

Pequannock Township School District

Curriculum Syllabus

Course Name and level/Grade level and Subject: AP Visual Art/Grades 11-12

Course Description:

The Studio Art AP Studio Art course affords students the opportunity to develop their artistic skills and unique voice through the application of problem solving, self-motivation, self-discipline, experimentation, self-reflection, and perseverance in the process of creating original works of art. Portfolio development is emphasized throughout this full year course. Students will demonstrate mastery in concept, composition, and execution of drawing, 2-D design, or 3-D design. They will examine and apply the formal elements of design, explore a wide variety of both two & three dimensional art and utilize the processes and tools involved in its creation. The body of student work should display a sense of quality in a student's work, the student's concentration on a particular visual interest or problem, and the student's need for breadth of experience in the formal, technical, and expressive means of the artist. A chronological study of world art in its cultural setting from the prehistoric to the contemporary will be explored in this course. Critique of self and peer produced art work as well as works of artists past and present will promote critical thinking and innovation as students recognize that the art of the future is influenced and built upon works of the past.

Course Standards:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will work toward mastery of:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

The focus of instruction is to teach students how the elements and principles of art can be used effectively to express ideas in their own artwork and the artwork of others.

1.1.8.D.1, 1.1.8.D.2

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The focus on instruction is for students to understand that art does not exist in a vacuum, that artists are influenced by their culture, time in history, available technology and environment.

1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

The focus of instruction is to teach students how to incorporate various art elements and principles in the creation of two- and three dimensional artworks, using a broad array of art media to enhance the expression of creative ideas and using appropriate vocabulary and tools. Helping students understand there are multiple solutions to a problem and how to execute them. Examining the characteristics, themes, and symbolism found in works of art from diverse cultures.

1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.4, 1.3.8.D.5, 1.3.8.D.6

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The focus of instruction is help students critique and analyze their own artwork and the work of others.

1.4.8.B.1, 1.4.8.B.2, 1.4.8.B.3

Scope and Sequence

Unit 1: Sketching / Drawing Portfolio

In this unit students will demonstrate their mastery of drawing by employing a wide range of approaches and media to create original works of art. Student's will be assisted in developing their craft, applying and refining the use of contrast, line quality, rendering of form, composition, surface manipulation, and perspective in their works. Students' portfolios will demonstrate a mastery of a variety of drawing techniques and drawing mediums. They will be able to identify, apply, and present the elements and principles of art and design in their work. Students will be asked to describe their own decision-making and problem-solving processes, the ideas represented in their work, and the value of their expressions as their own unique viewpoint. They will research and identify artistic and cultural influences in works of art and be able to explain how these influenced their artistic works as well as the works of other artists. Problem-solving, critical thinking, collaborative skills, and reflective processes will be developed as students gain an understanding of the creative process.

Unit 2: Two Dimensional Design Portfolio

In this unit students will have a working understanding of two dimensional theory and terminology: composition, perspective, balance, positive and negative space, color theory, scale and size, light, line, texture, shape, form, and movement. Students will demonstrate their understanding of various design principles as applied to a two-dimensional surface. Some of the two-dimensional processes that will be explored are, but not limited to, weaving, illustration, painting, printmaking, and collage. Students will be able to identify, apply, and present the elements and principles of art and design in their work. Students will be asked to describe their own decision-making and problem-solving processes, the ideas represented in their work, and the value of their expressions as their own unique viewpoint. They will research and identify artistic and cultural influences in works of art and be able to explain how these influenced their artistic works as well as the works of other artists Problem-solving, critical thinking, collaborative skills, and reflective processes will be developed as students gain an understanding of the creative process.

Unit 3: Three Dimensional Design Portfolio

In this unit students will demonstrate an awareness of the relationship between function and aesthetics in a three dimensional form. Some of the three-dimensional processes that can be explored are, but not limited to, ceramics, mosaic, fiber arts, figurative and non-figurative sculpture. Students will be able to identify, apply, and present the elements and principles of art and design in their work. They will demonstrate an understanding of using the techniques of manipulation, subtraction, and addition when creating sculptures. Students will be asked to describe their own decision-making and problem-solving processes, the ideas represented in their work, and the value of their expressions as their own unique viewpoint. They will research and identify artistic and cultural influences in works of art and be able to explain how these influenced their artistic works as well as the works of other artists Problem-solving, critical thinking, collaborative skills, and reflective processes will be developed as students gain an understanding of the creative process.

Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed through observation, participation, and self-reflection exercises and criteria in the form of rubrics.

- a. Observational data collected by teachers as students are learning
- b. Formative assessments given by teachers to gauge progress toward each standard
- c. Skill building exercises/classwork
- d. Rubric based projects
- e. Reflections
- f. Writing assignments
- g. Documentation of work (digital portfolio)

Curriculum Resources

Instructional Resources:

Metropolitan Museum of Art
Museum of Modern Art
PBS
Art Assignment
Art Project powered by Google
Smarthistory
World Digital Library
Google Art
Art vocabulary

Additional Technology Resources:

The Kennedy Center ArtsEdge:
<http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx>:
Scholastic Art:
<http://www.scholastic.com/aboutscholastic/index.htm>
Google Classroom
National Art Education Association:
<https://www.arteducators.org/>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

Museums:

- My Modern Met
<https://mymodernmet.com/free-online-art-resources/>
- Museum of Modern Art
<https://www.moma.org/>
- Metropolitan Museum of Art
<https://www.metmuseum.org/>
- Louvre Museum
<https://www.louvre.fr/en>

Tutorials:

- Artist's Network; free online art tutorials
<https://www.artistsnetwork.com/free-art-instruction/>
- ArtRage; online art tutorials
<https://www.artrage.com/tutorials/>