



West Windsor-Plainsboro Regional School District
AP Studio Art
Grades 11-12

Unit 1: Drawing

Content Area: Visual Art

Course & Grade Level: AP Studio Art, Grades 11-12

Summary & Rationale

We believe that the study and creation of art is one of the highest forms of communication. An effective visual arts education should serve as a vehicle that will stir the intellect, imagination and emotions. Advanced placement studio art should provide the opportunity for students to expand their technical skills, and acquire knowledge in visual communication. Training in the visual arts builds discipline and hones the skills of perception. It develops critical and analytical thinking skills. Knowledge of the visual arts is essential to understanding the creative expression of others. It also provides a vocabulary and language that helps interpret visual expressions. Experience in the visual arts develops an appreciation and respect for the creative product of others. The three elements of training, knowledge and experience should equip the student to perform successfully in the portfolio preparation process. The portfolio should allow the student to advance to college level work.

Drawing is the most fundamental of all visual arts experiences. Drawing can be defined as marks on a surface and nearly all art forms require a command of this discipline. A sculptor, printmaker or painter must have basic drawing skills. Drawing has strong interdisciplinary applications and it can be used by students to better understand other subject areas. Learning in the visual arts occurs through the process of training, knowledge acquisition and experience. This process must recognize respect and allow for a variety of learning styles and abilities. The method by which this can be achieved involves listening, observation and production. The learning environment must serve to stimulate and reinforce concepts while fostering creativity. Once the skills have been mastered, the students must be encouraged to expand on their newly acquired skills. Therefore, experimentation is encouraged. The students should explore and expand the normal limits of all drawing and painting media. Studying an advanced drawing and painting course can expose students to career opportunities in visual arts and allied industries. We believe that studying multicultural contributions to the arts will promote a better understanding of cultural similarities and differences in our world.

This unit builds upon students' previous experiences with drawing and skills will be perfected to prepare student portfolios for drawing competitions and advanced portfolios for art schools and colleges

Recommended Pacing

45 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: 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.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
Standard 1.3 Performance: 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	
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.
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.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: 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.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
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.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason

CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Drawing as an art form is not limited to pencil, paper and realistic observational rendering. ● The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. ● Being able to discuss your work will help viewers (especially in critique) understand your artistic process and better enable them to provide constructive criticism. ● When selecting works for a portfolio review, the artist must take the interests/tastes/background of the viewers into consideration. ● Observations of people, places, objects and events can be used as sources of ideas for art making. ● Visual art is a means to express our feelings, ideas and emotions. ● All works are created for a variety of reasons, and that there are many kinds of art work. ● It is acceptable to form and express differing opinions/value judgments about a work of art. ● Viewing, analyzing, and learning about the artwork of historical and contemporary artists can serve to inspire the working artist to higher levels of creativity, personal expression, and skill development ● Writers use words and arrange sentences to communicate; artists utilize the elements and principles of design to create successful art works. ● Developing ones observational skills correlates directly to the improvement of drawing skills. ● Images are often a more effective communicator than words. ● Art elicits personal meaning and emotional responses. ● An artist's inspiration is a blend of experiences and influences. ● During the creative process, students continually reflect and evaluate their artistic decisions. ● While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. ● The process of creating can be as or more meaningful to the artist as the final product. ● Artists often break with established traditions and beliefs to better express what they see and feel. ● There can be a relationship between form and function. ● Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding. ● An artist must be willing to self-evaluate in order to improve. ● Art is a reflection of time, place, culture and environment. ● Creating art develops an appreciation of the world and inspires creative and innovative thought. ● Visual artists make a rich contribution to our culture and art is uniquely intertwined with other disciplines. ● In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience.. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What defines an artwork as a drawing? What defines a drawing as a piece of art? 	

- What are the various materials, tools & techniques of drawing, and how do they influence the artist's expressive ability?
- What role does technology play in drawing as an art form?
- How can the student incorporate what he/she has learned to create drawings that demonstrate the student's growth as an artist?
- How does drawing stand on its own as an art form when it is often considered the basis of all other art forms?
- Can a line convey a feeling?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?

