

AP STUDIO ART 915

5 credits

The advanced placement course is geared primarily, but not exclusively to the student who is seriously considering a college major or a career in the visual arts. A genuine desire and commitment by the student to doing quality work is mandatory. A portfolio with work indicating strong emphasis on drawing, composition, color, mixed media, and 3-D design is required. This portfolio will be submitted to the AP College Board to be evaluated for college credit. A visual journal (sketchbook) is required as an out-of-class assignment that indicates a sustained creative development of an idea of personal interest to the student. The goal of the class is to create a portfolio which will be evaluated based on: quality, concentration, and breadth. The actual portfolio created will be in addition to a college portfolio due at the time the student is applying to college. An AP Art portfolio consists of over 20 slides and is a much larger body of work than the twelve to fourteen slide portfolios that is sent out to colleges. **All students enrolled in AP Studio Art will be required to submit an AP Portfolio in May.**

Scope and Sequence

What should a student know and be able to accomplish?

Course: Advanced Art/AP Art

Full Year Course

| Objectives/Concepts | Topics/Content Delineation | Assessment Ideas What will students do to demonstrate their learning? |
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| <p>Review and distinguish the difference between the fundamental visual concerns and methods for each of the three sections required for submission. Demonstrate a depth of investigation and process of discovery through the Concentration section, the Breadth section, and the Quality section of the portfolio. <i>(MA State Standards 2.16: Create artwork that demonstrates a purposeful use of elements and principles of design to convey meaning and emotion. 4.13: Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary finished work in each medium.)</i></p> <p>Utilize straight observational skills to draw a representational drawing or painting larger than life using hands and feet as subject matter. Apply knowledge of tools and media handling to create the illusion of form and space in their drawing. Create a complex composition within a large scale format utilizing both subject matter and negative space effectively. <i>(MA State Standards 3.11: Demonstrate the ability to portray emotions and personality</i></p> | <p>Develop and refine ideas for expression based on portfolio review and summer works. Demonstrate skills in at least three separate art mediums to express ideas. Work through sequential stages and processes to critique personal work to include in the portfolio. Create a digital portfolio of images of past works to review and revise in order to include in the final submission of a digital portfolio.</p> <p>Develop and evaluate the following terms: composition, illusion of form, shading, contrast, negative space and directional marks within the context of the large drawing. Using viewfinders, mirrors, thumbnail sketches, and choosing</p> | <p>Summer work critique and review Sketchbook review and generating ideas AP Portfolio Introduction Power Point Accessing the AP Studio Art website for personal review <i>21st Century Skills: Information Literacy of Digital Age: The ability to evaluate information across a range of media; recognize when information is needed; locate, synthesize, and use information effectively; and accomplish these functions using technology, communication, networks, and electronic resources.</i></p> <p>Introduction to various artists and a variety of tools to depict Hands and Feet Critique of compositions and rough draft ideas Student directed critique based on in progress works and student directed focus on various media and exploration of</p> |

