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| ***AP Studio Art: Drawing and Painting & 2D design course.***  ***Unit 1: using technology to assist in inspiration, technique, and journaling: September.*** | | | |
| Targeted Standard(s): NJCCCS  **1.1.A.1** - Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.  **1.1.A.2** - Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.  **1.2.D.3** - Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.  **1.3.D.1** -Compare and contrast innovative applications of the elements of art and principles of design.  **1.4.A.2** - Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.  **1.4.B.1** - Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.  **1.4.B.2** - Provide examples of how critique may affect the creation and/or modification of an existing or new work of art. | | | |
| Enduring Understandings (*The big ideas*):  The core skills of observing, describing, and performing while demonstrating will help me become a better artist.  The use of Technology will strengthen my skills as an artist and allow me to explore exemplars and techniques.  Websites such as Youtube and Pintrest are a useful organizational tool.  Design thinking is an effective way to approach artmaking. | | | |
| Essential Questions:  How does the use of resources expedite my artmaking?   * Why is visual communication valuable? * How can my skills as an artist inspire and inform others? * How do I conduct a demonstration? * How can an artist learn from instructional videos? * How can Pintrest be used as a tool to share with classmates and inspire new works of art? * How can I create a body of work that is meaningful to me and says what I want to say? * How does journaling begin the process of creative thinking and the sketching process? * What is design thinking and how can it help me create works? * How does creative thinking lead to creation of sketches? | | | |
| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
|  | Use technological resources including YouTube and Pintrest.  Demonstrate skills and explain concepts to their class. | Students will pin images that inspire their works on their Pintrest account that they will share with the rest of the class.  Students will demonstrate an artistic technique to the class and create a video of their demonstration. |  |

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| ***Curriculum map for AP Studio Art: Drawing and Painting & 2D design course.***  ***Year long course Unit 2: critique: October.*** | | | |
| Targeted Standard(s): NJCCCS  **1.1.A.1** - Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.  **1.1.A.2** - Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.  **1.2.D.3** - Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.  **1.3.D.1** -Compare and contrast innovative applications of the elements of art and principles of design.  **1.4.A.2** - Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.  **1.4.B.1** - Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.  **1.4.B.2** - Provide examples of how critique may affect the creation and/or modification of an existing or new work of art. | | | |
| Enduring Understandings (*The big ideas*):  The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. | | | |
| Essential Questions:   * How do I edit my work? * How does the viewer influence art? * How do I revise my art? * Why is criticism a vital aspect of creation of art? | | | |
| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
| What successful AP portfolio pieces look like.  How to verbally critique artwork and learn from peers. | Describe strengths and weaknesses in the artwork of their peers.  Critique an entire portfolio as a body of work.  Accept and receive verbal critique.  Revise works of art based on criticism received. | Discuss and critique multiple exemplars with the class.  Critique each other’s summer work.  Discuss artwork in the classroom and give feedback to peers based on knowledge of the elements and principals of design. | Formative:  Teacher observation  Class participation  Participation in written critiques  Observe how and when students use feedback they receive to refine their works of art.  Summative :  Critique worksheet based on AP scoring guidelines. |

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| ***AP Studio Art: Unit 3: November; Building a college entrance portfolio*** | | | |
| Targeted Standard(s): NJCCCS  **1.2.D.4 -** Outline a variety of pathways and the requisite training for careers in the visual arts.  Life Skills Critical Thinking 9.2A, 9.2B, 9.2C, 9.2D | | | |
| Enduring Understandings:  What are colleges looking for in an applicant? | | | |
| Essential question:   * How do I organize myself as a college applicant applying to multiple colleges? | | | |
| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
|  | Create a timeline  Create a college application spreadsheet  Align their Concentration portfolio ideas or Breadth assignments with their entrance portfolio requirements. |  |  |
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| ***AP Studio Art: Unit 2: Sustained investigation; Creating works of art. October-December.*** |
| Targeted Standard(s): NJCCCS  **1.1.B.1** -Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.  **1.1.B.2** - Formulate a personal philosophy or individual statement on the meaning(s) of art. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.  **1.2.D.2** -Perform various methods and techniques used in the production of works of art.  **1.2.D.3** -Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.  **1.4.A.2** -Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.  **1.4.A.3** -Determine the influence of tradition on arts experience, as an arts creator.  **1.4.B.1** -Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.  **1.5.A.2** -Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.  Life Skills Critical Thinking 9.2A, 9.2B, 9.2C, 9.2D |
| Enduring Understandings (*The big ideas*):  How to produce, organize, and document a body of work which utilizes a broad range of concepts, materials, styles, and elements. |

