

Wilson Area School District Planned Course Guide

Title of planned course: AP Drawing

Subject Area: Art

Grade Level: 12

Course Description: Prerequisites: 90% or higher in Art 1, Art 2 along with teacher recommendation. Students will be challenged to create a drawing portfolio of 15 digitally submitted images of sustained investigation and responses to prompts in the area of drawing. A total of 5 physical selected works are also required. Students taking this course will develop the ability to work independently in terms of their ability to conduct research, proper use of materials and equipment, and the ability to be self motivated during the production phase.

Time/Credit for this Course: One full academic year. Portfolios submissions are due the first week of May.

Curriculum Map

Weekly assignments may change due to review of August drawing assignments and the needs of individual students.

August: Review summer drawing assignments

September:

- **Week 1** - Portfolio Review - Students will meet with the instructor to discuss expectations, goals and summer work that may be used for the AP portfolio. Review of basic and intermediate drawing techniques.

Discussion of Sustained Investigation and how work in this section for the next 16 weeks should demonstrate evidence of conceptual, perceptual, and expressive development, as well as technical skill.

- **Week 2** - Exploration through mark-making. Review and experiment with a variety of mark-making tools and techniques to establish a sense of rhythm and movement in a non-objective drawing. We will study several abstract artists such as Franz Kline, Matisse, and others to reinforce the process of drawing in a non-objective way.
- **Week 3** - Mark Making Study in progress
- **Week 4** - Begin Still life drawing using items that the student has personal interest in for possible Sustained Investigation. Students will be encouraged to experiment with a variety of media and substrates.

October:

- **Week 5** – Still life in progress

Cross contour drawing – Experiment with cross contour drawing using a variety of subjects including still life objects as well as the human form.

- **Week 6** – Subtractive Charcoal Self Portrait – with a combination of vine and compressed charcoal, use the dark field method to create a self portrait. This is accomplished by covering paper with soft charcoal and creating a range of values by pulling up areas that are light with a kneaded eraser.
- **Week 7** – Figure Drawing – Students will draw models in class. Students will be encouraged to use classical and experimental/expressive approaches. Students are strongly urged to take advantage of free open figure drawing classes held at Lafayette College.
- **Week 8** - Figure Drawing continued-Field trip to Michener Art Museum

November:

- **Week 9** – Perspective Drawing- Create an advanced rendering using two or three point perspective
- **Week 10** - Perspective Drawing in progress
- **Week 11** – Perspective – adding color while applying atmospheric perspective painting techniques
- **Week 12** - Perspective in progress

December:

- **Week 13** – Create a Mixed Media/Paper Cut outs - explore work by Picasso, Matisse and Modern works
- **Week 14** – Mixed media in progress
- **Week 15** – Visual Dissection of a Natural object-Students will create a drawing in an interesting way by showing several different views of the object
- **Week 16** – Gesture drawing – One Day Project- Create a pen mixed media drawing of a human form demonstrating your ability to capture reality and movement with speed and accuracy

January:

- **Week 17** – Taking Sustained Investigation digital images and responses to prompts
- **Week 18** –Ten Sustained Investigation due along with portfolio review
- **Week 19** – Sustained Investigation Section
- **Week 20** – Sustained Investigation

February:

- **Week 21 & 22** – Sustained Investigation and Critique
- **Week 23 and 24** – Sustained Investigation
- **Week 25** – Sustained Investigation and Critique

March:

- **Week 26 and 27** – Begin 5 Physical Works and responses to prompts
- **Week 28** – Physical Works and Prompts Critique
- **Week 29 and 30** – Physical Works

April:

- **Week 31** - Physical Works and Prompts Critique
- **Week 32** - Preparation for Spring Art Show and Scholastic Art Awards (optional)
- **Week 33** - Physical Works and Prompts
- **Week 34** - Selecting quality work, preparing slides, matting/mounting work, finalizing concentration statement
- **Week 35** - Install art show/Displays

May:

- **Week 36** - Due for submission:
 - (15) digital images and responses to prompts
 - (5) physical works and responses to prompts

