

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.

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ART 1: CURRICULAR OBJECTIVES

CREATING	Sketch  C1	C1: Maintain a visual record to document engagement with the artistic process.	Compose  C5	C5: Employ formal qualities and compositional devices to develop personal solutions and communicate ideas in response to an art problem.
	Brainstorm  C2	C2: Apply a variety of strategies to generate ideas in response to a given art problem.	Use Tools  C6	C6: Use a variety of tools, materials, processes, and techniques safely, effectively, and with a focus on quality.
	Inspiration  C3	C3: Examine relevant historical and contemporary resources, media, and suggested mentor artists to support personal ideas or solutions.	Persevere  C7	C7: Persevere in problem solving through the evaluation of in-progress work, identifying areas in need of improvement, and possible solutions.
	Explore  C4	C4: Explore a variety of approaches to art making, including experimentation, observation, narrative, imagination, and memory to arrive at personal solutions.	Time Management  C8	C8: Manage tasks within an established time frame in accordance with assignment criteria.
	Use Vocabulary  R1	R1: Choose and apply relevant vocabulary when responding to the visual world and works of art.	Universal Themes  R4	R4: Determine how works of art from various societies, cultures, and time periods reflect universal themes.
	Understand  R2	R2: Analyze artistic intention supported by relevant contextual information, content and compositional choices in works of art.	Context  R5	R5: Recognize how societies, cultures, and time periods apply different criteria for evaluating works of art.
	Analyze Process  R3	R3: Describe and analyze how artists create meaning and solve visual problems through their use of tools, materials, processes, and techniques.	Real World Connections  R6	R6: Understand how various artistic skills and behaviors are essential components to college and career success.
	Growth  P1	P1: Maintain a portfolio of work to demonstrate and reflect on artistic growth over the course of the year.	Select and Prepare Work  P3	P3: Collaboratively select, prepare, and arrange work for exhibition including appropriate display materials.
Artist Statement  P2	P2: Compose and share reflective statements that explain and support artistic choices and the intended purpose and or meaning of the work.	Collaborate and Critique  P4	P4: Engage in the critique process with peers for the purpose of giving and receiving feedback.	