

Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

AP Studio Art

COURSE OF STUDY

Art Department

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AP Studio Art:2-D Design Portfolio

Syllabus

Course Overview

AP Studio Art and Portfolio Prep is offered to students who are seriously interested in pursuing art for career options and personal growth. The Students should desire to learn a mastery in the concept, composition, and execution of their visual idea. There will be no written exam in AP Studio Art and Portfolio Prep. All work is done with the intention of submitting a portfolio at the end of the year for evaluation. The students will be encouraged to solve formal and conceptual visual problems on a daily basis. Art making will become an ongoing everyday process for the students to develop an artistic voice through diligence and repetition. The students will be exposed to a significant amount of different media for them to obtain technical versatility. Students are expected to become original and independent thinkers who contribute to their culture through innovatively and aesthetically designed art.

The AP Studio Art and Portfolio Prep course will focus on the following needs of its students.

1. Developing a body of related works that demonstrate inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision.
2. Creating works that best demonstrate skillful synthesis of materials, processes, and ideas
3. Acquire the necessary skills to describe, handle, display, and archive fine art of various media and sizes.

Class Content

Development of AP & Portfolio Prep 2-D Design Portfolio

Section I: Selected Works

This section of the portfolio should be the five best works the student has created within two years. All work must be submitted to the college board digitally to be evaluated. Commentary identifying the materials, processes, and ideas used in the works creation is required. After spring break the students are instructed to identify the pieces to be submitted for the Selected works section of the portfolio.

Section II: Sustained Investigation

This Section of the portfolio is fifteen digital images of students' works that demonstrate inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision. The student may use whole images and details of their works when applicable. The students will be expected to use the elements and principles of 2-D design to invoke ideas and create an artistic voice. Students should investigate, question, discover, and evolve

within their visual concept throughout the year. During the first marking period the students will be shown examples of, and learn to identify, an artistic evolution of an idea in a historical artist body of work. The student will then be required to write a paper about a chosen artist in history that interprets how that artist used 2-D design elements and principles to explore a topic in-depth. Once the student understands how to identify a sustained investigation they will be required to create their own. A series of sketches, writings, and a list of materials will be handed to the instructor by the student that describes a plan of action in creating their sustained investigation and their use of 2-D design to achieve a strong body of work. All sustained investigations will be decided upon before the second marking period to give the student ample time to complete all fifteen images. Once completed the student will write out their inquiry based sustained investigation that explores their own 2-D design process throughout their practice, experimentation, and revision. This written section of the portfolio should include explanations for creative decisions and the evolution of their inquiry as their ideas changed during the working process in the studio.

The following are examples of inquiry-based sustained investigations. The students are not limited to these choices:

- Can the iconography and mythos of the zodiac evoke meaning in a modern setting?
- Can the artist affect real fear in their audience through design?
- How can light and time affect mood within images?
- How to represent personal beliefs and moments to an unknown audience?
- How to use satire and illustration to provide commentary on a political environment?
- How to use design to tell a visual story that my chosen audience will understand?
- How to use color and shape to advertise a product or service?
- What feelings and emotions can be expressed with media and figures?

Media can include but is not limited to the following:

- Linoleum/wood print
- Collage/assemblage
- Oil/acrylic paint
- Gouache/watercolor paint
- Pen and Ink
- Digital photography
- Graphic design
- Graphite/color pencils
- Charcoal/pastel
- Scratch board
- Markers

The goal for this class is to create a large body of work in a short time frame. It is important for students to not fall behind, there will be no class studio time set aside to make up late work. If a student does not have the required fifteen pieces for the portfolio they will not be allowed to submit to their portfolio for a final grade..

Evaluation Process

Group Critique

Students will evaluate their works when finished and during progress in weekly class critiques. The students will be expected to participate and use provided artistic vocabulary when talking about their work and their peers. Students will be coached to keep all opinions positive, constructive, and based on elements and principles of 2-D design and how they pertain to the presented art. Weekly critiques are necessary to give the students current and frequent feedback about their progress and if modifications are needed.

Individual Critique

The students' work will be assessed with the use of the following rubric after a one on one critique with the instructor. The students will be given a number from 1 being the worst to 6 being the best in each content area. This number system is intentionally made to simulate the evaluation process of the college board so the students will become acquainted with what to expect when they send their portfolios. All work is reviewed through the following content areas and how it relates to the elements and principles of two-dimensional design. Students will be expected to not submit any work to the final portfolio that does not score at least a 4 in class. Work that scores 3 or less should be reworked before submission. The numerical grade equivalents are as followed: 6=A(100%) 5=A-(90%) 4=B(80%) 3=C(70%) 2=(65%) 1=F(50%)

	Poor	Weak	Moderate	Good	Strong	Excellent
Decision Making and Compositional Intention	1	2	3	4	5	6
Originality and Invention	1	2	3	4	5	6
Risk and Experimentation	1	2	3	4	5	6
Evocative and Engages the viewer	1	2	3	4	5	6
Technical Competence Skill with Material/Media	1	2	3	4	5	6
Overall Accomplishment	1	2	3	4	5	6

If the student does not score above a 3 in all categories, the following questions will be asked during one on one and in class critiques.

1. Is there anything significant in your use of the art elements (line, shape, color, value, texture)?
2. What elements seem to dominate the piece and does it help convey your intentions with this work or deter from it?

3. Describe the quality of the technical execution of the media. What stands out positively and negatively?
4. Is the work unified? Can the piece be viewed as a whole and not a combination of parts? Would you use terms like balance, rhythm, movement, variety, contrast to describe your work?
5. Does the symbolism invoke meaning other than representational draftsmanship?
6. What is your opinion of your work? Did you successfully achieve the message you wanted the viewer to interpret?

Homework

The students will not be assigned individual homework assignments. Students are expected to be working continuously throughout the year to achieve a large body of work for the college board assessment. Due to this significant amount of work the students should be constantly updating and working in their sketchbooks. Sketch books will be checked on a bi-weekly basis to review sketches and design notes on current and upcoming projects. A homework grade will be given bi-weekly based on this progress.