Wilson Area School District Planned Course Materials

Course Title: AP Drawing

Textbook: Student AP Studio Art Portfolio Requirements

Supplemental Books:

- The Art of Seeing (eighth edition)
Zelanski & Fisher
Prentice Hall 2011
- Art Revolution
Alternative Approaches for Fine Artists and Illustrators
Lisa L. Cyr
North Light Books, 2009

Teacher Resources:

- AP Central - apcentral.collegeboard.com
- AP Studio Poster. New York: The College Board,
- Scholastic Art Magazine
- High Fructose Magazine
- Metmuseum.org

Curriculum Scope & Sequence

Planned Course: AP Drawing

Unit 1: Explorations in Mark Making.

Time frame: 3 weeks

State Standards : 9.1.12.A-K, 9.2.3.L 9.3.12.A, B, C, E 9.3.12.G, 9.4.12.A, 9.4.12.B, 9.4.12.D

Essential content/objectives: Students will be able to:

- Incorporate the effective and safe use of materials, equipment and tools into the production of a work of art
- Produce 3 original works that demonstrate experimental mark making through practice, experimentation, and revision
- Create responses to prompts for all works
- Discuss and critique the work of well known artists
- Evaluate own work and work of peers

Core Activities: Students will complete/participate in the following:

- **Summer Work:** We will begin by reviewing summer work and expectations
- **Style Sheet:** Students will begin this activity with a mark making style sheet. The style sheet will be created in each student's sketchbook and will have many samples of mark making from artists and students that students find inspirational.
- **3 Original Works:** Each original work will begin by choosing an original photo taken by the student. Students will transfer the drawings onto a variety of drawing surfaces. Students will be encouraged to experiment with 1 or more different mark making techniques for each piece.
- Group and individual critiques during and at the conclusion of each assignment
- Self assess each piece using a rubric provided by the instructor and upload work and description to Collegeboard

Extensions:

- Critical thinking/problem solving
- Research
- Sketchbook assignments
- Experimentation
- Teacher/Self Critiques
- Group Critiques

Remediation:

- Individual and small group instruction
- Critiques
- Supplemental assignments

Instructional Methods:

- Lecture
- Group demonstration
- Group discussion
- Individual instruction
- Notes and sketchbook assignments
- Examples of Artist's work
- Field Trips
- Projects
- Critiques

Materials & Resources:

- Notes
- Worksheets
- Sketchbooks
- Drawing supplies
- Portfolios
- Examples
- Computers/Online Resources

Assessments:

- Quizzes
- Portfolios
- Sketchbooks
- Drawing Rubrics
- Critiques
- Projects

Curriculum Scope & Sequence

Planned Course: AP Drawing

Unit 2 : Developing Style using Traditional Subject Matter

Time frame: 8 weeks

State Standards : 9.1.12.A-K, 9.2.3.L 9.3.12.A, B, C, E 9.3.12.G, 9.4.12.A, 9.4.12.B, 9.4.12.D

Essential content/objectives: Students will be able to:

- Incorporate the effective and safe use of materials, equipment and tools into the production of a work of art
- Develop personal style and voice to traditional art work by applying what they have learned from previous Explorations in Mark Making Unit
- Produce 3 original works that demonstrate and apply experimental mark making through practice, experimentation, and revision
- Create responses to prompts for all works
- Discuss and critique the work of well known artists
- Evaluate own work and work of peers

Core Activities: Students will complete/participate in the following:

- **Still Life:** Students will begin this activity with a personal still life that they will set up and photograph. Each original work will begin by choosing an original photo taken by the student. Students will transfer the drawings onto a variety of drawing/painting surfaces. Students will be encouraged to continue to experiment with 1 or more different mark making techniques for this piece.
- **Self Portrait/Portrait:** Students will begin this activity with a reference of an original self portrait/portrait. Students will transfer the drawings onto a variety of drawing/painting surfaces. Students will be encouraged to continue to experiment with 1 or more different mark making techniques for this piece.
- **Perspective Drawing:** Students will begin this activity with a photo reference or imagination. Students may use 1, 2 or 3 pt. perspective as long as it is exaggerated to magnify the mood of the piece. Students will transfer the drawings onto a variety of drawing/painting surfaces. Students will be encouraged to continue to experiment with 1 or more different mark making techniques for this piece.
- We will have group and individual critiques during and at the conclusion of each assignment.
- Students will self assess each piece using a rubric provided by the instructor and upload work and description to Collegeboard.