Objectives

Students will know:

- Forms and Space in Composition (A Construction as Model)
 - The construction of a model
 - The interpretation of form and space
 - Accurate representation of the third dimension on a 2-D surface
 - How to compose with interest and accuracy composition
 - Methods of evaluation-The Critique standards
- Complex Composition (Paper on Paper subject)
 - How to compose a well-organized complex composition
 - Ways to better understand the structure of the model
 - How to participate effectively in a cooperative critique
 - How to document the finished work and add it to the Advanced Placement Portfolio standards
- Creating a Fantasy Composition (Insect to Machine Transformation)
 - Research the fundamental structure of a common insect
 - How to produce a structural drawing of the selected insect
 - How to compose the final drawing from experimental studies
 - How to participate effectively in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Composing an Interior Space Drawing
 - How to identify and select an interior space model
 - How to develop a series of preliminary studies
 - How to develop a study into a formal statement
 - How to participate in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Personal Exploration in Composition
 - Experimental drawing media, technique and methods
 - How to develop a composition of personal interest

- How to participate in a cooperative critique
- How to document the work and add it to the Advanced Placement portfolio standards
- Quality refers to the total work of art – the concept, the composition and technical skills demonstrated, and the realization of their intentions.
- Concentration is a body of related works based on an interest in a particular idea expressed visually. It focuses on a process on investigation, growth and discovery in which considerable time, effort and thought has been invested.
- Medium should be limited in the concentration section.
- Breadth refers to experiences and accomplishments in a variety of art forms and techniques.
- Successful works of art in the breadth section require the integration of the elements and principles of design.
- The work in the breadth section should show evidence of conceptual, perceptual, expressive and technical range.
- The quality section is section I and consists of five of the student's best actual drawing pieces in one or more media.
- How to discuss their artistic process in the context of the individual critique of an artwork and in the context of the portfolio review.
- How to utilize information gained in critique sessions to select works for use in a portfolio.
- How to utilize constructive criticism to improve the quality of the portfolio.
- That the concentration section is section II and consists of 12 slides of drawings, some of which may be details, but not recommended.
- That the breadth section is section III and consists of 12 slides of 12 different drawing pieces.
- That works in section I may be submitted in slide form in either section II or section III, but not both.
- That section II and section III may not contain slides of the same work.
- That the works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.
- They may need to complete more breadth assignments than others.
- What is included in the Drawing portfolio rubric and how to identify and evaluate elements in their work that meet the criteria of the assignment/rubric.
- Vocabulary of drawing.
- Mediums and techniques used to create drawings.
- How to produce and organize a drawing
- The rules of perspective drawing
- How to solve problems in composition
- How to conduct a critique
- The drawings of various historical and contemporary artists and the historical importance of drawing and painting
- How to pursue a career path in fine and applied arts
- The expressive quality of line (e.g.; the contour drawing; the cartoon; the use of line to suggest form)
- The importance of sketching to the drawing process (i.e.; sketching technique (thumbnail sketch), pencil control, the use of tonal value to express form and volume)
- The importance of still life study and ways to render a study
- Academic drawing (the use of light and shade to render a realistic representation)
- How to create unity within a drawing (composition) using the principles of arrangement/composition (e.g.; selection, overlap, larger vs. smaller, balance, movement and direction, sharp focus (focal point), positive and negative space considerations).

- Technical drawing (mechanical perspective): One and Two point and Aerial perspective (color and tonal perspective).
- Portraiture—self-portrait (i.e.; proportions and planes of the human head, the details and their light and shade patterns, contour drawing)
- Wash technique (i.e.; the wash drawing—monochromatic pen and ink, opaque vs. transparent (contrast)).
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others.
- The historical context of drawing in art and other disciplines.
- How to use various drawing media to achieve certain styles, feelings, moods and effects.
- How to improve drawing skill through practice; including observation,
- Thumbnail/planning sketches and imaginative drawing.
- The vocabulary of drawing (i.e., value, contour, gesture, perspective, etc.).
- The various drawing media (i.e., pencil, marker, oil pastel, chalk, etc.).
- The proper use and care of drawing materials.
- The rules and procedures that support and sustain a successful classroom/ studio.