Open Studio

AP Art Students are required to participate in an open studio for two hours a week. The Art Studio will be open after school if one of the art instructors is having a club or upon scheduled request. The Art Studio also will be open during the school day to AP students with permission and a pass from the instructor. Students will use the open studio time to work on projects independently and to attend focused class sessions on figure drawing, still life, and/or particular mediums. It is important for the students to come to the open studio prepared to work so they may accrue the required two hours every week.

Exhibitions and Competitions

All students must submit work to the Annual Triton Regional High School Gallery Show. They are to be present at the show to explain to the public about their work. Students will be encouraged to compete in all types of competitions for prizes and scholarship money, but they are not required to do so, and students' grades will not be affected by competition outcomes.

Copyright & A.I.

All work done by the students must be original. If a student uses a published image as reference for their work, there must be significant changes for it to be considered original. To maintain artistic integrity, the students will be encouraged to take their own pictures for reference and work from observation as much as possible. Any work deemed to be plagiarized will not be graded and returned to the student.

No A.I. programs or assistance can be used in any art project created to be submitted to the college board. Your portfolio will be rejected if evidence of A.I. use is found.

Materials Needed for Class

Sketch book (It should be about 8x10 and have fifty or more pages. You may use the one you worked on during the summer.)

A Carrying Case or Tool Box to hold your personal art supplies (I encourage you to make sure it can be locked up. Art supplies are expensive and need to be protected from theft.)

Materials Suggested having in your box

You are not required to have these materials but should consider obtaining them on your own or from the school studio if you are serious about creating your art.

Pencils	Ruler	Sand Paper	Exacto Blade
Erasers	Color Pencils	Paint Palette	Masking Tape
Brushes	Markers	Charcoal	Glue Stick
Pens	Sharpener	Wash Cloth	

Unit Overview

This first AP Art unit is to introduce students to the challenging nature of advanced level art production and to familiarize the students with the trials associated with production of works of art in a demanding time frame. The demanding time frame and challenging assignments will mirror expectations of collegiate level work and prepare the students for high learning in 2D design. Students will investigate various mediums and grounds in the art making process while they become reacquainted with art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will develop an aesthetic that they will use to generate a 2D portfolio for the college board throughout the year. The students will be informed and held accountable for the proper care of supplies and studio space to promote a safe, organized, and creative art environment.

Essential Questions:

How much work will I be required to do in the pursuit of a career in 2D Design?

How can I implement the art elements and principles of 2D design into my work?

How will developing a personal aesthetic change the way I view and create art?

Will keeping my studio and supplies organized and clean promote better personal art creation?

Enduring Understandings:

A portfolio is necessary in pursuing further education or employment in the arts.

The amount of work due and the specific timeline for an assignment will have a significant effect on the mediums and grounds used.

Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating an aesthetic judgment on the work.

Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success.

An organized and clean studio helps to promote good art making habits.

Learning Targets & (Standards)

1. Understanding how a person recognizes and prefers certain uses of elements and principles of design in artwork is how they develop a personal aesthetic. (1.5.12adv.Cr1, 1.5.12adv.Cr2)

Intent

- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.
- Develop mood and intention through idea, composition, color and value, and use of media.
- Establish a sense of voice in the execution and development of the work.

2. All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful. (1.5.12adv.Cr3)

Composition

- Generate multiple solutions to compositions.
- Combine multiple drawing/design techniques in one work.
- Demonstrate use of Eastern and Western design principles in composition.
- Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.
- Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.
- Create an illusion of depth through angle of view and perspective.

Form

- Analyze proportions and shapes within a form or among forms.
- Synthesize information to create form or illusion of form.
- Use value and/or color to create or enhance the illusion of form.
- Develop creative imagery.

3. Create three projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a class critique requiring the student to show a fundamental competence and range of understanding in visual art and design application and communication. (1.5.12adv.Pr4, 1.5.12adv.Pr5, 1.5.12adv.Pr6, 1.5.12adv.Re7, 1.5.12adv.Re8, 1.5.12adv.Re8)

Tools, Processes, Concepts, Vocabulary Terms, and Historical References

- Develop visual literacy.
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.

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- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies.

Presentation and Critique

- Demonstrate professionalism in presentation of artwork.
- Participate in class and one on one critiques to constructively assess the success of the class's 2D designs based on the art elements and principles learned and used in class.
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Assessments:

(Suggested Grade Weight %)

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. **(30%)**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. **(20%)**

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. **(20%)**

Suggested Performance Projects: (50%)

- Produce a 2-D Design that incorporates a figure and emphasis the use of contour lines with various line qualities, thicknesses and pressures.
- Produce a Still Life using objects that represent opposition/opposites. The 2-D Design must have a full range of value and an interesting viewpoint that increases tension in the piece.
- Produce a 2-D Design that uses repeated shapes and geometric designs to create pattern/texture. The piece must use color in some way and there should be an established and obvious mood to the piece.

Instructional Strategies & Unit Resources:

- Students will create three projects that incorporate the elements and principles of 2D design.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.
- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

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- The teacher will model to the class and individually the proper techniques and use of various mediums.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.
- The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.
- The teacher will give handouts and visual examples of all portfolio requirements of the College Board.
- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects.

