

ADVANCED PLACEMENT STUDIO ART

Description

This is an extensive two period full year course designed to provide the student with the needed time and resources to create more advanced level work. Students will work with a variety of media and develop more advanced concepts and processes. Students will receive guidance in the preparation of slides and a portfolio. All students must submit a completed portfolio at the end of this course. Separately, they may also apply for the AP 2-D or the AP Drawing Portfolio. These AP Portfolio components represent the equivalent of a college introductory 2-Dimensional Design course or a college level introductory Drawing course. (Students choosing this option pay the AP exam fee).

Course Overview

Course Goals

Students should:

Essential Questions

- How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve in a given time limit?
- How does an artist choose a representative selection of their work?
- What qualities and attributes does the artist look for when selecting their best work?
- In what forum can I explore and develop ideas and images that are uniquely my own?
- What is considered a good portfolio?
- How can I use this portfolio to advance my study?
- How does today's artist use technology to assist and advance the art making process?
- Using constructive criticism, students will develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems. They will be using higher order thinking and communicating skills.

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1 - Concentration](#)
- II. [Unit 2 - Breadth](#)

Standards

[State of Connecticut Curriculum Frameworks](#)

Grade Level Skills

Students will:

- Skills Matrix

<p>III. Unit 3 - Quality IV. Unit 4 - Sketchbook V. Unit 5 - Portfolio VI. Unit 6 - Technology VII. Unit 7 - Critique</p>	<p>Connecticut State Standards are met in the following areas:</p> <ul style="list-style-type: none">• <i>Media</i>• <i>Elements and Principles</i>• <i>Analysis, Interpretation and Evaluation</i>• <i>Connections</i>• <i>Content</i>• <i>History and Cultures</i>	
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Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Concentration</u> 12 weeks		Unit 2 <u>Breadth</u> 12 weeks			Unit 3 <u>Quality</u> 6 weeks			Unit 5 <u>Portfolio</u> 3 weeks	Unit 6 <u>Technology</u> 3 weeks
Unit 4 <u>Sketchbook</u> Embedded in all units									
Unit 7 <u>Critique</u> Embedded in all units									

Unit 1 - Concentration, 12 weeks [top](#)

Standards

Elements and Principles

Students will understand and apply elements and organizational principles of art.

Students will:

- judge the effectiveness of different ways of using visual characteristics in conveying ideas.

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.

Unit Objectives

Students will be able to:

- discover their individual artistic voice, interests and ideas.
- unify their work through an underlying idea that has visual coherence.
- make choices (in consultation with the teacher) on technique, media, style, form, subject and content.

Essential Question

- How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve in a given time limit?

Focus Questions

- What is concentration?
- What are the threads that tie a series of art works together?
- Why is concentration more than a series of art works done in the same media?

Assessment

- Concentration Portfolio

Skill Objectives

Students will:

- work like artists and establish their own point of inquiry.
- develop a concentration of 12 artworks around a central theme.

Unit 2 – Breadth, 12 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

Unit Objective

Students will be able to:

- pursue advanced concepts, solving artistic problems, as a result of exposure to and experience with a broad range of media.

Essential Question

- How does an artist choose a representative selection of their work?

Focus Questions

- What are the criteria to choose quality?
- Are certain types of art work essential to the breadth of the portfolio—observation drawing, perspective work, painting?
- Is it better to have samples of media or simply the student’s best work?

Assessment

- Breadth Portfolio

Skill Objectives

Students will:

- expand their portfolio to include quality artworks which represent the expanse of their abilities.
- develop at least 12 quality pieces of work which exhibit the student’s experiences and accomplishments in a wide variety of 2-D and 3D art forms and techniques.
- demonstrate evidence of conceptual, perceptual, expressive, experimental and technical range in their work.

Unit 3 - Quality, 6 weeks [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- apply critical and aesthetic criteria for the purpose of improving their own works of art. (e.g., technique, formal and expressive qualities, content)

Unit Objective

Students will be able to:

- choose a selection of excellent quality work which is representative of concept, composition, a demonstration of technical skill and the realization of the student's intentions.

