

# AP STUDIO ART 2-D DESIGN

LENGTH OF TIME: 1 semester every other day for 90 minutes

GRADE LEVEL: 9-12

## COURSE STANDARDS:

Students will:

1. Explore contemporary artists and their techniques. Content Standard 1, Content Standard 6, (M1f, E5a).
2. Explore an advanced level of painting techniques and incorporate various mathematical and language arts concepts into their work. Content Standard 1, Content Standard 6, (M2a).
3. Understand Graphic Design, Visual Communications, and Advertising as it applies to two-dimensional design and psychology. Content Standard 1, Content Standard 6, (E2b,E4b, M2j).
4. Explore an advanced level of drawing concepts as they relate to mathematical and language arts concepts. Content Standard 1, Content Standard 6, (M2a).
5. Produce a body of artwork that explores contemporary issues related to culture, society, politics, and economics. Content Standard 4, (E2b,E5b).
6. Produce a multimedia presentation focusing on a body of artwork containing a specific theme. Content Standard 6, (A1c,A2a, A2c, A3c,E2c,E3b,E3c).
7. Learn how to critique and evaluate works of art. Content Standard 3, Content Standard 5, (A2a).
8. Critique their work and work of others. Content Standard 5, (E3b)
9. Learn the elements and principles of design and how to apply them to design, drawing, painting and digital artwork. Content Standard 2, Content Standard 3, (M2a).
10. Learn how to apply the concepts of digital art towards creating works of art. Content Standard 1 Content Standard 3 and Content Standard 4, ( M3a, E2f)
11. Learn how to critically analyze works of art using a critical analysis format. Content Standard 3, Content Standard 5, (E3b).

## RELATED NEW STANDARDS:

- A The student conducts projects involving at least two of the following kinds of problem solving each year and, over the course of high school, conducts projects involving all three kinds of problem solving.
- Design a Product, Service, or System: Identify needs that could be met by new products, services, or systems and create solutions for meeting them.
  - Improve a System: Develop an understanding of the way systems of people, machines, and processes work; troubleshoot problems in their operation and devise strategies for improving their effectiveness.

- Plan and Organize an Event or an Activity: Take responsibility for all aspects of planning and organizing an event or activity from concept to completion, making good use of the resources of people, time, money, and materials and facilities.

Each project should involve subject matter related to the standards for English Language Arts, and/or Mathematics, and/or Science, and/or other appropriate subject content.

A1c The student plans and organizes an event or an activity; that is the student:

- Develops a planning schedule that:
  - is sensible in terms of the goals of the event or activity;
  - is logical and achievable;
  - reflects research into relevant precedents and regulations;
  - takes account of all relevant factors;
  - communicates clearly so that a peer or colleague could use it;
- Implements and adjusts the planning schedule in ways that:
  - makes efficient use of time, money, people, resources, facilities;
  - reflect established priorities;
  - respond effectively to unforeseen circumstances;
- Evaluates the success of the event or activity using qualitative and/or quantitative methods;
- Makes recommendations for planning and organizing subsequent similar events or activities.

A2a The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter; that is, the student:

- Organizes the presentation in a logical way appropriate to its purpose;
- Adjusts the style of presentation to suit its purpose and audience;
- Speaks clearly and presents confidently;
- Responds appropriately to questions from the audience;
- Evaluates the effectiveness of the presentation and identifies appropriate revisions for a future presentation.

A2c The student develops a multimedia presentation, combining text, images, and/or sound; that is, the student:

- Selects an appropriate medium for each element of the presentation;
- Uses the selected media skillfully, including editing and monitoring for quality;
- Achieves coherence in the presentation as a whole;
- Communicates the information effectively, testing audience response and revise the presentation accordingly.

A3c The student uses word-processing software to produce a multi-page document; that is, the student:

- Uses features of the software to create and edit the document;
- Uses features of the software to format the document, including a table of contents, index, tabular columns, charts, and graphics;
- Uses features of the software to create templates and style sheets for the document.