Vocabulary Tier 2

elements of design:

Line, Shape, Color, Space, Value, Form, Texture

color theory terminology:

complimentary, primary, secondary, tertiary, tint, shade, hue,
intensity, monochromatic, warm, cool, analogous

group and individual critique:

critique, aesthetic, constructive, composition, audience, technique, art
movement, saturation, geometric, organic, symmetry, asymmetrical,
negative space, depth, focal point, still life, landscape, figure, portrait,
abstract, realism, nonobjective

art studio:

portfolio, easel, medium, dry, wet, ground, palette, reference, sketch

Vocabulary Tier 3

principles of design:

balance, rhythm, pattern, emphasis, contrast, unity, movement

college board portfolio:

sustained investigation, inquiry, selected work, commentary, practice,
experiment, revise, material, process, idea

Accommodations and Modifications:

ELL

- Teacher Tutoring
- Assign a buddy/same language and/or english speaking
 - Provide video on subject
- Cooperative Learning Groups
 - Modified Assignments
- Extended Response Time

Accommodations and Modifications:

Special Education

- Follow all IEP modifications
 - Teacher Tutoring
 - Peer Tutoring
- Cooperative Learning Groups
 - Modified Assignments
 - Extended Time
- Written work preceded by oral discussion

Accommodations and Modifications:

Gifted and Talented

- Independent Study
- Additional & Supplemental Projects

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<ul style="list-style-type: none">• Work preceded by oral discussion<ul style="list-style-type: none">• Selected student seating• Frequent Checks for understanding<ul style="list-style-type: none">• Close proximity and eye contact• Differentiated Instruction	<ul style="list-style-type: none">• Selected student seating to minimize distractions• Frequent Checks for understanding<ul style="list-style-type: none">• Close proximity and eye contact• Differentiated Instruction• Behavior Management Support	
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Interdisciplinary Connections & 21st Century Themes & Skills

English:

- **ELL.9-12.S.B:** Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.
- **ELL.9-12.L.A:** Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:** Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This Unit is designed to introduce students to the College Board's expectations and guidelines for the portfolio's breadth and variety. The focus of the projects and lessons will be on understanding what breadth is and how to create various artworks with breadth in mind. Students will intensively study various mediums and grounds in the art making process while using the art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to explore a large variety of mediums which they will use to create fifteen pieces of artwork that show a mastery of those mediums for their 2D portfolio for the college board throughout the year. The students will identify and write about breadth in historical artist artwork as well as write a short paper that describes their own intentions in creating breadth in their own work.

Essential Questions:

How do I recognize a breadth in a body of art by current artists and those throughout history?

How can I implement the art elements and principles of 2D design while creating a variety of work that shows breadth?

How will my personal aesthetic help me sort through my personal work to pick a range of pieces that proves my artistic competence and breadth?

How much work is required by the college board for the breadth section of the portfolio?

Will taking part in written and group critiques and viewing other artist breadth help me better define my own?

Enduring Understandings:

For a portfolio to have successful breadth it must demonstrate the student's ability to incorporate 2D design principles that include unity\variety, balance, emphasis, contrast, rhythm, repetition, proportion\scale, and figure-ground relationship.

The amount of work due and the specific timeline for an assignment will have a significant effect on your choice mediums, grounds, and technique, which will have a direct effect on your content for the breadth of your portfolio.

Recognizing the art elements and principles of design in various artwork and understanding how their relationships and use in the work helps create breadth and shows artistic versatility and competence.

Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how your aesthetic is a tool to help you create breadth in a body of work.

Learning Targets & (Standards)

1. Understanding that a person's personal aesthetic will have a direct influence on the creation of the breadth in the work and the viewer's aesthetic will affect how they view that diversity. (1.5.12adv.Cr1, 1.5.12adv.Cr2)

Intent/Concept

- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.
- Develop mood and intention through idea, composition, color and value, and use of media.
- Demonstrate an understanding of assignment parameters.
- Establish a sense of voice in the execution and development of the work.
- Establish depth of idea and develop multiple design/drawing techniques in the work.

2. Creating a thorough and diverse breadth in your body of work is dependent upon the proper use of elements and principles of 2D design and how they relate to your various medium, technique and ground choices. (1.5.12adv.Cr3, 1.5.12adv.Re7, 1.5.12adv.Re8, 1.5.12adv.Re9)

Technique

- Demonstrate skill and exploration with media.
- Create interest and express personal style through mark making and expressive use of media.

Composition

- Generate multiple solutions to compositions.
- Combine multiple drawing/design issues in the work.
- Demonstrate use of Eastern and Western design principles in composition.
- Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.
- Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.
- Create an illusion of depth through angle of view and perspective.

Form

- Analyze proportions and shapes within a form or among forms.
- Synthesize information to create form or illusion of form.
- Use value and/or color to create or enhance the illusion of form.
- Develop creative imagery.

Critique

- Analyze the effectiveness of a work of art.
- Participate in self-assessment processes.
- Participate in group, peer critiques

Tools, Processes, Concepts, Vocabulary Terms, and Historical References

- Develop visual literacy.
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies.

3. Create three projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio. (1.5.12adv.Pr4, 1.5.12adv.Pr5)

Presentation

- Demonstrate professionalism in presentation of artwork.

Assessments:

(Suggested Grade Weight %)

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. **(30%)**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. **(20%)**

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. **(20%)**

Suggested Performance Projects: **(50%)**

- Produce a 2-D Design that incorporates a figure in motion and emphasizes the rhythm that can be created through the relationships of the various elements of design. Use this rhythm of elements to create a focal point of interest in your

artwork.

- Produce a Still Life using objects that represent your sustained investigation's inquiry. The 2-D Design must have a full range of value and an interesting view. The still life must focus on creating a balance and unity using art elements of design.
- Produce a 2-D Design that illustrates a holiday theme for a greeting card to be used by the central office of the school district. Your art must emphasize figure-ground relationships through the use of art elements of design.

Instructional Strategies & Unit Resources:

- Students will create three projects that incorporate the elements and principles of 2D design with emphasis on breadth and experimentation..
- Students will learn to recognize breadth in their own work and the work of current and historical artists.
- Students will be responsible for the creation of their own breadth and variety in their AP portfolio and how it will be communicated in their work through the use of art elements and principles of design to show artistic competence and versatility.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.
- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.
- The teacher will model to the class and individually the proper techniques and use of various mediums.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.
- Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.
- The teacher will give handouts and visual examples of the portfolio expectations for breadth and experimentation.
- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the unit's projects.