Essential Question

- What qualities and attributes does the artist look for when selecting their best work?

Focus Questions

- What does the student do if their best works are larger than the requirement?
- What elements enter into the discussion of the criteria for quality?
- How can student and teacher resolve different aesthetic judgments about quality?

Assessment

- Quality Portfolio

Skill Objective

Students will:

- submit with the AP portfolio 5 quality pieces of actual artwork (3-D work always appears as slides).

Unit 4 - Sketchbook, embedded in the development of recording individual ideas and observations throughout the course [top](#)

Standards

Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

Students will:

- use, record and develop ideas for content over time.

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- apply critical and aesthetic criteria for the purpose of improving their own works of art. (e.g., technique, formal and expressive qualities, content)

Unit Objective

Students will be able to:

- explore ideas in depth beyond the restrictions of the classroom, engaging in research and advanced planning.

Essential Question

- In what forum can I explore and develop ideas and images that are uniquely my own?

Focus Questions

- How does experimentation and exploration lead to more creativity in sketchbook work?
- What is the place of personal interest in the development of a sketchbook?
- How can a sketchbook be used to record thoughts as well as visual images?

Assessment

- Sketchbook/journal

Skill Objectives

Students will:

- compile ideas, which may be used at a later date for finished artwork.
- use the sketchbook as a journal to record individual ideas and observations.
- use sketchbook projects as finished assignments.

Unit 5 - Portfolio, 3 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- defend personal interpretations using reasoned argument.

Unit Objective

Students will be able to:

- participate in the AP portfolio if they pay the fee.

Essential Questions

- What is considered a good portfolio?
- How can I use this portfolio to advance my study?

Focus Questions

- What are the stages of development involved in the making of a portfolio?
- How can the portfolio presentation help with the College admissions process?
- How can portfolios be used to develop personal identity?

Assessment

Skill Objectives

Students will:

- work with the instructor to record their portfolio as slides and digital images.
- submit extensive portfolios.

Unit 6 – Technology, 3 weeks [top](#)

Standards

Connections

Students will make connections between the visual arts, other disciplines and daily life.

Students will:

- create and solve interdisciplinary problems using multimedia.
- apply visual arts skills and understandings to solve problems relevant to a variety of careers.

Unit Objectives

Students will be able to:

Essential Question

- How does today’s artist use technology to assist and advance the art making process?

Focus Questions

- How can a digital or SLR camera be used to photograph work into slides and power point presentations?
- How can technology be used to manipulate form, color and contrast to reduce and enlarge and combine images?

Assessment

- Technology

Skill Objectives

Students will:

- use digital images to frame a composition.
- develop images using the scanning process.
- transfer color image to black and white to study values.
- enlarge or reduce an image using Photoshop or projection.
- adjust color selection, contrast and intensity of an image.
- combine and or manipulate images from different sources.
- print images into matte, glossy or textured paper.
- use a digital or SLR camera to photograph work into slides and PowerPoint portfolio presentations.

Unit 7 – Critique, embedded as a learning process throughout the course as students make artistic decisions, discuss possible solutions to problems and create higher order thinking and communicating skills [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others’ work.

Students will:

- reflect critically on various interpretations to better understand specific works of art.

Unit Objectives

Students will be able to:

- effectively manipulate the space, and arrange the items in a given work of art to produce a desired effect.
- participate in classroom critique involving aesthetic issues.

Essential Question

Using constructive criticism, students will develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems. They will be using higher order thinking and communicating skills.

Focus Questions

- How can a critique be used to advance the intellectual process of art making?
- How is a critique used to advance the artist’s solutions?
- How do critiques present multiple problem solving opportunities?

Assessments

- Written assignments discussing class and individual critiques
- Journal entries concerning an individual’s self assessment

Skill Objective

Students will:

- develop a language in which they can discuss artistic issues, aesthetics, art history and possible solutions to problems.