Phase 5: The Finalization of the Written Components and the Digital Upload of the Drawing Portfolio.

Content Area: **Art**
Course(s): **AP Drawing**
Time Period: **March**
Length: **22 Blocks**
Status: **Published**

Enduring Understandings

- Drawing is a form of visual communication.
- Throughout recorded history, humans have always communicated ideas through drawing.
- We live in a visual society surrounded by drawn images and symbols.
- Artists create visual unity, and strong composition in a drawing, by applying their knowledge of the elements and principles of design.
- Drawing is about learning how to see, about observing our surroundings, and commenting on them.
- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.
- Art can be used to record what one sees as well as what one feels.
- Artists of different cultures express meaning and ideas in different ways.
- Art reflects the time period, culture, geography, and status of a region's inhabitants.
- The process of reflection enables one to understand and appreciate art.
- Art is a distinct form of communication that enriches the understanding of other disciplines.
- Art is an inherent and integral part of our environment.
- An artist statement can provide an audience with a deeper understanding of produced artworks.

Essential Questions

- How is a portfolio boundless?
- What visual connections can be made with the 20 works in the Drawing portfolio?
- How do the art elements and principles of design play a role in tying together the pieces in a portfolio?
- How can a written statement enhance or subtract from a piece of art?
- What is the role of an artist statement?
- How does artwork translate from physical to digital?
- How does it compare to see a physical work versus a text book image of a work?
- Is emotion involved in seeing a physical work?
- What choices need to be made when selected physical work for the Selected Works section of the portfolio?
- How can a portfolio of work by an artist/designer be a road map of artistic growth and development?
- How does a portfolio serve as a self-portrait?
- What are the threads that tie the Sustained Investigation section of your portfolio together?
- How does experimentation and exploration lead to more creativity?
- What are the stages of development involved in the making of a portfolio?
- How can a critique be used to help in the artistic process?

- How do critiques present multiple problem solving opportunities?
- How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve their goals in a given time limit?
- What qualities and attributes does the artist look for when selecting their best work?

Content

Students will do the following to finalize their AP Drawing portfolios with the written components in this unit:

- Pursue advanced concepts, solving artistic problems, as a result of exposure to and experience with a broad range of media.
- Explore ideas in depth beyond the restrictions of the classroom, engaging in research and advanced planning, decision-making, experimentation and/or risk taking.
- Choose a selection of excellent quality work, which is representative of concept, composition, a demonstration of technical skill, and the realization of the student's intentions.
- Make choices about theme/concept, media, technique, etc. when creating work with evocative theme that engage the viewer.

- Study and understand the proper use of a variety of media, techniques, and processes.
- Study and apply the Elements of Art and organizational Principles of Design.
- Make compositional choices/decisions, selection, and application of a range of subject matter, symbols, and ideas.
- Study the visual arts in relation to history and cultures.
- Describe, analyze, interpret, and judge their own and the artwork of others.
- Connect the visual arts to other disciplines, daily life, and the world.
- Create original and creative artwork.
- Engage in planning and creative problem solving to achieve multiple solutions to visual problems.
- Understand and engage in research, observation, and imagination, and apply one or more of these to the creation of original artwork.
- Plan and create artwork/design (real or imaginary) utilizing the Elements of Art and Principles of Design.
- Choose and apply the appropriate Elements of Art and Principles of Design to create a well-balanced and unified composition.
- Engage in observation and use imagination.
- Be able to describe, analyze, interpret, and judge their own and the artwork of others by engaging in oral/written critiques (formal and informal, verbal, written reviews, self-assessments, etc.)
- Use constructive criticism and develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems.
- Problem-solve and plan using preliminary drawings/designs to achieve multiple solutions to visual problems.
- Utilize a variety of media, techniques, and processes in creating artwork.
- Make compositional choices, decision to communicate ideas, express mood and/or feeling.
- Understand the visual arts in relation to history and cultures and connect to their artwork.
- Be diligent in time management, organization, communication, discipline, and decision-making, maintaining a strong work ethic at all times.
- Work toward accepting self-evaluation as a positive part of personal and artistic growth and become more receptive to new ideas, experiences, and criticisms of one's own work and that of others.

- Explore imaginative thinking through creative problem solving.
- Maintain artistic integrity and original ideation.
- Apply knowledge gained in previous art classes.
- Build on previous knowledge, refine techniques.
- Discover new uses for common media/materials that demonstrate originality.
- Keep a sketchbook journal for research, planning and sketching.
- Make revisions to the written artist statement for the AP Drawing Portfolio.
- Answer, in written form, the AP College Board's questions regarding the artwork that has been created for the AP Drawing Portfolio.
- Upload 15 formatted images and required writings to the AP College Board website.
- Package and send the 5 Selected Works for the AP Drawing Portfolio based on the requirements set by the AP College Board
- Complete all of the requirements for the AP Drawing Portfolio by the deadlines provided by the AP College Board.

Skills

Bloom's Taxonomy

Students will participate in:

- Observation and reflection.
- Engaging in the creative process.
- Imaginative thinking through creative problem solving.
- Making choices/decisions to communicate ideas.
- Conceive and create original artwork.
- Analyze, interpret, evaluate, and judge artwork.
- Refining application of media.

Resources

AP Art & Design Course & Exam Description

https://apcentral.collegeboard.org/pdf/ap-art-and-design-course-and-exam-description.pdf

- Course Framework
- Instructional Information
- Portfolio Exam Information

Vocabulary:

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terminology

- Design Terminology
- Process and Technique Terminology

Assessments

Class Participation

Formative: Overall Teacher Observation/ Daily Teacher Observations

Teacher/Student Feedback

Formative: Oral Discussion during Individual or Group Critiques

Rubrics Supported by the AP College Board (AP Drawing Scoring Guide)

Summative: Student completed self-evaluation writing and scoring for each work.

Sustained Investigation Statement and Written Requirements for Each Artwork

Summative: Written Artist Statements based on AP Drawing guidelines.

Art Critique

Summative: 1/2 to 3/4 of the artwork completed for a group critique.

Summative: Peer assessment during scheduled critiques.

Homework

Summative: Students are expected to log 2 hours outside of school for each hour in the classroom.

Formative: Teacher Observation

Standards

VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
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.
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.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.