Students will be able to:

- Participate in classroom discussion and critiques focusing on drawing.
- Participate in classroom activities involving drawing.
- Evaluate their artwork thru the use of rubrics.
- Successfully complete all three sections of a portfolio.
- Demonstrate the ability to utilize information gained in critiques and understanding of the elements and principles of art to make critical decisions in selecting work for a portfolio review.
- Present a portfolio to an in-house panel of art teachers for review.
- Demonstrate the ability to discuss their artistic process in critique and portfolio review settings.
- Submit a portfolio to the College Board on the appropriate due date.
- Complete all work on the appropriate due dates.
- Demonstrate a depth of investigation and process of discovery through the concentration section.
- Demonstrate a serious grounding in visual principles and material techniques in the breadth section.
- Select the works that best exhibit a synthesis of form, technique and context in the quality section.
- Critique on a regular basis so the student can learn to analyze their work and that of their peers.
- Produce drawings that are properly proportioned
- Correctly model space and form in a drawing
- Blend the rules of composition and arrangement
- Create a more stylized method and to explore mixed media
- Experiment with compositional theories
- Visit art exhibitions to further their study of art
- Create one or more drawings, demonstrating understanding of concepts and techniques.
- Be able to discuss the drawings of an established artist as well as their own and that of fellow classmates.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s), and their key terms and concepts.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Mat and present finished artwork for display.

- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life
- Enjoy and value the drawing process.
- Value the drawings and paintings of other students and professionals.
- Develop a lifelong love of art.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Art of the Western World, Michael Wood, Bruce Cole and Adelheid Gealt Summit Books, New York 1989
- Color, A Complete Guide For the Artist, Ralph Fabri, Watson-Guption Publications, New York 1970
- Form, Space and Vision, Graham Collier, Prentice Hall, Inc., Englewood Cliffs, New Jersey Revised 1985
- The Art of Seeing, Paul Zelanski and Mary Fisher, Prentice Hall, Inc. Englewood Cliffs, New Jersey 1991
- The Eye of the Artist, Jack Clifton, North Light Publishers, Westport, CO 1973
- Varieties of the Visual Experience, Edmond Burke Feldman, Abrams Fourth Edition 1992

Unit 2: Color & Painting

Content Area: Visual Art

Course & Grade Level: AP Studio Art, Grades 11-12

Summary & Rationale

We believe that the study and creation of art is one of the highest forms of communication. An effective visual arts education should serve as a vehicle that will stir the intellect, imagination and emotions. Advanced placement studio art should provide the opportunity for students to expand their technical skills, and acquire knowledge in visual communication. Training in the visual arts builds discipline and hones the skills of perception. It develops critical and analytical thinking skills. Knowledge of the visual arts is essential to understanding the creative expression of others. It also provides a vocabulary and language that helps interpret visual expressions. Experience in the visual arts develops an appreciation and respect for the creative product of others. The three elements of training, knowledge and experience should equip the student to perform successfully in the portfolio preparation process. The portfolio should allow the student to advance to college level work.

This unit continues to develop student's skills in painting and color theory and builds upon his/her work in Painting I and II; preparing students for competitive portfolios for art schools and colleges. Students' studio experiences will include class discussion and critique.

Recommended Pacing

45 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: 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.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Standard 1.3 Performance: 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

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.

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.

1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: 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.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
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.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists create paintings in many ways (technique, medium), and for varying reasons (motivation, message, purpose). ● Artists utilize the elements & principles of design to create successful paintings. 	

- Paintings can be viewed, analyzed and discussed to enhance appreciation and deepen understanding.
- Painting develops an appreciation of the world and inspires creative and innovative thought.
- Developing and building upon one's painting skills through repeated, hands-on, creative practice, contributes to the improvement of painting skills and expression.
- Being able to discuss your work will help viewers (especially in critique) understand your artistic process and better enable them to provide constructive criticism.
- When selecting works for a portfolio review, the artist must take the interests/tastes/background of the viewers into consideration.
- Observations of people, places, objects and events can be used as sources of ideas for painting.
- Visual art is a means to express our feelings, ideas and emotions.
- All works are created for a variety of reasons, and that there are many kinds of art work.
- It is acceptable to form and express differing opinions/value judgments about a work of art.
- Viewing, analyzing, and learning about the artwork of historical and contemporary artists can serve to inspire the working artist to higher levels of creativity, personal expression, and skill development
- Writers use words and arrange sentences to communicate; artists utilize the elements and principles of design to create successful art works.
- Developing ones observational skills correlates directly to the improvement of drawing skills.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding.
- An artist must be willing to self-evaluate in order to improve.
- Art is a reflection of time, place, culture and environment.
- Creating art develops an appreciation of the world and inspires creative and innovative thought.
- Visual artists make a rich contribution to our culture and art is uniquely intertwined with other disciplines.
- In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience

Unit Essential Questions

- Why is understanding the element of color so important to the painter?
- What are the various materials, tools & techniques of painting, and how do they influence the artist's expressive ability?
- What does the role of technology play in painting as an art form?
- How can the student incorporate what he/she has learned to create paintings that demonstrate the student's growth as an artist?