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| <p><i>through the rendering of physical characteristics in two and three dimensional work. 4.14: Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles. 4.15: Demonstrate the ability to draw from other disciplines in the creation of a body of work.</i></p> <p>Express an idea throughout a series of pages in a Folding Book format. Students will observe their classmates works in order to interpret what the artist was trying to say in relation to form, context, and purpose. Students will reflect analytically on various interpretations as a means for understanding and evaluating works of visual art. <i>(MA State Standards: 5.12: Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art. 4.15: Demonstrate the ability to draw from other disciplines in the creation of a body of work.)</i></p> <p>Create a series of drawings based on: blind contour, contour line, crosshatching, gesture drawing and straight observation using the human form. Students will be able to distinguish the difference of using line to create the illusion of form versus using value and shading to create the illusion of form. Students will use each other as references and models. <i>(MA State Standards: 4.9: Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings. 4.11: Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time.)</i></p> <p>Go back in time and imagine yourself as a famous artist during a particular art movement. Create a dynamic self-portrait large as life using the techniques from one of the following art movements: Fauvism, Pop Art, Grid Painting, Flemish painting, Impressionism, or Surrealism. Based on art movements students will research a particular historical period of art and recreate a self-portrait using the exact style, methods, color palette, and objects traditionally depicted during that time in history. <i>(MA State Standards: 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form. 5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.)</i></p> <p>Create a series of twelve pieces of works to submit for the Concentration portion of the portfolio. Express a constant theme, demonstrating a depth of investigation and process of discovery through the Concentration section. A concentration is a body of related works, called a "concentration." A concentration is a body of related works based on an individual's interest in a particular idea expressed visually. It focuses on a process of investigation, growth, and discovery. It is not a selection of a variety of works produced as solutions to class projects, or a collection of works with differing intents. Students are free to work with any idea in any medium. However, the concentration should grow out of a plan of action or investigation. <i>(MA State Standards: 3.12: Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas.)</i></p> <p>The term quality, though elusive, can be used to express the excellence of a work of art. Quality refers to the total work of art -- the concept, the</p> | <p>appropriate media to convey the idea to the viewer.</p> <p>Using the folding book to develop an idea that must be carried out visually in order to make the viewer feel a particular emotion. We will look at Artist's altered books, how to create emotion in visual images, color theory and appropriate use of media and technique.</p> <p>Understand the vocabulary associated with figure drawing and the types of lines used to describe movement as well as structure. Apply the correct proportions and foreshortening to the figure in relation to the space surround the figure.</p> <p>Differentiate between various art movements through research and presentation of final piece. Color palette choices and differences between oil and acrylic paints. Under painting, glazing, and correct procedure to stretch a canvas. Discuss the meaning of symbolism and visual metaphors found in various artwork and self-portraiture within the historical time periods.</p> <p>Plan and organize a topic to investigate through a series of twelve artworks. In this section, the student is asked to show, in depth, a personal commitment to a specific visual idea or to a particular mode of working. Students are to present an aspect of their work or particular project in which they have invested considerable time, effort, and thought. In this section, the evaluators are interested not only in the work presented, but also in visual evidence that the student has thought out and pursued a particular project or way of working; the work should show the evolution of an idea or a process of investigation.</p> <p>Looking at work to determine how quality is measured by AP standards. Look for works within</p> | <p>techniques and tools <i>21st Century Skills: Information Literacy: determine what is known and what is needed for problem solving, Identify different sources of information, including text, people, video, audio, and database.</i></p> <p>Introduction to artist's books Power Point and statement of intent Research and student/teacher conferences to discuss the idea for the project Final critique and presentation as well as exhibition <i>21st Century Skills: Inventive Thinking: Risk taking and Higher-Order Thinking and Sound Reasoning.</i></p> <p>Leonardo da Vinci's figure drawings Skeletal figure studies and proportional studies Gesture and line demonstration Homework in sketchbook and direct studies Final line drawing using model for extended period of time <i>21st Century Skills: High Productivity: Prioritizing, planning, and managing for results.</i></p> <p>Library research Discussion and presentations from students on the art movement they chose as well as the artist they chose Canvas stretching demonstration Color palette and oil paint demonstration Rough draft layout with in progress critique Final exhibition <i>21st Century Skills: Effective Communication: generate meaning through exchanges using a range of contemporary tools, transmissions, and processes.</i></p> <p>Students Are asked to respond to the following: Define the nature of your investigation and how you plan to execute your specific visual thoughts. Write an artist statement using the guidelines set forth by AP Central. Discussion of Concentration thesis statements and time line given to each student. <i>21st Century Skills: Inventive thinking: self-direction ability to set goals related to learning to plan for the achievement of those goals, independently manage time and effort, and independently assess the quality of learning experience and any products that result from the experience.</i></p> <p>Group Critiques along with digital portfolio review with teacher and student one on one. Compare works and strength on portfolio based on past works and how they relate to one</p> |
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| <p>composition and technical skills demonstrated, and the realization of the artist intentions. It can be found in very simple as well as elaborate works. Students are asked to define their idea of quality through careful selected examples of their own work -- work that succeeds in its own way. For this section of the portfolio, students are asked to select examples of their own work in which the evaluator's will recognize quality and will perceive that these works developed the students intentions, both in concept and execution.</p> <p>Breadth section consists of students submitting 12 pieces of work that demonstrate a serious grounding in visual principles and material techniques. Students must show proficiency in a variety of tools, media and techniques while balancing the works chosen to provide the evaluator their knowledge of the elements and principles of design. The Breadth section shows the range of experimentation and experience in drawing. It is presented as 12 images, each of which shows a different work. In addition to its quality, each work is scored on the degree to which it actually shows a variety of approaches to drawing. <i>(MA State Standards: 5.11: Analyze a body of work. 5.10: Critique their own work, work of peers, and the work of professional artist, and demonstrate an understanding of the formal contexts of the works.)</i></p> | <p>the student's portfolio that students chose to submit and allow for other students to give their input on the success of the work. Students will need to be numbering and categorizing their own work throughout the portfolio process.</p> <p>Review all previous work with evaluation sheets and scoring guidelines associated with the AP portfolio. Students must eliminate works that do not score well in particular areas and look at a variety of AP portfolios with scores that they received as well as become evaluators themselves. Define and locate the elements and principles of design within the context of each category for each of the works chosen for submission to the portfolio</p> | <p>another.</p> <p>Evaluate and critique body of work Create a list of works in all sections Review a body of work from each of the four scoring guidelines along with the three formal sections of the portfolio <i>21st Century Skills: High Productivity and Effective Communicator</i></p> |
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