Vocabulary Tier 2

elements of design:

Line, Shape, Color, Space, Value, Form, Texture

Vocabulary Tier 3

principles of design:

balance, rhythm, pattern, emphasis, contrast, unity,

<p>color theory terminology: complimentary, primary, secondary, tertiary, tint, shade, hue, intensity, monochromatic, warm, cool, analogous</p> <p>group and individual critique: critique, aesthetic, constructive, composition, audience, technique, art movement, saturation, geometric, organic, symmetry, asymmetrical, negative space, depth, focal point, still life, landscape, figure, portrait, abstract, realism, nonobjective</p> <p>art studio: portfolio, easel, medium, dry, wet, ground, palette, reference, sketch</p>		<p>movement</p> <p>college board portfolio: sustained investigation, inquiry, selected work, commentary, practice, experiment, revise, material, process, idea</p>
<p>Accommodations and Modifications: <u>ELL</u></p> <ul style="list-style-type: none"> • Teacher Tutoring • Assign a buddy/same language and/or english speaking • Provide video on subject • Cooperative Learning Groups • Modified Assignments • Extended Response Time • Work preceded by oral discussion • Selected student seating • Frequent Checks for understanding • Close proximity and eye contact • Differentiated Instruction 	<p>Accommodations and Modifications: <u>Special Education</u></p> <ul style="list-style-type: none"> • Follow all IEP modifications • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups • Modified Assignments • Extended Time • Written work preceded by oral discussion • Selected student seating to minimize distractions • Frequent Checks for understanding • Close proximity and eye contact • Differentiated Instruction • Behavior Management Support 	<p>Accommodations and Modifications: <u>Gifted and Talented</u></p> <ul style="list-style-type: none"> • Independent Study • Additional & Supplemental Projects

Interdisciplinary Connections & 21st Century Themes & Skills

English:

- **ELL.9-12.S.B:** Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.

- **ELL.9-12.L.A:** Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:** Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This Unit is designed to introduce students to the college board's expectations and guidelines for the AP portfolio's Sustained Investigation section. The focus of the projects and lessons will be on understanding what an artistic Sustained Investigation is and how to create a body of work with an Inquiry in mind. Students will continue to investigate various mediums and grounds in the art making process while they become more competent with the use of art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal Inquiry which they will use to generate fifteen pieces of artwork for their 2D portfolio for the college board throughout the year. The students will identify and write about Inquiries and Sustained Investigations of historical artists and write a short paper that describes their own intentions in creating their Sustained Investigation.

Essential Questions:

How do I recognize a Sustained Investigation in a body of art by current artists and those throughout history?

How do I create my own Sustained Investigation?

How will developing a personal aesthetic contribute to making a personal Inquiry?

Will taking part in written and group critiques make my personal Inquiry better?

How can I implement the art elements and principles of 2D design while communicating an Inquiry?

How much work is required by the college board for a completed Sustained Investigation?

Enduring Understandings:

For a Sustained Investigation to be successful it must have coherence, quality of concept, quality of technique, mastery of craft, an evocative original theme, and a degree of development and investigation that is evident in the work.

The amount of work due and the specific timeline for an assignment will have a significant effect on your choice of Inquiry and what mediums, grounds, and techniques you will implement in its creation.

Recognizing the art elements and principles of design in various artwork and how they combine to communicate a body of work unified by an underlying idea that has visual coherence\ Sustained Investigation.

Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to a chosen Sustained Investigation.

Learning Targets & (Standards)

1. Understanding that a person's personal aesthetic will have a direct influence on the creation of their Sustained Investigation and the viewer's aesthetic will affect how they view that Sustained Investigation. (1.5.12adv.Cr1, 1.5.12adv.Cr2, 1.5.12adv.Pr4)

Intent

- Create an Inquiry that becomes the driving idea behind your Sustained Investigation.
- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.
- Develop mood and intention through idea, composition, color and value, and use of media.
- Demonstrate a cohesive connection between pieces in the Sustained Investigation.
- Establish form/content relationships within each piece in the Sustained Investigation.
- Establish a sense of voice in the execution and development of the work.
- Establish depth of idea and use of multiple design/drawing techniques in the work.

2. Creating a coherent Inquiry that communicates an original theme is dependent upon the proper use of elements and principles of 2D design and how they relate to your Sustained Investigation to be successful. (1.5.12adv.Re7, 1.5.12adv.Re8, 1.5.12adv.Re9, 1.5.12adv.Cn10)

Technique

- Demonstrate skill and exploration with media.
- Create interest and express personal style through mark making and expressive use of media.

Composition

- Generate multiple solutions to compositions.
- Combine multiple drawing/design issues in the work.
- Demonstrate use of Eastern and Western design principles in composition.
- Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.
- Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.
- Create an illusion of depth through angle of view and perspective.

Form

- Analyze proportions and shapes within a form or among forms.
- Synthesize information to create form or illusion of form.

- Use value and/or color to create or enhance the illusion of form.
- Develop creative imagery.

Critique

- Analyze the effectiveness of a work of art.
- Participate in self-assessment processes.
- Participate in group and peer critiques.

3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio. (1.5.12adv.Cr3)

Tools, Processes, Concepts, Vocabulary Terms, and Historical References

- Develop visual literacy.
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies

Presentation

- Demonstrate professionalism in presentation of artwork.

Assessments: **(Suggested Grade Weight %)**

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. **(30%)**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. **(20%)**

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. **(20%)**

Write an inquiry that will be used to inspire and support your sustained investigation for your College Board portfolio **(20%)**

Suggested Performance Projects: (50%)

- Produce a 2-D Design that is a Self-Portrait that incorporates themes from one of your Inquiry Ideas but is not overtaken by it. The piece should be unified and have established harmony.
- Produce an Architectural, Land Scape 2-D Design that incorporates Perspective and shows an understanding of space/size and balance. The Place should have emotional significance.
- Produce a Mix Media Representational Landscape 2-D Design that uses multiple types of found materials in its construction. The Landscape should be viewed as a whole with no medium taking over. Use your ideal personal heaven or hell as inspiration for your location.
- Produce a Mono-Chromatic 2-D Design that provokes a sense of movement. The viewer's eye should jump around dynamically across the piece. The design may be abstract, but may not be non-objective.

