

AP Studio Art_____ Pacing Guide

Course: AP Studio Art

Grade: 11-12

<u>Months/Days</u>	<u>UNITS</u>	<u>STANDARDS</u>	<u>CONTENT</u> Topics being covered? What do students need to know? (<i>nouns</i>)	<u>ACTIVITIES</u> w/Integration of Technology & Career Ready Practices	<u>ASSESSMENTS</u> What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?
September October November December	1. <u>Unit 1 & 2</u>	<p>VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>0x VPA.1.2.12 All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p>	<ul style="list-style-type: none"> 1. Cycle Still Life in Charcoal Pencil on colored paper- Students will be able to create an original piece using a cycle as inspiration. Students can use a bicycle, motorcycle or any other type of cycle in an interesting composition utilizing charcoal pencil techniques. 2. Portrait at interesting angle in pencil or colored pencil on illustration board- Students will be able to create a portrait of a friend or family member shown at an 	<ol style="list-style-type: none"> 1. Powerpoint on expectations of summer assignments 2. Demo proper charcoal pencil and white charcoal techniques 3. Value Scale practice with charcoal pencil 4. Class Critique- silent auction style and discussion as a group 5. Sketchbook Assignment list- expectations and examples 6. Portrait Demonstration and facial proportion practice- drawing using a mirror 7. Creating a mini still life, compositional arrangements discussion 	Students will be able to complete the following using the "Creation" standard 1.1 though the "Critique" Standard 1.6:

			<p>interesting angle utilizing either pencil or colored pencil techniques or a combination of both.</p> <p>3. Trompe L'oeil in pencil on illustration board- Students will be able to create a "trompe l'oeil" or trick of the eye using a mini still life in high contrast pencil techniques.</p> <p>4. Fall Still Life- Students will be able to create a fall still life drawing utilizing various colored pencil techniques learned in a highly realistic manner.</p> <p>5. Surreal Self Portrait- Students will be able to create a self-portrait in the Surreal Style of Salvador Dali by utilizing various colored pencil and pencil techniques.</p> <p>•</p>	<p>8. Powerpoint on trompe l'oeil and optical illusions using cast shadows</p> <p>9. Creating a value scale in pencil and proper shading demonstration and practice</p>	
--	--	--	--	---	--

			•		
January February March	2. Unit 3 & 4	<p>AR.K-12.1.1.A and B.2 The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</p> <p>0x AR.K-12.1.2.A-D.1 The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>0x AR.K-12.1.2.A-D.2 Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</p> <p>0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>0x VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and</p>	<ul style="list-style-type: none"> • 1. Figure Drawing- gesture drawing, long • 2. Social Issue on News choosing. They will research will be done in character • 3. Subtractive Skeletal convey a mood using • . Demonstration on working with photoshop and color manipulation • 2. Demo proper pastel techniques • 3. Value Scale practice with pastel pencil and pastel blocks • 4. Class Critique- silent auction style and discussion 	<ul style="list-style-type: none"> • color pencil color wheel practice • drawing lesson on animals • non-objective design lesson and examples • colored pencil technique worksheet and practice • Mannequin packet • pastel technique drawing & practice • shading value scale demo & practice 	<p>Students will be able to complete the following Design Projects using the "Creation" standard 1.1 though the "Critique" Standard 1.6:</p> <ul style="list-style-type: none"> • 1. Figure Drawing- Students will be able to create a variety of figure drawings using a live model. They will work with gesture drawing, longer 5 minute sittings and one extended session in conte crayon on charcoal paper. • 2. Social Issue on Newspaper- Students will be able to create an original work based on the social issue of their choosing. They will research an issue and mixed media a background in

		principles of design results in original portfolios that reflect choice and personal stylistic nuance.	<ul style="list-style-type: none"> • as a group • 5. Sketchbook Assignment list-expectations and examples • 6. Powerpoint on Fauvism and Henri Matisse • 7. Creating a mini still life, compositional arrangements discussion • 8. Thumbnail sketches of pasta compositions • • 		<p>newspaper that relates to the topic. Drawings will be done in charcoal and conte crayon techniques.</p> <p>3. Subtractive Skeletons- Students will be able to create a piece using the subtractive method in conte crayon to convey a mood using the skeleton as a subject matter.</p> <ul style="list-style-type: none"> • •
April May June	3. Unit 5 & 6	VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and	<ul style="list-style-type: none"> • Abstract Watercolor & Ink- Students will be able to create an original abstract 	<ul style="list-style-type: none"> • painting tutorial step by step • watercolor video • worksheet on 	Students will be able to complete the following Design Projects using the "Creation" standard 1.1

		<p>visual art. 0x VPA.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. 0x VPA.1.4.12.A.CS2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept. 0x VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p>	<p>piece using flower as inspiration. Students will demonstrate proper watercolor and pen and ink techniques.</p> <ul style="list-style-type: none"> • Janet Fish inspired Watercolor Bottles- Students will be able to create an original still life painting in the style of Realist artist, Janet Fish. Students will be introduced to watercolor pencil techniques and will create an interesting composition utilizing good positive and negative space. • Impressionist Childhood- Students will 	<p>color mixing and practice •Watercolor palettes demo and practice •value scale using tempera paint demo and practice •watercolor pencil demo & practice techniques</p>	<p>though the "Critique" Standard 1.6:</p> <ul style="list-style-type: none"> • Abstract Watercolor & Ink- Students will be able to create an original abstract piece using flower as inspiration. Students will demonstrate proper watercolor and pen and ink techniques. • Janet Fish inspired Watercolor Bottles- Students will be able to create an original still life painting in the style of Realist artist, Janet Fish. Students will be introduced to watercolor pencil techniques
--	--	---	--	--	--

			<p>be able to create a Gouache painting in the Impressionist style using a childhood memory as inspiration. Students will demonstrate proper Gouache techniques learned and will understand the basics of Impressionis m painting.</p>		<p>and will create an interesting composition utilizing good positive and negative space.</p> <ul style="list-style-type: none"> • Impressionist Childhood- Students will be able to create a Gouache painting in the Impressionist style using a childhood memory as inspiration. Students will demonstrate proper Gouache techniques learned and will understand the basics of Impressionis m painting. • •
--	--	--	--	--	--