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| Essential Questions:   * Why should I care about the arts? * What does thoughtful artistic judgment mean? * What is the difference between creation of art and viewing art? * How does the viewer influence art? * Why is criticism a vital aspect of creation of art? * Does art define culture or culture define art? | | | |
| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
| Media and materials  The visual arts elements.  Styles of art  Concepts in art. | The student will  know what materials to choose for a particular project based on characteristics of the material.  The student will  understand the integration of the following components of visual arts elements: color, line, shape, form, texture, and space. Principles, such as repetition, contrast, balance.  The student will  understand the integration of  styles such as abstract, realism, impressionist.  Structures, such as two dimensional and three dimensional.  The student will understand how to communicate concepts in their artwork. | Explore a variety of media and materials.  View works of art by 1 artist in a variety of media.  Practice a variety of materials and techniques.  Produce a series of drawings of one particular object in a variety of media.  Rework and revise works of art based on critique.  Create works of art that exhibit successful use of the elements of design and principals of order.  View and discuss the characteristics of a variety of historical styles.  Create works of art that exhibit knowledge and application of a particular historical style of choice.  Develop a preference of style.  Create works that communicate a variety of concepts. | Formative:  Teacher observation  Class participation in Self  assessment activities.  Effort and improvement.  Summative:  Evaluation of individual works of art.  Electronic portfolio: 12 works of art for the breadth section of their AP portfolio. |

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| Resources/Technology: Internet, Youtube,Pintrest, Google Docs, Canvas, Photoshop, Cell phones, digital cameras. |

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| ***AP Studio Art: Unit 5: Sustained investigation portfolio. December- April*** | | | |
| Targeted Standard(s): NJCCCS  **1.1.A.1** - Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.  **1.1.A.2** - Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.  **1.1.B.1** - Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.  **1.1.B.2** - Formulate a personal philosophy or individual statement on the meaning(s) of art. Interpret themes using symbolism, allegory, or irony through the production of two-dimensional art.  **1.2.D.2 -** Perform various methods and techniques used in the production of works of art.  **1.2.D.3** - Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.  **1.4.A.4** - Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.  **1.4.B.1** - Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.  **1.4.B.2** - Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.  Life Skills Critical Thinking 9.2A, 9.2B, 9.2C, 9.2D | | | |
| Enduring Understandings (*The big ideas*):  The development of the artistic process and how to produce, organize, and document a cohesive and sequential body of work. | | | |
| Essential Questions:   * How does the artistic process assist in my development and help me become a better person? * What does thoughtful artistic judgment mean? * How can I create a body of work that is meaningful to me and says what I want to say? * How do I continue to grow as an artist? * How does the viewer influence art? * Why is criticism a vital aspect of creation of art? | | | |
| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
| Development of a cohesive body of work.  Organization of a body of work.  Presentation of a body of work.  Critique | Formulate Big Ideas and Essential questions that lead to a concentration theme.  Sketch, journal  Discuss and record the development of their concentration portfolio via google drive  .  Gain understanding of the artistic process.  Embrace eachother for their differences.  Identify elements of design in works of art.  Apply all skills developed in Unit 2.  Revise works of art. | Students will review concentration portfolios and the teacher will explain the thought process and development of the portfolio. Then students will discuss ways that a portfolio could develop  Record ideas  for their concentration portfolio through a series of exercises such as; In 3 short paragraphs, describe your heritage, tradition(s), and culture.  Write a paragraph which explains their concentration portfolio.  (This may be submitted to the college board with a portfolio).  Develop a drawing or painting concentration portfolio.  Choose media, topic, and content.  Prepare for weekly critiques  Describe artistic process. | Formative:  Teacher observation.  Evaluation of student responses to feedback.  Participation and  verbal response.  Effort and improvement.  Summative:  Daily homework: Required time spent on AP portfolio is 7 hours per week, (equal time in and outside of class as suggested by the College Board).  Series of 20 point assignments.  Series of 10 point sketches.  Evaluation of complete 29 piece AP portfolio.  12 of these pieces are their Concentration portfolio, 5 are Quality, and 12 are Breadth. |
| Resources/Technology: Internet, Youtube, Pintrest, Google Docs, Canvas, Photoshop, Cell phones, digital cameras | | | |

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| ***AP studio art Unit 6: community involvement in the arts. April 16-last day of school.*** | | | |
| Targeted Standard(s): NJCCCS : 1.2  **1.2.D.2** - Perform various methods and techniques used in the production of works of art.  **1.2.D.3** - Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques. | | | |
| Enduring Understandings:  The arts serve multiple functions: enlightenment, education, entertainment.  The arts can foster community involvement. | | | |
| Essential Question(s):  What is the difference between creation of art and viewing art?  How does the viewer influence art? | | | |
| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
| Organizational skills utilizing google sheets.  Interpersonal skills:  Sharing  Collaborating  Teamwork  Skills of a professional artist:  Advertising  Displaying  Matting  Labeling  Hanging  Interview | Keep track of multiple works and thier preparation needed; ie frame sizes, pricing, titles, etc.  Learn the value of sharing with their peers through the arts.  Practice strategies in compromising on a group project.  Understand roles and values of community groups. | Students will share with me and each other a populated spreadsheet of the details of their artworks.  Students will hang artwork and organize events for Arts in the courtyard.  Students will experience a group show, and display their artwork in a setting outside the school building.  Experience being interviewed about their artwork and their participation in the show.  Present and discuss their portfolio with an admissions person from an art school, or another AP art teacher from another school. Listen to and respond to feedback. | Summative: google sheets, are they complete, on time, and thorough?  Formative:  Teacher observation.  Effort and improvement.  Interpersonal skills. |
| Resources/Technology: Internet, USB drives, PowerPoint, Photoshop, digital cameras. | | | |