E2b The student produces a response to literature that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
- Advances a judgment that is interpretive, analytic, evaluative, or reflective

- Support judgments through references to the text, references to other works, authors, or non-print media, or references to personal knowledge
- Demonstrates an understanding of the literary work through suggesting an interpretation;
- Anticipates and answers a reader's questions
- Recognizes possible ambiguities, nuances, and complexities
- Provides a sense of closure to the writing

E2c The student produces a narrative account (fictional or autobiographical) that:

- Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events)
- Creates an organizing structure
- Includes sensory details and concrete language to develop plot and character
- Excludes extraneous details and inconsistencies
- Develops complex characters
- Uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions
- Provides a sense of closure to the writing

E2f The student produces a reflective essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Analyzes a condition or situation of significance;
- Develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- Creates an organizing structure appropriate to purpose and audience;
- Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- Provides a sense of closure to the writing.

E3b The student participates in group meetings, in which the student:

- Display appropriate turn-taking behaviors
- Actively solicits another person's comment or opinion
- Offers own opinion forcefully without dominating
- Responds appropriately to comments and questions
- Volunteers contributions and responds when directly solicited by teacher or discussion leader
- Gives reasons in support of opinions expressed
- Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions
- Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)
- Divides labor so as to achieve the overall group goal efficiently

E3c The student prepares and delivers an individual presentation, in which the student:

- Shapes information to achieve a particular purpose and to appeal to the interest and background knowledge of audience members;
- Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- Uses notes or other memory aids to structure the presentation;
- Develops several main points relating to a single thesis;
- Engages the audience with appropriate verbal cues and eye contact;
- Projects a sense of individuality and personality in selecting and organizing content, and in delivery.

E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message of thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- Adding or deleting details
- Adding or deleting explanations
- Clarifying difficult passages
- Rearranging words, sentences, and paragraphs to improve or clarify meaning
- Sharpening the focus
- Reconsidering the organizational structure
- Rethinking and/or rewriting the piece in light of different audiences and purposes.

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is the student:

- Makes thematic connections among literary texts, public discourse, and media
- Evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements
- Analyzes the characteristics of literary forms and genres
- Evaluates literary merit
- Explains the effect of point of view
- Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles
- Interprets the effect of literary devices such as figurative language, allusion, diction, dialogue, description, symbolism;
- Evaluates the stance of a writer in shaping the presentation of a subject
- Interprets ambiguities, subtleties, contradictions, ironies, and nuances
- Understands the role of tone in presenting literature (both fictional and non-fictional)
- Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them

E5b The student produces work in at least one literary genre that follows the conventions of the genre.

M1f Compares numbers using order relations, differences, ratios, proportions, percents, and proportional change.

M2 The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

M2a Model situations geometrically to formulate and solve problems.

M2j Investigates geometric patterns, including sequences of growing shapes.

- M3 The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:
- M3a Models given situations with formulas and functions, and interprets given formulas and functions in terms of situation.

#### NATIONAL VISUAL ART STANDARDS

Content Standard 1- Understand and apply visual arts media, techniques, and processes.

Content Standard 2- Use knowledge of visual arts structures and functions.

Content Standard 3- Choose and evaluate a range of subject matter, symbols, and ideas.

Content Standard 4- Understanding the visual arts in relation to history and cultures.

Content Standard 5- Reflect upon and assess the characteristics and merits of their work and the work of others.

Content Standard 6 – Make connections between visual arts and other disciplines.

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstrating the ability to think and respond creatively (Course Standard 1,2,3)
2. Demonstrating the ability to respond critically to work of art, in writing and orally, using the critical analysis format (Course Standard 1,5,6,7);
3. Developing art works that are sculptural in nature that include subtractive and additive concepts (Course Standard 2,3,4);
4. Demonstrating the ability to meet all expectations, criteria, and objectives for each lesson at a proficient level (Course Standard 2,3,4);
5. Demonstrating excellent craftsmanship and precise technical skills (Course Standard 2,3,4);
6. Developing a vocabulary related to sculptural processes and their properties as applicable in each unit of study (Course Standard 1,5,6,7);
7. Demonstrating manipulative and organizational skills in art performance appropriate for his or her level (Course Standard 2,3,4,5);
8. Applying knowledge of art criticism aesthetics, studio, and art history in the creation and discussion of the artwork (Course Standard 1,5,6,7);
9. Maintaining a portfolio of work completed for each unit of study (Course Standard 2,3);
10. Completing self-assessment (performance, creative growth and development, problem solving ability, and craftsmanship of work) (Course Standard 1,7,8,11)
11. Participating in additional assessments will include quizzes, test, class work, homework, journals, class participation, and teacher observation/assessment (Course Standard 1,7,8,11,12);
12. Demonstrating effective use of class time (Course Standard 9).

