a variety of works created for different purposes), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process.
A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others;

A3.1 explore and experiment with media, including alternative media, and current technologies, and use them to create a variety of art works (e.g., use media such as digitally enhanced photographs, transparencies, and/or found objects when creating a collage; create a mixed-media image reflecting their personal identity or cultural heritage)

A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet’s use of optical colour mixing; Andy Warhol’s use of silkscreens; George Segal’s use of plaster bandage; Jean-Paul Riopelle’s use of a palette knife for impasto application of paint; Daphne Odjig’s use of interconnecting black lines), and adapt and apply them to create original art works

A3.3 describe appropriate standards and conventions for the presentation of different types of visual art works, and apply these standards and conventions when preparing their art works for presentation (e.g., ensure that their work is signed, labelled, dated, matted and/or mounted, that their three-dimensional work can be displayed safely, that the appropriate digital presentation technology is available and in working order)

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others

B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;

B2.3 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)

C1.2 explain terminology related to a variety of techniques, materials, and tools (e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works

C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)

C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.