Extensions:

- Critical thinking/problem solving
- Research
- Sketchbook assignments
- Experimentation and Revision
- Teacher/Self Critiques
- Group Critiques

Remediation:

- Individual and small group instruction
- Critiques
- Supplemental assignments

Instructional Methods:

- Lecture
- Group demonstration
- Group discussion
- Individual instruction
- Notes and sketchbook assignments
- Examples of Artist's work
- Projects
- Critiques

Materials & Resources:

- Notes
- Worksheets
- Sketchbooks
- Drawing supplies
- Portfolios
- Examples
- Computers/Online Resources

Assessments:

- Portfolios
- Sketchbooks
- Drawing Rubrics
- Critiques
- Projects
- Students will begin this activity with a reference of an original self portrait/portrait. Students will transfer the drawings onto a variety of drawing/painting surfaces. Students will be encouraged to continue to experiment with 1 or more different mark making techniques for this piece.

Curriculum Scope & Sequence

Planned Course: AP Drawing

Unit 3 : Mixed Media

Time frame: 4 weeks

State Standards : 9.1.12.A-K, 9.2.3.L 9.3.12.A, B, C, E 9.3.12.G, 9.4.12.A, 9.4.12.B, 9.4.12.D

Essential content/objectives: Students will be able to:

- Incorporate the effective and safe use of materials, equipment and tools into the production of a work of art
- Develop personal style and voice to traditional art work by applying what they have learned from previous units
- Produce 2 original mixed works that demonstrate individual style and personal voice through practice, experimentation, and revision
- Create responses to prompts for all works
- Discuss and critique the work of well known artists
- Evaluate own work and work of peers

Core Activities: Students will complete/participate in the following:

- **Mixed Media #1 :** This activity will contain at least one photograph/image that has importance to them. Students will draw/paint on and around the photo using what they have learned from the previous units along with some low relief and subtractive techniques.
- **Mixed Media #2 :** Students will have the choice to create this piece using a photo reference or work entirely from imagination. Students will be encouraged to use at least one non traditional art medium/ technique. Students should continue to experiment and revise while developing this piece.
- We will have group and individual critiques during and at the conclusion of each assignment.
- Students will self assess each piece using a rubric provided by the instructor and upload work and description to Collegeboard.

Extensions:

- Critical thinking/problem solving
- Research
- Sketchbook assignments
- Experimentation and Revision
- Teacher/Self Critiques
- Group Critiques

Remediation:

- Individual and small group instruction
- Critiques
- Supplemental assignments

Instructional Methods:

- Lecture
- Group demonstration
- Group discussion
- Individual instruction
- Notes and sketchbook assignments
- Examples of Artist's work
- Projects
- Critiques

Materials & Resources:

- Notes
- Worksheets
- Sketchbooks
- Drawing supplies
- Portfolios
- Examples
- Computers/Online Resources

Assessments:

- Portfolios
- Sketchbooks
- Drawing Rubrics
- Critiques
- Projects
- Students will begin this activity with a reference of an original self portrait/portrait. Students will transfer the drawings onto a variety of drawing/painting surfaces. Students will be encouraged to continue to experiment with 1 or more different mark making techniques for this piece.

