Unit 5: Phase 5: Creation of the Final 3 Quality Works

Content Area: **Art**
Course(s): **Art Experience, AP Studio Art**
Time Period: **March**
Length: **16 blocks**
Status: **Published**

Enduring Understandings

- 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 29 works in the 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 Quality 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?
- How are the 2-D Design and Drawing Portfolios different/similar?
- What are the threads that tie the concentration 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

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terms
- Design Terms
- Artist statement
- Process and Technique Terms

*See Vocabulary Glossary attached to the AP Studio Art Syllabus

Skills

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.

Additionally, students will do the following to create the 3 final works of Quality and the written component of the AP Studio Art Portfolio 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 Studio Art Portfolio.
- Answer, in written form, the AP College Board's questions regarding the artwork that has been created for the AP Studio Art Portfolio.
- Upload 24 formatted images and required writings to the AP College Board website.
- Package and send the 5 works of Quality for the AP Studio Art Portfolio based on the requirements set by the AP College Board
- Complete all of the requirements for the AP Studio Art Portfolio by the deadlines provided by the AP College Board.

Resources

Standards

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.
VPA.1.1.12.D	Visual Art

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	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D	Visual Art
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	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.B	Critique Methodologies
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.