Instructional Strategies & Unit Resources:

- Students will create four projects that incorporate the elements and principles of 2D design.
- Students will learn to recognize Inquiries in current and historical art and be responsible to write a paper that describes a Sustained Investigation by an artist in detail.
- Students will be responsible for the creation of their own Inquiries and how it will be communicated in their work through the use of art elements and principles of design.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.
- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.
- The teacher will model to the class and individually the proper techniques and use of various mediums.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.
- Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.
- The teacher will give handouts and visual examples of the portfolio requirements for the Sustained Investigation section of the college board AP portfolio.
- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process

experimentation for the following projects.

Vocabulary Tier 2

elements of design:

Line, Shape, Color, Space, Value, Form, Texture

color theory terminology:

complimentary, primary, secondary, tertiary, tint, shade, hue, intensity, monochromatic, warm, cool, analogous

group and individual critique:

critique, aesthetic, constructive, composition, audience, technique, art movement, saturation, geometric, organic, symmetry, asymmetrical, negative space, depth, focal point, still life, landscape, figure, portrait, abstract, realism, nonobjective

art studio:

portfolio, easel, medium, dry, wet, ground, palette, reference, sketch

Vocabulary Tier 3

principles of design:

balance, rhythm, pattern, emphasis, contrast, unity, movement

college board portfolio:

sustained investigation, inquiry, selected work, commentary, practice, experiment, revise, material, process, idea

Accommodations and Modifications:

ELL

- Teacher Tutoring
- Assign a buddy/same language and/or english speaking
 - Provide video on subject
- Cooperative Learning Groups
 - Modified Assignments
- Extended Response Time
- Work preceded by oral discussion
 - Selected student seating
- Frequent Checks for understanding
 - Close proximity and eye contact
 - Differentiated Instruction

Accommodations and Modifications:

Special Education

- Follow all IEP modifications
 - Teacher Tutoring
 - Peer Tutoring
- Cooperative Learning Groups
 - Modified Assignments
 - Extended Time
- Written work preceded by oral discussion
 - Selected student seating to minimize distractions
- Frequent Checks for understanding
 - Close proximity and eye contact
 - Differentiated Instruction
- Behavior Management Support

Accommodations and Modifications:

Gifted and Talented

- Independent Study
- Additional & Supplemental Projects

English:

- **ELL.9-12.S.B:** Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.
- **ELL.9-12.L.A:** Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:** Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This Unit is designed to introduce students to the College Board's expectations and guidelines for the AP portfolio's Selected Works section. The focus of the projects and lessons will be on understanding individually what a student's artistic strengths are and how to best use those strengths to create five pieces of artwork that represent the students' best qualities in making art. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advanced level possible. Through critiques of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to pick five pieces of artwork for their Selected Works section of their 2D portfolio for the college board throughout the year. The students will identify and write about the successful use of elements and principles of design in historical and personal work.

Essential Questions:

How do I recognize quality in my work to choose my best?

How can I implement the art elements and principles of 2D design into my work in a way that is going to allow me to achieve a quality piece?

How will developing a personal aesthetic contribute to making an informed decision on the five Selected Works in a portfolio?

How much work is required by the college board for a completed Selected Works section of the portfolio?

How do I keep my supplies and finished work organized and clean so it is ready for submission at the end of the year?

Enduring Understandings:

The amount of work due, the college board's guidelines for submission, and the specific timeline for an assignment will have a significant effect on your choice of mediums, grounds, and technique you will implement in the creation of your Selected Works.

Recognizing the art elements and principles of design in various artwork and how they combine to create works that best exhibit a synthesis of form, technique, and content.

Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing quality in a work of art.

Organized and clean storage techniques are critical in facilitating early submission of your Selected Works artwork and guarantees the longevity of your work.

Learning Targets & (Standards)

1. Understanding that the college board's judge's personal aesthetic will have a direct influence on how they grade your work and you should adapt your aesthetic with this in mind to tailor your Selected Works section of your portfolio to be successful. (1.5.12adv.Cr1, 1.5.12adv.Cr2, 1.5.12adv.Pr4)

Intent

- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.
- Develop mood and intention through idea, composition, color and value, and use of media.

2. Creating a quality section of five pieces in your portfolio that communicates a synthesis of form, technique, and content through the mastery of the elements and principles of 2D design. (1.5.12adv.Re7, 1.5.12adv.Re8, 1.5.12adv.Re9, 1.5.12adv.Cn10)

Technique

- Demonstrate skill and exploration with media.
- Create interest and express personal style through mark making and expressive use of media.

Composition

- Generate multiple solutions to compositions.
- Combine multiple drawing/design issues in the work.
- Demonstrate use of Eastern and Western design principles in composition.
- Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.
- Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.
- Create an illusion of depth through angle of view and perspective.

Form

- Analyze proportions and shapes within a form or among forms.
- Synthesize information to create form or illusion of form.
- Use value and/or color to create or enhance the illusion of form.
- Develop creative imagery.

3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio. (1.5.12adv.Cr3)

Assessments: (Suggested Grade Weight %)

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. **(30%)**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. **(20%)**

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. **(20%)**

Suggested Performance Projects: **(50%)**

- Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the Selected Works section of the College Board portfolio.
- Produce a 2-D Design that is a Self-Portrait that incorporates themes from inspiration you have gathered from the art museum visit but is not overtaken by it. The piece should be unified and have established harmony.
- Produce an illustrated 2-D Design that modernizes a historical fantasy. Focus on the principles of harmony and dominance to engage the viewer and help communicate the story.
- Produce a 2-D Design that uses the element color in multiple ways to create contrast and mood. The piece should include the color theory elements of tints, shades, intensity, compliments, warm, and cool.

