

KINGSWAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: Advanced Placement Studio Art: 2D Design

CORE CONTENT: Art DATE ADOPTED: 09/05

GRADE: 11-12 DATE REVISED: 08/12

I. COURSE ORGANIZATION

Length: One Year

Credits: 5

Periods Per Week: 5

Weighted: 10%

Prerequisite: Two years of art and teacher recommendation

II. COURSE DESCRIPTION

Advanced Placement Art is designed for students who are seriously interested in art and are looking to pursue art beyond high school. AP Art emphasizes critical decision-making in art and the development of technical skills, as well as encourages independent and creative thinking. The class will focus on developing a portfolio that will be sent out for grading in May. This class is open only to juniors and seniors with at least two years of art. Students will choose to complete a 2D design portfolio, a 3D design portfolio, or a drawing portfolio. Students may receive college credit for this course based on the score they receive on the AP exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

III. DISTRICT MISSION

The mission of the Kingsway Regional School District is to prepare all students to maximize their potential as lifelong learners and productive members in a complex society by ensuring the use of an integrated curriculum including advanced technologies and a broad range of cultural and community resources. To achieve this mission, the Board of Education, parents, staff, and others work together to formulate policy, evaluate programs, chart new directions, and implement the best instructional practices.

IV. ART MISSION

The major objective of the Art program is to provide courses that range in interest and ability level for students learning to draw to students preparing a portfolio for college entrance. In addition to the traditional art training, computer technology will be integrated in all available areas of the art curriculum. Art is an integral part of every facet of our daily lives. It becomes virtually impossible to touch or see an object that was not designed or planned by an artist—from the clothes you wear, the house in which you live, or the car you drive. Art should be an integral part of all students' educational curriculum to enrich and give them a deeper understanding of the world around them. Art can be a universal language. Students develop a feeling of self-satisfaction and personal achievement when working experimenting, and problem solving in the arts. Students will learn and practice procedures that will enable them to function successfully and enrich their careers and daily lives.

V. COURSE LEVEL OUTCOMES

- A. **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, theater, and visual art.
- B. **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.
- C. **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, theater, and visual art.
- D. **1.4-Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art.
- E. **8.1-Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- F. **8.2-Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
- G. **9.1-21st-Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- H. **9.3-Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

VI. COURSE LEVEL ASSESSMENTS

Students are evaluated regularly through a variety of procedures. During instruction, teachers use observation and varied questioning techniques to monitor student behavior and check for understanding. Class projects constitute 50% of the marking period grade. The other 50 % of the marking period grade is based on assessments such as class participation and use of open lab time. Occasionally, quizzes and written assignments are required due to the nature of the subject matter.

VII. POSSIBLE ASSESSMENT TASKS

Methods to be utilized may include but are not limited to the following:

Projects	Written assignments
Observation	Class work
Class participation	Presentation
Written or oral quizzes	

VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Quarters One through Four

Ongoing Projects

1. Sketchbook
 - a. Medium and supplies: varies with each assignment
 - b. Homework assignments will be completed and turned in once a week
2. Visual journal
 - a. Medium and supplies: varies with each assignment
 - b. Subject matter: drawings, clippings, collage, writings will be collected once a week
3. Photo documentation
 - a. Medium and supplies: 35mm camera, slide film, backdrops, slide sheets, lights
 - b. Subject matter: student artwork in preparation for AP portfolio

Concepts:

- Documentation of how process of ideas develops
- Purpose of thoroughly planning an idea and then executing it properly
- Documentation of student's work throughout the course of the year
- Presentation of work for college admission or AP review

Quarter One

A. Introduction (1 week)

1. Collection and critique of summer assignments
2. Overview of class and AP Exam
3. Course grading and expectations

Concepts:

- In order to be successful, the art student will need to be self-motivated and self-disciplined.
- Critique and analysis of artworks is an essential component of artistic growth.

B. What is Design? (1 week)

1. Elements of art: line, light, color, form, texture, space
2. Principles of design: balance, emphasis, repetition, movement, variety and unity
3. Quiz

Concepts:

- Students should recognize aesthetics and principles of design in artworks.

C. Art History (2 weeks)

1. Artist research projects
 - a. Use books and Internet to research selected artist
 - b. Give a presentation to class
 - c. Quiz on presentations
 - d. Create a work in the style of chosen artist
2. Twentieth century art movements
 - a. Lectures on forms and origins of modern art
 - b. Tests on various art movements

Concepts:

- A firm knowledge of artists and the history of art can inform and enliven an individual's artistic processes.

D. Line (3 weeks)

1. Group drawings
2. Contour drawings
3. Line design on an everyday object
 - a. Medium and supplies: pencil, Sharpie marker, object such as shoe, chair, lamp, etc.
 - b. Subject matter: line design and/or text
4. Monoprint
 - a. Medium and supplies: plexiglass, printing press, ink, brush, paper, water tub
 - b. Subject matter: all-over pattern, linear design, or buildings

Concepts:

- Even the simplest of elements, line, can be utilized to create works of art.
- Line can be used throughout a variety of media and contexts.

