Unit 02: Sketchbook and Sustained Investigation (Concentration) Journal.

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

Brief Summary of Unit

Rationale and requirements for the keeping of a sketchbook and sustained investigation (concentration) journal by students in the Advanced Placement Studio Art course. The student will understand the role of the sketchbook and journal in developing ideas, skills, aesthetic understandings and personal artistic growth.

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.
	Analyze
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 to develop their drawing, observational and problem solving skills, which will contribute to their artistic and creative growth.
- Critically analyze, describe and evaluate creative works of art in the real world.
- To become independent thinkers who will contribute inventively and critically to their culture through art making.

Essential Questions

- Why is it important to define your ideas in visual as well as written explanations?
- Why is it important to keep sketchbooks and journals?
- Why is observational drawing important?

Essential Understandings

- It is important that an artist continue to draw no matter how adept they may become at it.
- Observational drawing is very important and integral in college portfolios.

- The final version of their commentary is submitted with their portfolio.
- The journal is where the student will keep a record and plan their concentrations in visual as well as written explanations.
- The journal will keep the ideas in chronological order.
- The sketchbook and journal entries are an important and integral part of the artistic process.
- Their commentary is not scored, but provides important information about their work to portfolio evaluators.
- They need to define ideas early so the work they submit has the focus and direction required for sustained investigation (concentration).
- They need to record an account of how their work is evolving.

Students Will Know

- All sketchbook and journal assignments are an expectation and to be completed on time.
- How to chronicle their concentration ideas in a journal.
- How to utilize a sketchbook not only for observational drawing, but also as a journal of their artistic process both in writing and through drawing.
- Observational drawing is important in developing the artist's eye, ability to see and create artwork that communicates meaning.
- The different pencils and other mediums that can be used in the keeping of a sketchbook and journal.

Students Will Be Skilled At

- Observational drawing.
- Writing descriptions of their sustained investigations (concentrations).

Evidence/Performance Tasks

- Complete journal entrees describing their completed concentrations.
- Complete sketchbook rubrics.
- Students will complete observational drawings.

Learning Plan

- Critique and assessment of student sketchbook and journal through teacher/student conference and formal rubric.
- Every week students will choose a sketchbook subject to be drawn. The assignment subject, due date and size will be noted.
- Hand-outs of sketchbooks, concentration journals and drawing media to students
- Journals will be handed in with the appropriate concentration on the due date of the concentration.

- Preview the essential questions and connect to learning throughout the unit.
- Students will answer the given questions concerning their concentrations in their journal.
- Students will hand in sketchbook assignments on the due date.
- Students will keep a journal chronicling their concentrations.
- Students will receive written material concerning the importance of observational drawing.
- Students will receive written material explaining the responsibility and expectations associated with the sketchbook and journal.
- Teacher presentation of prior student sketchbooks and journals.
- Teacher will explain grading process and rubric.

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.