

# Unit 3: Concentration part 2

Content Area: **Arts**  
Course(s): **Fine Arts 1, Fine Arts 2, AP Studio 2D**  
Time Period: **Semester 1 & 2**  
Length: **1 Year**  
Status: **Published**

## Standards

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VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

## Enduring Understandings

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1. The concentration section of the AP portfolio is a collection of works that may vary in medium, size, but are unified with one concept or central theme throughout.
2. Creating a unified body of work requires extensive planning, time management, problem-solving skills and mastery of technique.
3. A complete and well-developed concentration section, in combination with a complete and well-developed breadth section, results in a strong, full portfolio that reflects the artist's skills and ability to express personal views.

## **Essential Questions**

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1. Why do artists explore one concept over and over again?
2. Why is the concentration portion of an artist's portfolio a good way to assess their success?
3. How do the breadth and concentrations of an artist's portfolio work together, and how do they stand apart?

## **Knowledge and Skills**

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### **Student will be able to:**

- Recall, define, recognize and utilize the elements of art from Fine Art 1.
- Recall, define, recognize and utilize the principles of design from Fine Art 2.
- Recall, define, recognize and utilize the art-making techniques, skills, and practices from Fine Art 3.
- Complete 4 high-quality and diverse works of art in various mediums and sizes exploring the same concept.
- Complete a clear, but thorough artist statement regarding their concentration.
- Photograph, format and organize high-quality photographs of the concentration section of their portfolio.
- Create a website with the second half of their concentration section.
- Regularly participate in a written and/or verbal critique of student artwork.
- Self-evaluate visual arts project using a pre-determined rubric.
- Recognize the importance of having a well-developed portfolio, which showcases different technical skills, understanding of the elements of art and principles of design, and unique concepts.

## **Transfer Goals**

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1. Students should be able to independently identify, create, and discuss works in a variety of mediums, sizes with the same central focus or theme.
2. Students should be able to independently recognize that creating a full and well-developed concentration section is proof of higher-order thinking skills and shows the ability to plan, manage time, problem-solve and organize.

## **Assessment**

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[Assessments](#)

## **Modifications**

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[Modifications](#)