Curriculum Scope & Sequence

Planned Course: AP Drawing

Unit 4 : Sustained Investigation

Time frame: 16 weeks

State Standards : 9.1.12.A-K, 9.2.3.L 9.3.12.A, B, C, E 9.3.12.G, 9.4.12.A, 9.4.12.B, 9.4.12.D

Essential content/objectives: Students will be able to:

- Incorporate the effective and safe use of materials, equipment and tools into the production of a work of art.
- Continue to develop a series of Sustained Investigation pieces using personal style, experiences and expression in art work by applying what they have learned from previous units.
- Produce a minimum of 6 original mixed works that demonstrate individual style and personal voice through practice, experimentation, and revision
- Create responses to prompts for all works
- Discuss and critique the work of well known artists
- Evaluate own work and work of peers

Core Activities: Students will complete/participate in the following:

- **S.I. #1-6:** Students will have the choice to create these pieces using a photo reference or work entirely from imagination. Students will be encouraged to use what they have learned from previous units. Students should continue to experiment and revise while developing this piece.
- We will have group and individual critiques during and at the conclusion of each assignment.
- Students will self assess each piece using a rubric provided by the instructor and upload work and description to Collegeboard.

Extensions:

- Critical thinking/problem solving
- Research
- Sketchbook assignments
- Experimentation and Revision
- Teacher/Self Critiques
- Group Critiques

Remediation:

- Individual and small group instruction
- Critiques
- Supplemental assignments

Instructional Methods:

- Lecture
- Group demonstration
- Group discussion
- Individual instruction
- Notes and sketchbook assignments
- Examples of Artist's work
- Field Trips
- Projects
- Critiques

Materials & Resources:

- Notes
- Worksheets
- Sketchbooks
- Drawing supplies
- Portfolios
- Examples
- Computers/Online Resources

Assessments:

- Quizzes
- Portfolios
- Sketchbooks
- Drawing Rubrics
- Critiques
- Projects
- Students will begin this activity with a reference of an original self portrait/portrait. Students will transfer the drawings onto a variety of drawing/painting surfaces. Students will be encouraged to continue to experiment with 1 or more different mark making techniques for this piece.

Curriculum Scope & Sequence

Planned Course: AP Drawing

Unit 5 : Portfolio Submission and Senior Art Show

Time frame: 2 weeks

State Standards : 9.1.12.A-K, 9.2.3.L 9.3.12.A, B, C, E 9.3.12.G, 9.4.12.A, 9.4.12.B, 9.4.12.D

Essential content/objectives: Students will be able to:

- Organize and submit original Sustained Investigation pieces and selected works that demonstrate individual style and personal voice through practice, experimentation, and revision.
- Create responses to prompts for all works
- Discuss and critique the work
- Evaluate own work and work of peers

Core Activities: Students will complete/participate in the following:

- **Submission #1 - Sustained Investigation** - 15 digital images will be submitted digitally on Collegeboard, some may be details or process images (60% of portfolio score)
 - Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:
 - 15 digital images that include works of art and design and process documentation.
 - Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.
- We will have group and individual critiques throughout the process of submitting work (before instructor approves and sends final submission)
- Students will self assess overall submission using a rubric provided by the instructor and upload work and description to Collegeboard.
- **Submission #2 - Selected Works** - 5 works (40% of portfolio score)
 - Students must work with their teacher or AP coordinator to assemble their physical works to be mailed to the AP Program. Students will also submit digital images of their work and commentary online to demonstrate skillful synthesis of materials, processes, and ideas:
 - 5 works with commentary identifying the materials, processes, and ideas used.
 - Works may come from the Sustained Investigation section, but they do not have to.

Curriculum Scope & Sequence

Planned Course: AP Drawing

Art Show: Students will be provided with an art board and matting supplies to display their work for the annual art show.

Extensions:

- Critical thinking/problem solving
- Research
- Sketchbook assignments
- Experimentation and Revision
- Teacher/Self Critiques
- Group Critiques

Remediation:

- Individual and small group instruction
- Critiques
- Supplemental assignments

Instructional Methods:

- Lecture
- Group demonstration
- Group discussion
- Individual instruction
- Notes and sketchbook assignments
- Examples of Artist's work
- Projects
- Critiques

Materials & Resources:

- Notes
- Worksheets
- Sketchbooks
- Drawing supplies
- Portfolios
- Examples
- Computers/Online Resources

Assessments:

- Quizzes
- Portfolios
- Sketchbooks
- Drawing Rubrics
- Critiques
- Projects