

Summit Public Schools

Summit, New Jersey

Fine Arts – Summit High School

Length of Course: One Year

AP Studio Art Drawing & Art IV

Course Description:

AP Studio Art allows talented students to create work based on college level courses. Students will submit a portfolio of fifteen to twenty works. There are three possible sections to choose from to create a portfolio: Drawing, 2-D Design, or 3-D Design. All three sections of study are full year, hands-on courses that utilize a wide variety of materials, equipment, and tools. There is a focus on exploration and creativity with an emphasis on in-depth investigation of materials and problem solving.

The AP Studio Art Drawing course will:

- Investigate in-depth the formal elements of drawing, including line, light and shade, rendering form, texture, and composition
- Provide graduated and sequential processes with attention to quality and craftsmanship
- Culminate these activities with a demonstration of an understanding of the inter-relatedness of these elements.

In this course, there will be both qualitative and quantitative expectations which will result in a final portfolio containing a minimum of fifteen images. There are two sections to the portfolio. The first section, Sustained Investigation will be sent into AP College Board through digital submission. Sustained Investigation includes fifteen images that focus on an exploration of a specific visual idea. The second section, Quality, will have the physical art pieces mailed in. The five pieces needed for Quality can be chosen from the student's Sustained Investigation or can be unrelated. These five pieces should reflect the student's best work.

In lieu of AP Art, Art IV is offered to those students who are highly interested in art and have taken all the subsequent classes but who are not interested in creating the specific AP portfolio. Art 4 is an in-depth course that allows students to create college level portfolio pieces and explore themselves as artists in a variety of mediums.

Unit 1 - Fundamentals of the Creative Process

Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products.

Big Ideas: The development of ideas combined with the implementation of the Elements and Principles of Design are the basis for any strong artwork.

- Understanding and mastery of the Elements and Principles of Design is fundamental for success
- Artists must go through the process of developing ideas from conception to fruition
- Artists must explore approaches that show a versatility in technique and an investigation of visual problems.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

What conditions, attitudes and behaviors support creativity and innovative thinking?

What factors prevent or encourage people to take creative risks?

How does collaboration expand the creative process?

How does knowing the contexts, histories and traditions of art forms help us create works of art and design?

Why do artists follow or break from established traditions?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

What role does persistence play in revising, refining and developing work?

How do artists grow and become accomplished in art forms?

How does collaboratively reflecting on a work help us experience it more completely?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><i>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</i></p> <p><i>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</i></p> <p><i>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.</i></p> <p><i>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</i></p> <p><i>1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.</i></p> <p><i>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.</i></p> <p><i>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</i></p> <p><i>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</i></p> <p><i>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.</i></p>	<p>Instructional Focus:</p> <p>AP Only:</p> <p>AP• Sketchbooks: Throughout the course, gather ideas, record, and practice in sketchbooks to further artistic vision. Students will develop their Sustained Investigation ideas through exploration and experimentation.</p> <p>• Sketchbooks: Students will create 15 sketches of possible ideas for Sustained Investigation ideas. Each sketch will have 4 thumbnail drawings that explore the best visual way of communicating their idea through composition, lighting, and perspective.</p> <p><u>AP & Art 4</u></p> <p>• Composition Breakdown - A comprehensive investigation of the rules of composition through the study of Renaissance Art</p> <p>•Mannequin Study: Students will review the standard proportions of the body. Using these measurements, students will create drawings from our life sized mannequins.</p> <p>• Pencil Glass Study: Students will create a pencil still life drawing of different glass objects. They will use previous knowledge of shading and value combined with an understanding of balance and proportion. Objects should be in proportion and a visual balance should be created in the composition of the objects.</p> <p>• White Chalk Glass Study: Students will further explore the glass studies while focusing on light and form. This version</p>

uses black paper and white chalk to do so. The premise is the same, but this time their mark making will also create a visual balance.

- Cloth Study Students: Students will observe drapery that has been lit causing the shadows in the folds to be exaggerated. There are three chalk colors – one to show the light, one to show the shadow, and one to show the midtowns. There will be little to no blending in this project. Students will have to think about the balance from light to dark and the proportion of fold sizes to make an interesting composition. Texture and mark making will be used instead of blending techniques.