Instructional Strategies & Unit Resources:

- Students will create four projects that incorporate the elements and principles of 2D design.
- Students will learn to recognize quality in current and historical art and how it relates to the use of 2D art elements and principles of design.
- Students will be responsible for the creation of their own quality art work and how it will be communicated in their work through the use of art elements and principles of design.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.
- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.
- The teacher will model to the class and individually the proper techniques and use of various mediums.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

- The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.
- Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.
- The teacher will give handouts and visual examples of the portfolio requirements for the Selected Works section of the College Board AP portfolio.
- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Vocabulary Tier 2

elements of design:

Line, Shape, Color, Space, Value, Form, Texture

color theory terminology:

complimentary, primary, secondary, tertiary, tint, shade, hue, intensity, monochromatic, warm, cool, analogous

group and individual critique:

critique, aesthetic, constructive, composition, audience, technique, art movement, saturation, geometric, organic, symmetry, asymmetrical, negative space, depth, focal point, still life, landscape, figure, portrait, abstract, realism, nonobjective

art studio:

portfolio, easel, medium, dry, wet, ground, palette, reference, sketch

Vocabulary Tier 3

principles of design:

balance, rhythm, pattern, emphasis, contrast, unity, movement

college board portfolio:

sustained investigation, inquiry, selected work, commentary, practice, experiment, revise, material, process, idea

Accommodations and Modifications:

ELL

- Teacher Tutoring
- Assign a buddy/same language and/or english speaking
 - Provide video on subject
- Cooperative Learning Groups
 - Modified Assignments
- Extended Response Time

Accommodations and Modifications:

Special Education

- Follow all IEP modifications
 - Teacher Tutoring
 - Peer Tutoring
- Cooperative Learning Groups
 - Modified Assignments
 - Extended Time
- Written work preceded by oral discussion

Accommodations and Modifications:

Gifted and Talented

- Independent Study
- Additional & Supplemental Projects

<ul style="list-style-type: none"> • Work preceded by oral discussion <ul style="list-style-type: none"> • Selected student seating • Frequent Checks for understanding <ul style="list-style-type: none"> • Close proximity and eye contact • Differentiated Instruction 	<ul style="list-style-type: none"> • Selected student seating to minimize distractions • Frequent Checks for understanding <ul style="list-style-type: none"> • Close proximity and eye contact • Differentiated Instruction • Behavior Management Support 	
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Interdisciplinary Connections & 21st Century Themes & Skills

English:

- **ELL.9-12.S.B:** Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.
- **ELL.9-12.L.A:** Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:** Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This Unit is designed for students to use as an independent study to focus on creating work for their College Board portfolio. The students will build up their art work in the two required portfolio sections, Sustained Investigation and Selected Works. The students will also write responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions. The focus of the projects and lessons will be as open as possible to let each student work under their chosen strengths and to have very limited restrictions to help create a diverse portfolio. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advanced level possible. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to pick twenty pieces of artwork for their 2D portfolio for the College Board throughout the year. The students will identify and write about the successful use of elements and principles of design in historical and personal work.

Essential Questions:

How do I manage my work independently without constant supervision or review from a supervisor or teacher?

How do I review my body of work to recognize my strengths and weaknesses in my use of the art elements and principles of design?

How will developing a personal aesthetic contribute to making an informed decision on the twenty pieces to be turned in for the portfolio?

How do I keep my supplies and finished work organized and clean so it is accessible during my selection process of my portfolio?

Enduring Understandings:

A portfolio of twenty pieces of artwork is necessary in pursuing submission to the College Board review for AP credit.

Recognize the importance of personal accountability in the arts as a profession and the relevance of adapting a set schedule to work in the art studio to complete work in a timely and advanced manner.

Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating an aesthetic judgment on the work to come to a decision of whether to keep it in a personal portfolio or not.

Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing the twenty pieces of art to use for the College Board portfolio.

Organized and clean storage techniques are critical in facilitating early submission of your twenty pieces of artwork and guarantees the longevity of your work.

Learning Targets & (Standards)

1. Understanding that the college board's judge's personal aesthetic will have a direct influence on how they grade your work and you should adapt your aesthetic with this in mind to tailor your portfolio to be successful. (1.5.12adv.Cr1, 1.5.12adv.Cr2, 1.5.12adv.Pr4)

Intent/Concept

- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.
- Develop mood and intention through idea, composition, color and value, and use of media.
- Demonstrate an understanding of assignment parameters.
- Establish a sense of voice in the execution and development of the work.
- Establish depth of idea and use of multiple design/drawing issues in the work.

2. All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful. (1.5.12adv.Cr3)

Tools, Processes, Concepts, Vocabulary Terms, and Historical References

- Develop visual literacy
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.

Form

- Analyze proportions and shapes within a form or among forms.
- Synthesize information to create form or illusion of form.
- Use value and/or color to create or enhance the illusion of form.
- Develop creative imagery.

3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio. (1.5.12adv.Re7, 1.5.12adv.Re8, 1.5.12adv.Re9, 1.5.12adv.Cn10)

Prepare images and statements for AP submission

- Modify images according to AP guidelines.
- Submit images on AP website, including media, and size.
- Respond to questions regarding the focus of the Sustained Investigation.
- Select work

Assessments: (Suggested Grade Weight %)

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. **(30%)**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. **(20%)**

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. **(20%)**

Suggested Performance Projects: (50%)

- Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the Selected Works section of the College Board portfolio.
- Produce a 2-D Design that is a Self-Portrait that incorporates themes from inspiration you have gathered from the art museum visit but is not overtaken by it. The piece should be unified and have established harmony.
- Produce an illustrated 2-D Design that modernizes a historical fantasy. Focus on the principles of harmony and dominance to engage the viewer and help communicate the story.
- Produce a 2-D Design that uses the element color in multiple ways to create contrast and mood. The piece should include the color theory elements of tints, shades, intensity, compliments, warm, and cool.

