Unit 2: The Creation of 6 Works of Breadth

Content Area: **Art**
Course(s): **AP Studio Art**
Time Period: **October**
Length: **19 blocks**
Status: **Published**

Transfer

- Students will create six different works for the Breadth Section of the AP Studio Art Portfolio that demonstrate the student's ability to incorporate drawing techniques and issues that include drawing from observation, work with inverted or nonobjective forms, effective use of light and shade, line quality, surface manipulation , composition, various spatial systems, and expressive mark-making.
- Students create their own themes, choose their own materials, techniques and processes and take part in periodic progress and final critiques.

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.

Essential Questions

- Why and how do people create art?
- Where is art found?
- How do people express themselves through art?
- What is beauty/aesthetics?
- Do artists have a responsibility to their audience/society? (i.e., to produce work that does not continue to stereotypes or further prejudice).
- How and why does the choice of composition affect artwork?
- How can observational skills gained through the visual arts and the artistic process carry over into daily life?
- How can the design principles be utilized to organize ideas?
- How do artists choose tools, techniques, and materials to express their ideas?
- Why are some media choices better than others? (for communicating particular ideas and/or emotions to particular audiences)

- What can we learn from studying the art of others?
- What problem solving skills are needed to create art?
- What choices must an artist make before/during beginning a work?
- Why is exhibiting artwork important to an artist's creative process?
- How does media choice affect an artwork?
- What makes good art/design?
- What are some strategies for approaching an artistic problem?
- What would the world be like without art?
- Is the use of visually communicated information a skill?
- How does art express emotion/ideas without words?
- In what ways has technology effected/enhanced the value of art as a form of communication?
- What is the role of a museum?
- Who determines what art is?
- Why do certain themes recur in works of art?
- How can art and design reflect the culture and/or status of a region's inhabitants?
- How and why do artists make stylistic choices such as realism, abstraction, non-objective, surrealism, postmodernism, etc.?
- What Principles of Design work best to demonstrate an artist's intention?
- What are some strategies for approaching an artistic problem/ how are they best used; and which ones are most successful?
- How does the organization of space reflect good design?
- How can one best express their artistic vision in concept and media?
- How do the Elements of Art and Principles of Design interact to create an artwork?
- How does experimentation and exploration lead to more creativity?

Content

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

*See Vocabulary Glossary in the AP Studio Art Syllabus

Learning Objectives

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 6 works of Breadth in this unit:

- 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 mark-making and surface manipulation.
- 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.

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.

Assessments

Class Participation
Formative: Other Evidence: Other: Teacher Observation
Teacher/Student Feedback
Formative: Other Evidence: Oral: Discussion
Rubrics Supported by the AP College Board (AP Studio Art Scoring Guide)
Summative: Transfer Tasks:Performance: Authentic Task
Artist Statements
Summative: Transfer Tasks:Performance: Authentic Task
Written Self-Assessments
Summative: Transfer Tasks:Performance: Authentic Task
Art Critique
Summative: Transfer Tasks:Other: Peer Assessment
Homework (Students are expected to log 2 hours outside of school for each hour in the classroom)
Summative: Transfer Tasks:Other: Teacher Observation