- Negative Space Cutouts: Students will focus on the negative space of an object or objects. The assignment will begin with an exercise of drawing the negative space shapes each student sees in their sketchbook. They will then each draw this to proportion on a large paper (5 x 3 ft.) and cut out all of the negative space shapes. Projects will be displayed by hanging and shining a light on them to create a cast shadow on the wall.

- Town Architecture: Each student will pick a building within Summit to draw a piece of. The drawing must show a part of the exterior and interior (i.e. a drawing of a hallway that has a window showing the outside). This project will focus on proportion through depth and students will need to balance their scene.

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
- Rubrics for individualized projects

- Sketchbook assignment grades
- Written reflection and journaling
- Sustained Investigation Presentation

Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
- Students will create their own individualized portfolios based on interest, technique, and exploration
- Work should be display ready

Instructional Strategies

- Interdisciplinary Connections

Developing creative and critical thinking skills to come up with personal ideas

Independent writing, researching, and journaling of ideas

Mathematic skills in measuring and drawing in perspective

- Technology Integration

Google Classroom - tutorials and online activities

Website Design

Photoshop and other Adobe programs

Use of ELMO to demonstrate techniques.

- Media Literacy Integration

	<p>Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student’s own artwork</p> <ul style="list-style-type: none">● Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none">● Act as a responsible and contributing community member and employee.● Attend to financial well-being.● Consider the environmental, social, and economic impacts of decisions.● Demonstrate creativity and innovation.● Utilize critical thinking to make sense of problems and persevere in solving them.● Model integrity, ethical leadership, and effective management.● Plan education and career paths aligned to personal goals.● Use technology to enhance productivity, increase collaboration, and communicate effectively.● Work productively in teams while using cultural/global competence. <div><p>Supports for English Language Learners</p></div>	

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Chaet, Bernard. *The Art of Drawing*. Wadsworth Thomson Learning, 1983.

Chapman, Laura. *Art: Images and Ideas*. Worcester, Mass: Davis Publications, Inc, 1992.

Kaupelis, Robert. *Experimental Drawing*. New York: Watson-Guptill, 1992.

Vieth, Ken. *From Ordinary to Extraordinary*. Worcester, Mass: Davis Publications, Inc, 1999.

Unit 2 - Artistic Identity

<p>Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding</p>	
<p>Big Ideas: Each artist must find their own voice and identity while simultaneously finding their place in relation to art history and the contemporary art world.</p> <ul style="list-style-type: none"> • Artists must strive to make their art unique and original • Artists must have an understanding of art history • Artists must be aware of the contemporary art world 	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?</p> <p>How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is visual art?</p> <p>Where and how do we encounter visual arts in our world?</p> <p>How do visual arts influence our views of the world?</p>	<p>Students will understand that:</p> <p>Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p>

<p>How does art help us understand the lives of people of different times, places and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>	
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><i>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</i></p> <p><i>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</i></p> <p><i>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.</i></p> <p><i>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</i></p> <p><i>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</i></p> <p><i>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</i></p> <p><i>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</i></p> <p><i>1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</i></p>	<p>Instructional Focus:</p> <p><u>AP Only</u></p> <ul style="list-style-type: none"> ● Sustained Investigation Proposal: Students will write a one page paper summarizing their concentration idea. They will need to elaborate on what they are trying to achieve and how they plan to do it. Specific examples should be given. Students must reference artworks and artists that have influenced their work. ● Sustained Investigation Presentation: Halfway through the year, students will create a presentation of their work thus far, their influences, and propose possible future projects. <p><u>AP & Art 4</u></p> <ul style="list-style-type: none"> ● Chelsea Galleries: A class visit will be taken to Chelsea to view a wide range of contemporary art galleries. Students will write a response about a piece of their choice. ● Contemporary Artist Study: Every week, the class will hold discussions and watch videos/slideshows about a different contemporary artist. Students will respond on Google Classroom. ● Art Movement: Students will create an art piece inspired from a famous movement in art history. Students will first research and answer questions about the artists of this period and the overall themes and ideas of the movement. Each student

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.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

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.

will create an original work that is inspired by their movements, ideas or techniques.