- How can the student transfer/incorporate skills learned using other media (i.e., drawing, photography, printmaking, etc.) into the painting process?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- The use of color in various drawing media
 - Color groups
 - Color mixing principles
 - Color modeling technique
 - Ways to create color harmony
 - Color perspective
 - Historic use of color
- Color Pencil
 - How to use color pencil effectively
 - How to conduct color experiments
 - How to compose in color
 - How to participate in a cooperative critique
 - How to document the finished product and add it to the Advanced Placement portfolio standards
- Pastel as a drawing medium
 - Ways to explore the technical possibilities of pastel
 - How to compose a workable composition in pastel
 - Ways to create focus and impact in pastel
 - How to participate in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Crapas as a painting medium

- Ways to explore the technical possibilities of crayons
- How to compose a workable composition in crayons
- Ways to create focus and impact in crayons
- How to participate in a cooperative critique
- How to document the work and add it to the Advanced Placement portfolio standards
- How to use color in portraiture
 - A review of the fundamentals of drawing a portrait
 - Experimentation in composition and color
 - How to produce a working composition
 - How to use color effectively throughout the composition
 - How to participate in a cooperative critique
 - How to document the portrait and add it to the Advanced Placement portfolio standards
- Color in a traditional Still life
 - A review of fundamental still life drawing
 - The use of drawing to improve composition skills
 - How to effectively use color throughout the composition
 - How to document the painting and add it to the Advanced Placement portfolio standards
- Personal exploration in color composition
 - Exploration in color and painting
 - How to develop a composition of personal interest
 - How to produce a finished work of exhibition quality
 - How to participate in a cooperative critique
 - How to document the painting and add it to the Advanced Placement portfolio standards
- Quality refers to the total work of art – the concept, the composition and technical skills demonstrated, and the realization of their intentions.
- Concentration is a body of related works based on an interest in a particular idea expressed visually. It focuses on a process of investigation, growth and discovery in which considerable time, effort and thought has been invested.
- Medium should be limited in the concentration section.
- Breadth refers to experiences and accomplishments in a variety of art forms and techniques.
- Successful works of art in the breadth section require the integration of the elements and principles of design.
- The work in the breadth section should show evidence of conceptual, perceptual, expressive and technical range.
- The quality section is section I and consists of five of the student's best actual drawing pieces in one or more media.
- How to discuss their artistic process in the context of the individual critique of an artwork and in the context of the portfolio review.
- How to utilize information gained in critique sessions to select works for use in a portfolio.
- How to utilize constructive criticism to improve the quality of the portfolio.
- That the concentration section is section II and consists of 12 slides of paintings, some of which may be details, but not recommended.
- That the breadth section is section III and consists of 12 slides of 12 different painting pieces.
- That works in section I may be submitted in slide form in either section II or section III, but not both.
- That section II and section III may not contain slides of the same work.
- That the works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.

- They may need to complete more breadth assignments than others.
- What is included in the painting portfolio rubric and how to identify and evaluate elements in their work that meet the criteria of the assignment/rubric.
- Vocabulary of painting.
- Mediums and techniques used to create paintings.
- How to produce and organize a painting
- The rules of perspective painting
- How to solve problems in composition
- How to conduct a critique
- The paintings of various historical and contemporary artists and the historical importance of drawing and painting
- How to pursue a career path in fine and applied arts
- The importance of sketching to the painting process
- The importance of still life study and ways to render a study
- How to create unity within a painting (composition) using the principles of arrangement/composition (e.g.; selection, overlap, larger vs. smaller, balance, movement and direction, sharp focus (focal point), positive and negative space considerations).
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others.
- The historical context of painting in art and other disciplines.
- How to use various painting media to achieve certain styles, feelings, moods and effects.

