Unit 01: Introduction to Advanced Placement Studio Art

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1-2 Weeks**
Status: **Published**

Brief Summary of Unit

Students will learn the basic goals, structure, specifications, guidelines, expectations and requirements of the AP Studio Art Program in order to assist them in the successful development of a portfolio. The AP Studio Art Program consists of three different courses: 2-D Design, Drawing and 3-D Design. Students will work toward submission of a portfolio exam for ONE of the three courses.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of

	social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Transfer

- • Continue through research, experimentation, discovery, inventive thinking and artmaking, critical analysis and problem solving.
- • Critically analyze, describe and evaluate creative works of art in the real world.
- • Positively influence the quality of their lifelong learning, personal expression, and contributions to community and global citizenship.

Essential Questions

- • What are the specifications and requirements for each portfolio type?
- • What should be the focus of my art portfolio?

Essential Understandings

- • As an AP Studio Art student, you are asked to emphasize research, experimentation, discovery, inventive thinking and artmaking, critical analysis and problem solving in their work.
- • Critiques will be used on a regular basis so the students can learn to analyze their work as well as that of their peers.
- • It is unethical, constitutes plagiarism and often violates copyright law to simply copy a work of

art (even in another medium) that was made by someone else and represent it as your own.

- Section 1 is Selected Works (Quality) and consists of works that best represent the student's accomplishments.
- Section II is Sustained Investigation (Concentration) and is a body of related works that demonstrate sustained and thoughtful investigation of a specific visual idea.
- Section III is Range of Approaches (Breath) which consists of a variety of works demonstrating a range of conceptual and/or technical approaches.
- Selecting the correct portfolio type (2-D Design, 3-D Design, or Drawing) is very important as it affects how the portfolio is scored.
- There are scoring guidelines they need to become familiar with.
- They will need to work outside the classroom, as well as in it, and beyond scheduled periods.
- Whichever course they choose, they will work toward submission of a portfolio exam.

Students Will Know

- In the spring, they will upload digital images of their work and commentary online. If they submit a Drawing or 2-D Design portfolio, they will also send in actual works.
- That the AP program is a cooperative endeavor that helps students complete college-level courses and possibly receive appropriate credit for future use if the college they will be attending accepts that credit.
- The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and are highly motivated and not for the casually interested.
- The general guidelines.
- The importance of completing and submitting their work on time.
- The three different portfolio types are Drawing, 2-D Design and 3-D Design.
- The three sections of each portfolio are Quality, Concentration and Breadth.
- They will complete sketchbook and journal assignments.
- To view, discuss, and critique sample portfolios on AP Central and consider the questions on collegeboard.org/thinkingaboutart as they plan their portfolio.

Students Will Be Skilled At

- Critiques and analyzing their work and that of their peers.
- Documenting their thinking, learning and creative processes in their journal.
- Expressing their feelings, ideas and emotions thru the visual arts.
- Forming and expressing differing opinions and value judgments about works of art.
- Using a variety of mediums, styles and techniques in their art making.
- Using observations of people, places, objects and events as sources for ideas for art making.

Evidence/Performance Tasks

- Complete summer assignments.

- Completion of concentration journals on time.
- Completion of rubrics.
- Completion of sketchbook assignments on time.
- Creation of college level work.
- Critique artwork.
- Preliminary concentration and breadth work.
- Staying on track. Creation of specific amounts of artwork to complete selected portfolio.

Learning Plan

- Assessment is ongoing throughout the unit sequence.
- Brainstorming for breadth work (12 images).
- Brainstorming for concentration theme and 12 images describing that theme.
- Choice of previous work for concentration and breadth sections of the selected portfolio.
- Individual teacher/student conferences to decide on appropriate portfolio track and concentrations and breadth work.
- Preview the essential questions and connect to learning throughout the unit.
- Student organization of previous work for critique and assessment.
- Student research of College Board web sites and other reference materials (previous student portfolios).
- Teacher presentation of course goals, requirements, portfolio options and rationale included in student packet: 1. Scoring guidelines. 2. Rubrics to be used. 3. Homework (sketchbook assignments). 4. Use of the rubrics. 5. “Originality and integrity” and how they relate to the portfolio. 6. Photographing images going into the portfolio. 7. Basic information about the portfolio’s evaluation, reading and grading. 8. College board websites.

Materials

Suggested Strategies for Modifications

- Accommodations of students per their IEP’S and 504’s will be considered.
- Advanced students will be encouraged to produce more artwork.
- Advanced students will be encouraged to work at a more advanced level.
- Alternative outcome options.
- Assessment based on individual development in the area of study.
- Co-operative learning groups.
- Handouts of notes, procedures, processes, diagrams, etc.
- Images and visual aids.
- One-to-one instruction and assistance.

- Reading material modified to student level.
- Study partners.