E. Light/Form (2 weeks)

1. Still life drawing showing contour and mass
 - a. Medium and supplies: pencil, charcoal, pastel, colored paper, and newsprint
 - b. Subject matter: still life with lighted objects
2. Collage of life drawings and photographs
 - a. Medium and supplies: digital camera, pencil, charcoal, pastel, marker, paper, board
 - b. Subject matter: body parts
3. Image makeover—3D to 2D
 - a. Medium and supplies: object, digital or 35mm camera, paper
 - b. Subject matter: still life object photographed and rearranged

Concepts:

- An understanding of light and form are essential to the fine artist.

Quarter Two

A. Color (3 weeks)

1. Cubist still life
 - a. Medium and supplies: colored paper, oil pastels
 - b. Subject matter: fruit and/or vegetables, fabric

2. Abstract portrait
 - a. Medium and supplies: acrylic paint, pencil, marker
 - b. Subject matter: portrait of a classmate

Concepts:

- Color can be utilized to create mood, harmony, or other effects in an artwork.
- In abstract works of art, color can be a unifying element.

B. Space (2 weeks)

1. Positive/negative overlapping shape design
 - a. Medium and supplies: black and white tempera paint, illustration board, pencil
 - b. Subject matter: geometric shapes
2. Monoprint collage/photocopy transfer – **Benchmark Assessment**
 - a. Medium and supplies: photocopied pictures, paint, paper, printing press, wintergreen oil, colored vellum, pastels
 - b. Subject matter: family/heritage

Concepts:

- Black and white contrast within shapes illustrates the strength of pure space in design.
- Space can be utilized to illustrate the relationships between elements in artwork, such as family members in a work about heritage.

C. Texture (3 weeks)

1. Mosaic/collage
 - a. Medium and supplies: cut and torn paper, scissors, glue
 - b. Subject matter: self-portrait, social theme
2. Text as texture
 - a. Medium and supplies: pencil, paper, eraser, acrylic paint, marker, colored pencil
 - b. Subject matter: a written account of a memorable event

Concepts:

- Texture can be used to illustrate facets of personality or social issues.
- Text in itself can be texture in an artwork.

D. Concentration Preparation (1 week)

1. Look at examples of concentrations done by other artists
2. Submit proposals for concentration ideas
3. Choose concentration topic and start thumbnail sketches

Concepts:

- Development as an artist includes being able to narrow the scope of your artistic endeavors in order to achieve success.

Quarter Three

A. Work Based on Social Themes/Commentary (4 weeks)

1. Period illustration
 - a. Medium and supplies: acrylic paint, canvas, wood
 - b. Subject matter: illustrate a period in ancient history using symbolism
2. Woodcut poster
 - a. Medium and supplies: linoleum blocks, carving tools, ink, printing paper
 - b. Subject matter: create a poster describing an event in modern American History (since 1950) using the techniques of the German Expressionist Printers

Concepts:

- Artworks can illustrate events or moments in time through symbolic references.
- Artworks may comment on social or political events through symbolism or artistic style.

B. Concentration Production (5 weeks)

1. Develop ideas for individual concentration
2. Submit one piece a week for grading
3. Participate in group critiques of concentration projects

Concepts:

- Individual development occurs through the ongoing production of artwork.
- Discussing differing types of artwork with peers and having a positive critique atmosphere creates a learning community that supports artistic growth.
- Narrowing the scope of your artistic vision is necessary for success.

Quarter FourA Concentration Production—continued (3 weeks) - **Benchmark Assessment**

1. Continue working on projects for concentrations
2. Complete and photograph work for AP portfolio
3. Write paper explaining concentration methods and discoveries

Concepts:

- Documentation of your artistic process is important for success as an artist and to market yourself later on in life.
- Reflecting on your artistic process through writing is a valuable tool to examine your own methods and discover ways to improve.

B. Complete AP Portfolio/Exam (1 week)

1. Label all slides and work
2. Send out for grading

Concepts:

- Documentation of your artistic process is important for success as an artist and to market yourself later on in life.
- Becoming an artist involves being responsible for submitting work correctly and on time.

C. Visual Non-Traditional Journal (2 weeks)

1. Exploration of student-based question
2. Materials and size may vary

Concepts:

- Positive self-reflection enhances improvement as artists.

D. Community Art Project for School (3 weeks)

1. Medium and supplies: latex paint, various other materials
2. Subject matter: decided on by student panel

Concepts:

- Being part of a community such as a school can enrich the life of the artist, as well as beautify the environment.

IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

Resource Center—A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

Inclusion—Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

Enrichments—Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher’s resource guide of the approved textbook series.

X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

Visual and Performing Arts	Science	21 st Century Life and Careers <ul style="list-style-type: none"> • Study of Contemporary Art • Preparing for a career as an artist
Health/Physical Education	Social Studies <ul style="list-style-type: none"> • Creating artworks reflecting on social events and making social commentary 	Language Arts Literacy <ul style="list-style-type: none"> • Journaling/Self-Reflection
Mathematics	World Languages	Technology <ul style="list-style-type: none"> • Use of internet for research • Electronic Portfolio

XI. MATERIALS/TECHNOLOGY

- A. www.collegeboard.com for AP class and submission of Electronic Portfolio
- B. Various art supplies, tools, and equipment located in art rooms
- C. Field trips – if applicable to the curriculum
- D. Internet to explore careers, art techniques, contemporary art, art history, etc.
- E. Computers, printers, digital cameras, scanners, and Adobe software