Instructional Strategies & Unit Resources:

- Students will create four projects that incorporate the elements and principles of 2D design.
- Students will describe their Sustained Investigation in written form to be submitted for the college board portfolio.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the

elements and principles of 2D design.

- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.
- Students will be responsible for the creation of their own twenty piece portfolio through the use of art elements and principles of design.
- The teacher will model to the class and individually the proper techniques and use of various mediums.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.
- The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.
- Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.
- The teacher will give handouts and visual examples of all portfolio requirements of the College Board.
- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.
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Vocabulary Tier 2

elements of design:

Line, Shape, Color, Space, Value, Form, Texture

color theory terminology:

complimentary, primary, secondary, tertiary, tint, shade, hue, intensity, monochromatic, warm, cool, analogous

group and individual critique:

critique, aesthetic, constructive, composition, audience, technique, art movement, saturation, geometric, organic, symmetry, asymmetrical, negative space, depth, focal point, still life, landscape, figure, portrait, abstract, realism, nonobjective

art studio:

portfolio, easel, medium, dry, wet, ground, palette, reference, sketch

Vocabulary Tier 3

principles of design:

balance, rhythm, pattern, emphasis, contrast, unity, movement

college board portfolio:

sustained investigation, inquiry, selected work, commentary, practice, experiment, revise, material, process, idea

Accommodations and Modifications:

ELL

Accommodations and Modifications:

Special Education

Accommodations and Modifications:

Gifted and Talented

<ul style="list-style-type: none"> • Teacher Tutoring • Assign a buddy/same language and/or english speaking <ul style="list-style-type: none"> • Provide video on subject • Cooperative Learning Groups <ul style="list-style-type: none"> • Modified Assignments • Extended Response Time • Work preceded by oral discussion <ul style="list-style-type: none"> • Selected student seating • Frequent Checks for understanding <ul style="list-style-type: none"> • Close proximity and eye contact • Differentiated Instruction 	<ul style="list-style-type: none"> • Follow all IEP modifications <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups <ul style="list-style-type: none"> • Modified Assignments • Extended Time • Written work preceded by oral discussion <ul style="list-style-type: none"> • Selected student seating to minimize distractions • Frequent Checks for understanding <ul style="list-style-type: none"> • Close proximity and eye contact • Differentiated Instruction • Behavior Management Support 	<ul style="list-style-type: none"> • Independent Study • Additional & Supplemental Projects
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Interdisciplinary Connections & 21st Century Themes & Skills

English:

- **ELL.9-12.S.B:** Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.
- **ELL.9-12.L.A:** Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:** Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This Unit is designed to introduce students to the guidelines and methods on how to take visual documentation of their work using a digital camera, editing the work using software like photoshop, and how to send it to the college board for review using their submission website. Students will continue to study various mediums and grounds in the art making process while they perfect their use of art elements and principles of design. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advanced level possible. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to pick twenty pieces of artwork for their 2D portfolio for the college board to submit in April.

Essential Questions:

What are the College Board's expectations and guidelines for turning in my portfolio?

How do I use the digital camera, computer, and its various programs to facilitate the creation of my online portfolio for the College Board?

How do I review my body of work to recognize my strengths and weaknesses in my use of the art elements and principles of design?

How will developing a personal aesthetic contribute to making an informed decision on the twenty pieces to be turned in for the portfolio?

How do I keep my supplies and finished work organized and clean so it is accessible during the selection process of my portfolio?

Enduring Understandings:

A portfolio of twenty pieces of artwork is necessary in pursuing submission to the College Board review for AP credit.

Recognizing the importance of various technologies in creating digital portfolios for submitting to higher education or employment.

Understanding the proper use of equipment in a digital design studio and its relationship to the fine arts.

Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating an aesthetic judgment on the work to come to a decision of whether to keep it in a personal portfolio or not.

Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing the twenty pieces of art to use for the College Board portfolio.

Organized and clean storage techniques are critical in facilitating early submission of your twenty pieces of art work and guarantees the longevity of your work.

Learning Targets & (Standards)

1. Understanding that the college board's judge's personal aesthetic will have a direct influence on how they grade your work and you should adapt your aesthetic with this in mind to tailor your portfolio to be successful. (1.5.12adv.Cr1, 1.5.12adv.Cr2, 1.5.12adv.Re7, 1.5.12adv.Re8, 1.5.12adv.Re9)

Critique

- Analyze the effectiveness of a work of art.
- Participate in self-assessment processes.

2. Create a successful digital portfolio that shows competence in the use of digital cameras, photo editing programs, and basic computer skills. Turn in a portfolio that represents your personal sustained investigation an includes original commentary. (1.5.12adv.Pr4, 1.5.12adv.Pr5, 1.5.12adv.Pr6, 1.5.12adv.Cn10)

Technique

- Demonstrate skill and exploration with media.
- Create interest and express personal style through mark making and expressive use of media.

3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio. (1.5.12adv.Cr3)

Assessments: (Suggested Grade Weight %)

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. (30%)

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. (20%)

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. (20%)

The digital submission process for the College Board portfolio will be completed in its entirety and up to the quality expectations that have been set throughout the year by the instructor and the College Board. **(20%)**

Students' final submitted College Board portfolio will be copied and reviewed by the instructor. The students will receive a grade that will mirror the potential score the instructor believes the completed portfolio will receive from the college board. **(50%)**

Suggested Performance Projects: **(50%)**

- Produce a Diptych or Tryptic 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.
- Produce a 2-D Design with three random descriptive words in mind. Other than these words the student has freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.
- Produce a 2-D Design that revisits and incorporates themes from your decided Sustained Investigation but is not overtaken by it. The piece should be unified and have established harmony.