- Contemporary Artists: Teacher will assign each student three contemporary artists to give a presentation to the class. The artists chosen will have connections and relevance to the individual student's work

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
- Rubrics for individualized projects
- Sketchbook assignment grades
- Written reflection and journaling
- Sustained Investigation Presentation

Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
- Students will create their own individualized portfolios based on interest, technique, and exploration
- Work should be display ready

Instructional Strategies

- Interdisciplinary Connections

Developing creative and critical thinking skills to come up with personal ideas

Independent writing, researching, and journaling of ideas

The investigation or art throughout time and culture

Arts functional use in different societies

	<p>The development of art alongside historical events</p> <p>Mathematic skills in measuring and drawing in perspective</p> <ul style="list-style-type: none"> Technology Integration <p>Google Classroom - tutorials and online activities</p> <p>Website Design</p> <p>Photoshop and other Adobe programs</p> <p>Use of ELMO to demonstrate techniques.</p> <ul style="list-style-type: none"> Media Literacy Integration <p>Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <ul style="list-style-type: none"> Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community member and employee. Attend to financial well-being. 	

- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

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Unit 3 - Exploration & Investigation

Anchor Standard 2: Organizing and developing ideas. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
Big Ideas: Artists must come to unique and innovative ideas through fearless investigation and exploration. <ul style="list-style-type: none"> Artists can only grow and develop their ideas when they take risks and try new things 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools and equipment?</p> <p>Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p> <p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their</p>	<p>Students will understand that:</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p>

<p>surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>	
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><i>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</i></p> <p><i>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</i></p> <p><i>1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</i></p> <p><i>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</i></p> <p><i>1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.</i></p> <p><i>1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.</i></p> <p><i>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</i></p> <p><i>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</i></p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Sketchbooks: Students will investigate different media and explore many ways to create a work of art. Through sketches and medium experiments, students will create many sketches before actually making a final piece. This process will be used for both their Breath and Concentration portions of their portfolio. ● Bird's Eye/Ant's Eye: Students will take one of their Concentration or Breath ideas and change the perspective. Rather than looking at their subject head on, they will draw either look at it from above or below. ● Motion: Drawing In this project, students will create a drawing that shows a movement. They will look at Marcel Duchamp's Nude Descending a Staircase for inspiration. Students can make sketches or take photos as a visual aid. The student will begin with a drawing of the movement in midway position. He/she will then overlap that drawing and slightly move it to show the beginning of the movement and then another drawing to show the end movement position. In between and overlapping these drawings, each student should create as many drawings he/she feels necessary in between to show the different steps of the movement. Drawings can be realistic, cubist, or have an unfinished "sketchy" look to them. ● Extended Canvas This project involves students coming up with an idea for a painting that has a

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.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

portion of the canvas extend outside the rectangle. Students must develop their idea, building a canvas, and executing that painting.

- Four Color Separation Print: Students will create a print using four layers of transparent ink: Yellow, Red, Blue, and Black. This will allow students better understand color theory and blending by creating a work where they do not physically mix their colors.

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
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Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
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The investigation or art throughout time and culture

	<p>Arts functional use in different societies</p> <p>The development of art alongside historical events</p> <p>Mathematic skills in measuring and drawing in perspective</p> <ul style="list-style-type: none"> Technology Integration <p>Google Classroom - tutorials and online activities</p> <p>Website Design</p> <p>Photoshop and other Adobe programs</p> <p>Use of ELMO to demonstrate techniques.</p> <ul style="list-style-type: none"> Media Literacy Integration <p>Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <ul style="list-style-type: none"> Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> Act as a responsible and contributing 	

community member and employee.

- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
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- Use technology to enhance productivity, increase collaboration, and communicate effectively.
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Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
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Broadcasts		With mentors

Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
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Unit 4 - Critiquing & Editing

Anchor Standard 8: Interpreting intent and meaning.
Anchor Standard 9: Applying criteria to evaluate products.

(Revised July 2020)

Big Ideas: Artists must evaluate their work and edit it through consistent and on-going critical analysis.

