

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**ADVANCED PLACEMENT**  
**STUDIO ART**

Board of Education Approved 03/27/2007

# **ADVANCED PLACEMENT STUDIO ART**

## **Statement of Purpose**

Whereas intuition is a guiding factor in the creative process, fine art comes from an informed mind, from which our intuitions are derived. Inherent in exceptional art is a mastery of technical skills, a concrete understanding of the core elements of art and principles of design, personal expression through creativity and an appreciation for the richness of the world's art throughout history.

The AP studio class is a student driven inquiry-based course. The student chooses his or her portfolio pieces based on three areas: concentration, breadth and quality. They learn to make choices based on interests, artistic vision and personal style.

## **Audience**

Grade 12

## **Prerequisites**

Drawing and Painting I and Advanced Drawing and Painting

## **Design and 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 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.
- pursue advanced concepts, solving artistic problems, as a result of exposure to and experience with a broad range of media.
- 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.
- explore ideas in depth beyond the restrictions of the classroom, engaging in research and advanced planning.
- participate in the AP portfolio if they pay the fee.
- 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.

## **Skill Objectives**

Students will:

- work like artists and establish their own point of inquiry.
- develop a concentration of 12 artworks around a central theme.
- expand their portfolio to include 12 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.
- submit with the AP portfolio 5 quality pieces of actual artwork (3-D work always appears as slides).
- 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.
- work with the instructor to record their portfolio as slides and digital images.
- submit extensive portfolios.
- 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, using Photoshop.
- 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.
- develop a language in which they can discuss artistic issues, aesthetics, art history and possible solutions to problems.

## **Visual Arts 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.

### ***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.

### ***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.

*History and Cultures*

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

Students will analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.

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

Students will defend personal interpretations using reasoned argument.

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)

*Connections*

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

Students will create and solve interdisciplinary problems using multimedia.

Students will apply visual arts knowledge and skills to solve problems relevant to a variety of careers.

**Information and Technology Standards (to be added)**

**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.

### **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?
- 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?
- 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?
- 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?
- 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?
- 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?
- 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?

## **UNITS of STUDY**

### **Unit 1: Concentration**

#### **Visual Arts 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.

#### **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?

#### **Core Topics**

- Develop central themes
- Unify ideas that have visual coherence
- Student/Teacher conferences concerning choices of techniques, media, style, form, subject and content
- Student design series of 12 art works

#### **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.

#### **Skill Objectives**

Students will:

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

**Sample Assessment**

- Concentration Portfolio

**Pacing**

12 weeks

## **Unit 2: Breadth**

### **Visual Arts 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.

### **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?

### **Core Topics**

- Art works, representing a variety of applications in 2-D and 3-D form
- Experience in a broad range of media
- Experimental approaches to student work

### **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.

### **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.

### **Sample Assessment**

- Breadth Portfolio

### **Pacing**

12 weeks



## Unit 3: Quality

### Visual Arts 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)

### 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?

### Core Topics

- Develop five original 2-D or 3-D excellent quality art works as part of the AP exam
- Define artistic intentions

### 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.

### Skill Objective

Students will:

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

### Sample Assessment

- Quality Portfolio

### Pacing

6 weeks

## Unit 4: Sketchbook

### Visual Arts 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)

### 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?

### Core Topics

- Work independently to record and pursue solution to artistic problems
- Create art works where time is not a restraint
- Develop a consistent work ethic
- Apply ideas and techniques taught in the classroom

### Unit Objective

Students will be able to:

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

### 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.

### Sample Assessment

- Sketchbook/journal

**Pacing**

This is a unit embedded in the development of recording individual ideas and observations throughout the course.

## Unit 5: Portfolio

### Visual Arts 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.

### 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?

### Core Topics

- Portfolio work
- Prepare art work following the guidelines of the AP Studio Art Exam

### Unit Objective

Students will be able to:

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

### Skill Objectives

Students will:

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

### Sample Assessments

**Pacing**  
3 weeks

## Unit 6: Technology

### Visual Arts Standards

#### *Connections*

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

Students will create and solve interdisciplinary problems using multimedia.

Students will apply visual arts skills and understandings to solve problems relevant to a variety of careers.

### 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?

### Core Topics

- Enlarge or reduce images
- Combine images from different sources
- Manipulate form, color, or contrast of traditional images

### Unit Objective

Students will be able to:

### 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.

### Sample Assessment

Technology

### Pacing

3 weeks

## **Unit 7: Critique**

### **Visual Arts 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.

### **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?

### **Core Topics**

- Class critiques
- Individual critiques
- Class discussion of the history 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.

### **Skill Objective**

Students will:

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

### **Sample Assessments**

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

### **Pacing**

This unit is 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.