In order to bypass Art 1 as teachers we are looking for evidence of your knowledge and demonstration of the Howard County Art 1 Curricular Objectives presented here. In order to demonstrate this you will need to submit a portfolio and statement that explains how you are showing or attempting to meet these objectives.

PORTFOLIO REQUIREMENTS TO PLACE INTO ART 2:

- Drawings from observation (realistically drawn while looking directly at the actual subject - not from a photograph)
- Sketchbook if you have one (you may select specific pages or the entire sketchbook to submit)
- Other artwork that demonstrates your personal voice
- An artist statement that refers to specific artworks and how those works represent the CREATING area of the HCPSS Art 1 curricular objectives. This statement represents the RESPONDING and PRESENTING section of those same Curricular Objectives.

PORTFOLIO REQUIREMENTS TO PLACE INTO PHOTO 1:

- 2-dimensional or 3-dimensional artwork of any material that you feel represents your personal voice and the Art 1 curricular objectives. This can be drawings, paintings, sculptures, or photographs.
- Sketchbook if you have one (you may select specific pages or the entire sketchbook to submit)
- An artist statement that refers to specific artworks and how those works represent the CREATING area of the HCPSS Art 1 curricular objectives. This statement represents the RESPONDING and PRESENTING section of those same Curricular Objectives.

Email to Caro Appel: caroline_appel@hcpss.org

ART 1: CURRICULAR OBJECTIVES



C1: Maintain a visual record to document engagement with the artistic process.

C3: Examine relevant historical and

contemporary resources, media, and

suggested mentor artists to support

C4: Explore a variety of approaches

to art making, including experi-

R1: Choose and apply relevant

visual world and works of art.

at personal solutions.

mentation, observation, narrative,

imagination, and memory to arrive

vocabulary when responding to the

R2: Analyze artistic intention sup-

ported by relevant contextual infor-

mation, content and compositional

R3: Describe and analyze how art-

choices in works of art.

personal ideas or solutions.

given art problem.





C3







RESPONDING

5

PRESENTIN

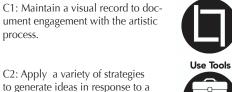






P1: Maintain a portfolio of work to demonstrate and reflect on artistic growth over the course of the year.

P2: Compose and share reflective statements that explain and support artistic choices and the intended purpose and or meaning of of the P2 work.



C5: Employ formal gualities and compositional devices to develop personal solutions and communicate ideas in response to an art C5 problem.



Compose

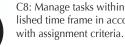
C6: Use a variety of tools, materials, processes, and techniques safely, effectively, and with a focus on quality.



C7: Persevere in problem solving through the evaluation of in-progress work, identifying areas in need of improvement, and possible solutions.



C8



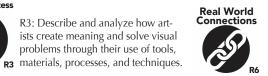
C8: Manage tasks within an established time frame in accordance



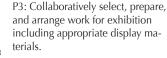
R4: Determine how works of art from various societies, cultures, and time periods reflect universal themes.



R5: Recognize how societies, cultures, and time periods apply different different criteria for evaluating works of art.



R6: Understand how various artistic skills and behaviors are essential components to college and career success.



P4: Engage in the critique process with peers for the purpose of giving and receiving feedback.