Students will be able to:

- Participate in classroom discussion and critiques focusing on painting.
- Participate in classroom activities involving painting.
- Evaluate their artwork through the use of rubrics.
- Successfully complete all three sections of a portfolio.
- Demonstrate the ability to utilize information gained in critiques and understanding of the elements and principles of art to make critical decisions in selecting work for a portfolio review.
- Present a portfolio to an in-house panel of art teachers for review.
- Demonstrate the ability to discuss their artistic process in critique and portfolio review settings.
- Submit a portfolio to the College Board on the appropriate due date.
- Complete all work on the appropriate due dates.
- Demonstrate a depth of investigation and process of discovery through the concentration section.
- Demonstrate a serious grounding in visual principles and material techniques in the breadth section.
- Select the works that best exhibit a synthesis of form, technique and context in the quality section.
- Critique on a regular basis so the student can learn to analyze their work and that of their peers.
- Produce paintings that are properly proportioned
- Correctly model space and form in a painting
- Blend the rules of composition and arrangement
- Create a more stylized method and to explore mixed media
- Experiment with compositional theories
- Visit art exhibitions to further their study of art
- Create one or more paintings, demonstrating understanding of concepts and techniques.
- Be able to discuss the paintings of an established artist as well as their own and that of fellow classmates.

- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the painting unit lesson(s), and their key terms and concepts.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Mat and present finished artwork for display.
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life
- Enjoy and value the painting process.
- Develop a lifelong love of art.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Mat and present finished artwork for display.
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life
- Enjoy and value the drawing process.
- Value the drawings and paintings of other students and professionals.
- Develop a lifelong love of art.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Art of the Western World, Michael Wood, Bruce Cole and Adelheid Gealt Summit Books, New York 1989
- Color, A Complete Guide For the Artist, Ralph Fabri, Watson-Guption Publications, New York 1970
- Form, Space and Vision, Graham Collier, Prentice Hall, Inc., Englewood Cliffs, New Jersey Revised 1985
- The Art of Seeing, Paul Zelanski and Mary Fisher, Prentice Hall, Inc. Englewood Cliffs, New Jersey 1991
- The Eye of the Artist, Jack Clifton, North Light Publishers, Westport, CO 1973
- Varieties of the Visual Experience, Edmond Burke Feldman, Abrams Fourth Edition 1992

Unit 3: Sculpture

Content Area: Visual Art

Course & Grade Level: AP Studio Art, Grades 11-12

Summary & Rationale

We believe that the study and creation of art is one of the highest forms of communication. An effective visual arts education should serve as a vehicle that will stir the intellect, imagination and emotions. Advanced placement studio art should provide the opportunity for students to expand their technical skills, and acquire knowledge in visual communication. Training in the visual arts builds discipline and hones the skills of perception. It develops critical and analytical thinking skills. Knowledge of the visual arts is essential to understanding the creative expression of others. It also provides a vocabulary and language that helps interpret visual expressions. Experience in the visual arts develops an appreciation and respect for the creative product of others. The three elements of training, knowledge and experience should equip the student to perform successfully in the portfolio preparation process. The portfolio should allow the student to advance to college level work.

During this unit students will study sculpture through art history, art aesthetics, art criticism, and art production. Students will learn the history and practice of various sculptors as they relate to the media of paper, clay, and stone. Sculpture lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluation of the sculptural form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point. Students will learn the additive and subtractive techniques of working with sculptural materials such as paper, clay, and stone. Students will become familiar with well-known sculptors and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those sculptors with whom he/she related to in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the sculpture studio. They will learn to keep materials and equipment neat and in proper working order.

Recommended Pacing

45 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: 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.

1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: 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	
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.
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.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: 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.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
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.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Writers use words and arrange sentences to communicate; sculptures use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Developing and building upon one's sculpting skills through repeated, hands-on, creative practice, contributes to the improvement of expression.
- Being able to discuss your work will help viewers (especially in critique) understand your artistic process and better enable them to provide constructive criticism.
- When selecting works for a portfolio review, the artist must take the interests/tastes/background of the viewers into consideration.
- Observations of people, places, objects and events can be used as sources of ideas for sculpting.
- Visual art is a means to express our feelings, ideas and emotions.
- All works are created for a variety of reasons, and that there are many kinds of art work.
- It is acceptable to form and express differing opinions/value judgments about a work of art.
- Viewing, analyzing, and learning about the artwork of historical and contemporary artists can serve to inspire the working artist to higher levels of creativity, personal expression, and skill development
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding.
- An artist must be willing to self-evaluate in order to improve.
- Art is a reflection of time, place, culture and environment.
- Creating art develops an appreciation of the world and inspires creative and innovative thought.
- Visual artists make a rich contribution to our culture and art is uniquely intertwined with other disciplines.
- In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience.

Unit Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do a sculptor's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should sculptors always know what their work will look like in the end?