#### DESCRIPTION OF COURSE:

The primary focus of this course is to produce a diverse and comprehensive body of work that will be submitted in portfolio form to the Advanced Placement College Board. In order to achieve these goals, students will undergo a rigorous program that will instruct

them to create a breadth of artwork consisting of a variety of media, styles, techniques and subject matter. The second half of the student portfolio will consist of the student's concentration which is a visually uniform body of work that the student selects and develops based on their experience during the breadth. Student Qualifications: Students must successfully complete Drawing, Painting & 2-D Design I, II, and Studio Art. Students are strongly encouraged to take Studio Art along with AP in order to be in the studio producing everyday.

#### TITLES OF UNITS:

1. Explore and make political, social, cultural, and economic connections to the history of Photo-realism and the Photo-realist artists such as:
  - ◆ Reverse mechanical drawing- Week 1
  - ◆ Still-life using monochromatic colors- Week 2-3
  - ◆ Neutral tone paper drawing- Week 4
  - ◆ Graphic Design Printmaking- Week 5
  - ◆ Digital Graphic Radial design- Week 6
  - ◆ Digital typography- Week 7
  - ◆ Digital photography- Week 8
  - ◆ Perspective- Week 10-11
  - ◆ Realism Painting- Week 12-13
  - ◆ Abstraction- Week 14-15
  - ◆ Self-Portrait/Identity Project- Week 16-17
  - ◆ Preliminary concentration- - Week 18
  - ◆ 12 – 16 Works of art with an individual focus and concentration- Week 18-30
  - ◆ Portfolio preparation - Week 32-33
  - ◆ Multimedia presentation preparation- Week 34-35
  - ◆ Critical Analysis/Studio- Week 36-39

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Cooperative Learning
2. Group Activities
3. Classroom climate influence learning
3. Individual Activities
4. Self-directed learning
5. Demonstrations
6. Research
7. Writing
8. Projects

#### MATERIALS:

1. Teacher made resources
2. Student made resources
3. Videos
4. Reference books
5. On-line resources

6. Computer programs such as Adobe Photoshop, Adobe Illustrator, Adobe In-Design, Microsoft PowerPoint.
7. Applicable computers that will support software and student work.
8. Various drawing and painting materials; watercolor paint, paper, drawing pencils, drawing paper, acrylic paint, paper and brushes.
9. Gatto, J. & Porter, A., (2000). *Exploring Visual Design* Worcester, Massachusetts, Davis Publications Inc.
10. Heller, Nancy G., (1987). *Women Artists*. New York, Abbeville Press.
11. Janson, H.W., (1986). *History of Art* New York, Harry N. Abrams, Incorporated.
12. Kleiner, Fred S., Mamiya, Christin, J. Tansey, Richard G.. (2001). *Gardner's Art Through The Ages* Fort Worth, Harcourt College Publishers.

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Guest speakers/artists
2. Teachers from other disciplines
3. Museum/Gallery visitations

#### PORTFOLIO DEVELOPMENT:

1. Students will prepare a comprehensive portfolio to reflect both a breadth and concentration of artwork.
2. Students will prepare individual portfolios to reflect specific needs for college applications.

#### METHODS OF EVALUATION:

1. Teacher assessment
2. Student assessment
3. Worksheets
4. Problem- solving activities using rubrics
5. Individual projects
6. Group participation and Group projects
7. Students will be assessed on their writing ability using a rubric
8. Students will be assessed on their artistic ability using a rubric.

#### INTEGRATED ACTIVITIES:

-Reading activities will focus on artists, techniques, processes, in addition to various art history movements.

-Writing activities will include critiques, reports and artist's statements.

-Math activities regularly applied throughout projects will incorporate measuring and calculating size and proportions.