Instructional Strategies & Unit Resources:

- Students will create four projects that incorporate the elements and principles of 2D design.
- Students will describe their Sustained Investigation in written form to be submitted for the college board portfolio.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.
- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.
- Students will be responsible for the creation of their own twenty piece portfolio through the use of art elements and principles of design.
- The teacher will model to the class and individually the proper techniques and procedures in the digital submission process.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.
- The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.
- Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.
- The teacher will give handouts and visual examples of all portfolio requirements of the College Board.

- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.
- Assemble and Submit the College Board portfolio in its entirety and within set expectations.

Vocabulary Tier 2

elements of design:

Line, Shape, Color, Space, Value, Form, Texture

color theory terminology:

complimentary, primary, secondary, tertiary, tint, shade, hue, intensity, monochromatic, warm, cool, analogous

group and individual critique:

critique, aesthetic, constructive, composition, audience, technique, art movement, saturation, geometric, organic, symmetry, asymmetrical, negative space, depth, focal point, still life, landscape, figure, portrait, abstract, realism, nonobjective

art studio:

portfolio, easel, medium, dry, wet, ground, palette, reference, sketch

Vocabulary Tier 3

principles of design:

balance, rhythm, pattern, emphasis, contrast, unity, movement

college board portfolio:

sustained investigation, inquiry, selected work, commentary, practice, experiment, revise, material, process, idea

Accommodations and Modifications:

ELL

- Teacher Tutoring
- Assign a buddy/same language and/or english speaking
 - Provide video on subject
- Cooperative Learning Groups
 - Modified Assignments
- Extended Response Time
- Work preceded by oral discussion
 - Selected student seating
- Frequent Checks for understanding
 - Close proximity and eye contact
 - Differentiated Instruction

Accommodations and Modifications:

Special Education

- Follow all IEP modifications
 - Teacher Tutoring
 - Peer Tutoring
- Cooperative Learning Groups
 - Modified Assignments
 - Extended Time
- Written work preceded by oral discussion
 - Selected student seating to minimize distractions
- Frequent Checks for understanding
 - Close proximity and eye contact
 - Differentiated Instruction
- Behavior Management Support

Accommodations and Modifications:

Gifted and Talented

- Independent Study
- Additional & Supplemental Projects

Interdisciplinary Connections & 21st Century Themes & Skills**English:**

- **ELL.9-12.S.B:** Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.
- **ELL.9-12.L.A:** Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:** Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This Unit is designed to introduce students to the guidelines and methods on how to create and run an art show for the Triton High School Annual Art Show. Students will continue to study various mediums and grounds in the art making process while they perfect their use of art elements and principles of design. Students should create their work with the idea of making an impact at the art show in mind. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advanced level possible to create a showstopper piece of work. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to select the work for the art show acting as jury.

Essential Questions:

How do you create and run a successful art show that includes a large body of work?

How can I implement the art elements and principles of 2D design into my work in a way that will make my work stand out amongst my peers and be best in the art show?

How will developing a personal aesthetic contribute to making an informed decision on which pieces of artwork of my peers should be included in the art show and which should not?

How do I keep the show supplies and finished work organized and clean so it is accessible during the juried selection process?

Enduring Understandings:

The amount of work due and the specific timeline for an assignment will have a significant effect on the mediums and grounds used.

Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating an aesthetic judgment on the work to come to a decision of whether to submit it for the juried art show.

Through the critical examination of the art elements and principles of design in peers' work the students will create a rubric to judge the work for submission into the art show. They will develop a group aesthetic that will help create the mood or theme for the large body of work.

Organized and clean storage techniques are critical in facilitating the submission and judging of a juried art show.

Learning Targets & (Standards)

1. Understanding that the student body's personal aesthetic will have a direct influence on how the art show will be juried and you should adapt your aesthetic with this in mind to tailor your work to be chosen and successful.(1.5.12adv.Cr1, 1.5.12adv.Cr2, 1.5.12adv.Pr4)

Intent/Concept

- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.
- Develop mood and intention through idea, composition, color and value, and use of media.
- Demonstrate an understanding of assignment parameters.
- Establish a sense of voice in the execution and development of the work.
- Establish depth of idea and use of multiple design/drawing issues in the work.

2. All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful.
(1.5.12adv.Cr3)

Tools, Processes, Concepts, Vocabulary Terms, and Historical References

- Develop visual literacy
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.

3. Create four projects that show understanding of the elements and principles of 2D art and create them with the intention of submitting them in the annual school art show at triton. (1.5.12adv.Pr4, 1.5.12adv.Pr5, 1.5.12adv.Pr6, 1.5.12adv.Cn11)

Prepare AP Art Show

- Write a statement describing the works Sustained Investigation for the Art Show audience.
- Design show plan for placement of pieces.
- Prepare artwork for display, including titles and written information.
- Anticipate and prepare for professional interaction with the audience.

Assessments: (Suggested Grade Weight %)

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies. **(30%)**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for all projects that will be reviewed and critiqued by the instructor. **(20%)**

One on one critiques and class group critiques that will take place upon the completion of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground. **(20%)**

The Annual Art Show will be completed in its entirety and up to the quality expectations that have been set throughout the year by the instructor. **(20%)**

Students will be required to attend and participate in the Triton Annual Art Show. **(50%)**

Suggested Performance Projects: **(50%)**

- Produce multiple 2-D Designs with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be selected for the juried annual art show.

Instructional Strategies & Unit Resources:

- Students will create four projects that incorporate the elements and principles of 2D design with the art show in mind.
- Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.
- Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.
- The teacher will model to the class and individually the proper techniques and use of various mediums.
- The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.
- The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.
- Students will participate in an Annual Art Show where they will go over the aesthetic quality of their work and the work of their peers that completed this unit.
- Students will keep their portfolio work stored in archival drawers for future use.
- Students will keep supplies organized and at hand at all times when in the studio.

- The teacher will give handouts and visual examples of all Annual Art Show requirements and responsibilities.
- The students will create a criteria for the artwork for the juried art show at the end of the unit.
- Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

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complimentary, primary, secondary, tertiary, tint, shade, hue, intensity, monochromatic, warm, cool, analogous

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