- In what ways do people respond to sculpture?
- How do sculptors express their ideas?
- How does a sculptor's skill level improve his/her work?
- Is skill necessary to make a successful sculpture? Can it be taught?
- What does a sculptor gain from going through the creative process?
- In what ways can sculptors distinguish his/her artwork from other artist's work?
- How do the elements guide the creation of sculpture?
- How do the principles guide the creation of sculpture?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does sculpture have to have a function? How are form and function determined?
- Can sculpture really be evaluated?
- What are some of the similarities that exist in all sculpture? In all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- Forms and Space in Composition (A Construction as Model)
 - The construction of a model
 - The interpretation of form and space
 - Accurate representation of the third dimension on a 2-D surface
 - How to compose with interest and accuracy composition
 - Methods of evaluation-The Critique standards
- Complex Composition (Paper on Paper subject)
 - How to compose a well-organized complex composition
 - Ways to better understand the structure of the model
 - How to participate effectively in a cooperative critique
 - How to document the finished work and add it to the Advanced Placement Portfolio standards
- Creating a Fantasy Composition (Insect to Machine Transformation)
 - Research the fundamental structure of a common insect
 - How to produce a structural drawing of the selected insect
 - How to compose the final drawing from experimental studies
 - How to participate effectively in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Composing an Interior Space Drawing
 - How to identify and select an interior space model
 - How to develop a series of preliminary studies
 - How to develop a study into a formal statement
 - How to participate in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Personal Exploration in Composition
 - Experimental drawing media, technique and methods
 - How to develop a composition of personal interest
 - How to participate in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Quality refers to the total work of art – the concept, the composition and technical skills demonstrated, and the realization of their intentions.

- Concentration is a body of related works based on an interest in a particular idea expressed visually. It focuses on a process on investigation, growth and discovery in which considerable time, effort and thought has been invested.
- Medium should be limited in the concentration section.
- Breadth refers to experiences and accomplishments in a variety of art forms and techniques.
- Successful works of art in the breadth section require the integration of the elements and principles of design.
- The work in the breadth section should show evidence of conceptual, perceptual, expressive and technical range.
- The quality section is section I and consists of five of the student's best actual drawing pieces in one or more media.
- How to discuss their artistic process in the context of the individual critique of an artwork and in the context of the portfolio review.
- How to utilize information gained in critique sessions to select works for use in a portfolio.
- How to utilize constructive criticism to improve the quality of the portfolio.
- That the concentration section is section II and consists of 12 slides of 3-D work, some of which may be details, but not recommended.
- That the breadth section is section III and consists of 12 slides of 12 different 3-D pieces.
- That works in section I may be submitted in slide form in either section II or section III, but not both.
- That section II and section III may not contain slides of the same work.
- That the works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.
- They may need to complete more breadth assignments than others.
- What is included in the 3-D portfolio rubric and how to identify and evaluate elements in their work that meet the criteria of the assignment/rubric.
- Vocabulary of sculpture.
- Mediums and techniques used to create sculpture (3-D designs).
- How to produce and organize a painting
- How to conduct a critique
- The sculptures of various historical and contemporary artists and the historical importance of sculpture.
- How to pursue a career path in fine and applied arts
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others.
- The historical context of sculpture in art and other disciplines.
- How to use various sculpting techniques to achieve certain styles, feelings, moods and effects.

Students will be able to:

- Participate in classroom discussion and critiques focusing on sculpting.
- Participate in classroom activities involving sculpting.
- Evaluate their artwork through the use of rubrics.
- Successfully complete all three sections of a portfolio.
- Demonstrate the ability to utilize information gained in critiques and understanding of the elements and principles of art to make critical decisions in selecting work for a portfolio review.
- Present a portfolio to an in-house panel of art teachers for review.
- Demonstrate the ability to discuss their artistic process in critique and portfolio review settings.
- Submit a portfolio to the College Board on the appropriate due date.

- Complete all work on the appropriate due dates.
- Demonstrate a depth of investigation and process of discovery through the concentration section.
- Demonstrate a serious grounding in visual principles and material techniques in the breadth section.
- Select the works that best exhibit a synthesis of form, technique and context in the quality section.
- Critique on a regular basis so the student can learn to analyze their work and that of their peers.
- Produce 3-D works that are properly proportioned
- Experiment with compositional theories
- Visit art exhibitions to further their study of art
- Be able to discuss the sculptures of an established artist as well as their own and that of fellow classmates.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the sculpting unit lesson(s), and their key terms and concepts.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions.
- Develop critical and creative thinking skills.
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment.
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life
- Enjoy and value the sculpting process.
- Develop a lifelong love of art.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