- Artists must always be examining their work and interpreting it's meaning
- Artists must reevaluate how their work fits together to move forward.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

What is the value of engaging in the process of art criticism?

How can the viewer "read" a work of art as text?

How does knowing and using visual art vocabulary help us understand and interpret works of art?

How does one determine criteria to evaluate a work of art?

How and why might criteria vary?

How is a personal preference different from an evaluation?

Students will understand that:

People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria.

Areas of Focus: Proficiencies (Progress Indicators)

Examples, Outcomes, Assessments

Students will:

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

1.5.12prof.Re9a: Establish relevant criteria in order

Instructional Focus:

AP Only

- Students will organize their AP Portfolio in a sequential way that is visually pleasing. The portfolio will contain 15 Sustained Investigation slides and 5 quality.
- Students will create a website to highlight their work. This website can be used when applying to art schools and for general publication of their work.

AP & Art 4

- We live in a postmodern society. Define and give examples of postmodernism. Each student will

to evaluate a work of art or collection of works.

1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

describe how his/her work fits into today's movement.

- Periodical written self-assessments
- Group Critique – Students will participate in-group critiques halfway through all major projects in order to give each other feedback and constructive suggestions as they move forward with each of their projects.
- Critique Sheet – Each student will display his/her favorite piece of art that he/she has made this year. Each student is then to fill out a critique sheet about another person's piece.
- Critique Game – Each student must give a written comment to a minimum of three pieces in each of the following categories:
 1. Describe something that is technically successful about this artwork. Consider its use of art elements/principles of design
 2. Give a suggestion to one artwork.
 3. Describe something that had an impact on you emotionally or aestheticallyIn both critique activities, questions will be asked such as: 1. Describe what you see? 2. Describe the composition? Perspective? 3. What leads your eye around from place to place? 4. How is light and shadow used in this piece? 5. Describe any design elements? 6. What specific color choices have been made? 7. Describe the style used by this artist? 8. What titles would you give this artwork? What other things interest you about this artwork? 9. What area or element of the painting could the painter continue to develop? 10. Does this remind you of another artist's work? 11. What emotional qualities does this work portray? 12. What meaning or interpretation do you take from this artwork? 13. Do you have any constructive suggestions to give this artist?

Sample Assessments:

- Weekly grades for classwork, discussions,

	<p>time on task</p> <ul style="list-style-type: none"> • Rubrics for individualized projects • Sketchbook assignment grades • Written reflection and journaling • Sustained Investigation Presentation <p>Projects/Post Assessment:</p> <ul style="list-style-type: none"> • Students identify needs that arise from current situations, and use their skills to meet those needs. • Students will create their own individualized portfolios based on interest, technique, and exploration • Work should be display ready <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Interdisciplinary Connections <p>Developing creative and critical thinking skills to come up with personal ideas</p> <p>Independent writing, researching, and journaling of ideas</p> <p>The investigation or art throughout time and culture</p> <p>Arts functional use in different societies</p> <p>The development of art alongside historical events</p> <p>Mathematic skills in measuring and drawing in perspective</p> <ul style="list-style-type: none"> • Technology Integration <p>Google Classroom - tutorials and online activities</p>
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	<p>Website Design</p> <p>Photoshop and other Adobe programs</p> <p>Use of ELMO to demonstrate techniques.</p> <ul style="list-style-type: none"> Media Literacy Integration <p>Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <ul style="list-style-type: none"> Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social, and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership, and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration, and communicate effectively. 	

- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Chaet, Bernard. *The Art of Drawing*. Wadsworth Thomson Learning, 1983.

Chapman, Laura. *Art: Images and Ideas*. Worcester, Mass: Davis Publications, Inc, 1992.

Kaupelis, Robert. *Experimental Drawing*. New York: Watson-Guptill, 1992.

Vieth, Ken. *From Ordinary to Extraordinary*. Worcester, Mass: Davis Publications, Inc, 1999.

Curricular Addendum

Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and	Interdisciplinary Connections <ul style="list-style-type: none"> • Close Reading of works of art, music lyrics, videos, and advertisements • Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes Technology Integration <u>Ongoing:</u>
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economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