Suggested Resources:

- Art of the Western World, Michael Wood, Bruce Cole and Adelheid Gealt Summit Books, New York 1989
- Color, A Complete Guide For the Artist, Ralph Fabri, Watson-Guption Publications, New York 1970
- Form, Space and Vision, Graham Collier, Prentice Hall, Inc., Englewood Cliffs, New Jersey Revised 1985
- The Art of Seeing, Paul Zelanski and Mary Fisher, Prentice Hall, Inc. Englewood Cliffs, New Jersey 1991

- The Eye of the Artist, Jack Clifton, North Light Publishers, Westport, CO 1973
- Varieties of the Visual Experience, Edmond Burke Feldman, Abrams Fourth Edition 1992

Unit 4: 2D Design	
Content Area: Visual Art	
Course & Grade Level: AP Studio Art, Grades 11-12	
Summary & Rationale	
<p>We believe that the study and creation of art is one of the highest forms of communication. An effective visual arts education should serve as a vehicle that will stir the intellect, imagination and emotions. Advanced placement studio art should provide the opportunity for students to expand their technical skills, and acquire knowledge in visual communication. Training in the visual arts builds discipline and hones the skills of perception. It develops critical and analytical thinking skills. Knowledge of the visual arts is essential to understanding the creative expression of others. It also provides a vocabulary and language that helps interpret visual expressions. Experience in the visual arts develops an appreciation and respect for the creative product of others. The three elements of training, knowledge and experience should equip the student to perform successfully in the portfolio preparation process. The portfolio should allow the student to advance to college level work.</p> <p>Students working on 2-D Design focus will learn what the design, rationale, requirements of this portfolio option. Students will develop skills and understands related to 2-dimensional (2-D) design through examples, experimentation, guest presentations, as well as student and teacher developed design problems. Those students who select this portfolio option will complete a 2-D portfolio which will be reviewed/critiqued by an in-house panel of art teachers to allow students the opportunity to defend and improve their work prior to submission to the College Board for review.</p>	
Recommended Pacing	
45 Days	
State Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: 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.	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
Standard 1.3 Performance: 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	

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.
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.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: 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.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
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.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate

knowledge.

Instructional Focus

Unit Enduring Understandings

- Writers use words and arrange sentences to communicate; designers use line, space, shape, color, value, form, and texture to visually create 2-D works of art.
- Physical representations are often a more effective communicator than words.
- Developing and building upon one's design skills through repeated, hands-on, creative practice, contributes to the improvement of expression.
- Being able to discuss your work will help viewers (especially in critique) understand your artistic process and better enable them to provide constructive criticism.
- When selecting works for a portfolio review, the artist must take the interests/tastes/background of the viewers into consideration.
- Observations of people, places, objects and events can be used as sources of ideas for sculpting.
- Visual art is a means to express our feelings, ideas and emotions.
- All works are created for a variety of reasons, and that there are many kinds of art work.
- It is acceptable to form and express differing opinions/value judgments about a work of art.
- Viewing, analyzing, and learning about the artwork of historical and contemporary artists can serve to inspire the working artist to higher levels of creativity, personal expression, and skill development
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding.
- An artist must be willing to self-evaluate in order to improve.
- Art is a reflection of time, place, culture and environment.
- Creating art develops an appreciation of the world and inspires creative and innovative thought.
- Visual artists make a rich contribution to our culture and art is uniquely intertwined with other disciplines.
- In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience.

Unit Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do a designer's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should designers always know what their work will look like in the end?
- In what ways do people respond to design?
- How do designers express their ideas?
- How does a designer's skill level improve his/her work?

- Is skill necessary to make a successful design? Can it be taught?
- What does a designer gain from going through the creative process?
- In what ways can designers distinguish his/her artwork from other artist's work?
- How do the elements guide the creation of design?
- How do the principles guide the creation of design?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does design have to have a function? How are form and function determined?
- Can design really be evaluated?
- What are some of the similarities that exist in all designs? In all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- Collage (Visual Fantasy)
 - How to develop a theme for a visual fantasy collage
 - How to execute the design theme
 - How to participate in a 2-D critique
 - The historic perspective of collage
 - How to document the collage and add it to the Advanced Placement portfolio standards
- Graphic Design (Multiple-Image Configuration)
 - The importance of graphic design in society
 - How to develop a multiple image design
 - The historic importance of graphic design
 - How to document and prepare the finished product for portfolio presentation standards
- A Visual Vocabulary (Contrasting terms as visual imagery)
 - How visual imagery is used communicate an idea
 - To use visual images to enhance the student's critical thinking skills
 - How to produce a series of contrasting visual terms
 - How to critique an image
 - How to document the finished product and present it in the Advanced Placement portfolio standards
- Design Metamorphosis (Image transformation)
 - How to develop a working design
 - How to critique the design
 - How to document and add to the Advanced Placement portfolio standards
- Personal Exploration in Composition
 - Experimental drawing media, technique and methods
 - How to develop a composition of personal interest
 - How to participate in a cooperative critique
 - How to document the work and add it to the Advanced Placement portfolio standards
- Quality refers to the total work of art – the concept, the composition and technical skills demonstrated, and the realization of their intentions.
- Concentration is a body of related works based on an interest in a particular idea expressed visually. It focuses on a process on investigation, growth and discovery in which considerable time, effort and thought has been invested.
- Medium should be limited in the concentration section.

- Breadth refers to experiences and accomplishments in a variety of art forms and techniques.
- Successful works of art in the breadth section require the integration of the elements and principles of design.
- The work in the breadth section should show evidence of conceptual, perceptual, expressive and technical range.
- The quality section is section I and consists of five of the student's best actual drawing pieces in one or more media.
- How to discuss their artistic process in the context of the individual critique of an artwork and in the context of the portfolio review.
- How to utilize information gained in critique sessions to select works for use in a portfolio.
- How to utilize constructive criticism to improve the quality of the portfolio.
- That the concentration section is section II and consists of 12 slides of 2-D work, some of which may be details, but not recommended.
- That the breadth section is section III and consists of 12 slides of 12 different 2-D pieces.
- That works in section I may be submitted in slide form in either section II or section III, but not both.
- That section II and section III may not contain slides of the same work.
- That the works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.
- They may need to complete more breadth assignments than others.
- What is included in the 2-D portfolio rubric and how to identify and evaluate elements in their work that meet the criteria of the assignment/rubric.
- Vocabulary of design.
- Mediums and techniques used to create 2-D designs.
- How to produce and organize a design
- How to conduct a critique
- The design work of various historical and contemporary artists and the historical importance of design
- How to pursue a career path in fine and applied arts
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others.
- The historical context of design in art and other disciplines.
- How to use various design techniques to achieve certain styles, feelings, moods and effects.

Students will be able to:

- Participate in classroom discussion and critiques focusing on design.
- Participate in classroom activities involving design.
- Evaluate their artwork through the use of rubrics.
- Successfully complete all three sections of a portfolio.
- Demonstrate the ability to utilize information gained in critiques and understanding of the elements and principles of art to make critical decisions in selecting work for a portfolio review.
- Present a portfolio to an in-house panel of art teachers for review.
- Demonstrate the ability to discuss their artistic process in critique and portfolio review settings.
- Submit a portfolio to the College Board on the appropriate due date.
- Complete all work on the appropriate due dates.
- Demonstrate a depth of investigation and process of discovery through the concentration section.
- Demonstrate a serious grounding in visual principles and material techniques in the breadth section.
- Select the works that best exhibit a synthesis of form, technique and context in the quality section.

- Critique on a regular basis so the student can learn to analyze their work and that of their peers.
- Produce 2-D works that are properly proportioned
- Experiment with compositional theories
- Visit art exhibitions to further their study of art
- Be able to discuss the designs of an established artist as well as their own and that of fellow classmates.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the 2-D design unit lesson(s), and their key terms and concepts.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions.
- Develop critical and creative thinking skills.
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment.
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life
- Enjoy and value the design process.
- Develop a lifelong love of art.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

Suggested Resources:

- Art of the Western World, Michael Wood, Bruce Cole and Adelheid Gealt Summit Books, New York 1989
- Color, A Complete Guide For the Artist, Ralph Fabri, Watson-Guption Publications, New York 1970
- Form, Space and Vision, Graham Collier, Prentice Hall, Inc., Englewood Cliffs, New Jersey Revised 1985
- The Art of Seeing, Paul Zelanski and Mary Fisher, Prentice Hall, Inc. Englewood Cliffs, New Jersey 1991
- The Eye of the Artist, Jack Clifton, North Light Publishers, Westport, CO 1973
- Varieties of the Visual Experience, Edmond Burke Feldman, Abrams Fourth Edition 1992

