

KINGSWAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: Advanced Placement Studio Art: 3D Design

CORE CONTENT: Art **DATE ADOPTED:** 08/07

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:

 - Recognize aesthetics in drawing and the principles of design
 - Understand the AP Drawing exam requirements
- B. Art History (2 weeks)
 1. Artist research projects
 - a. Use books and Internet to research selected contemporary 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:

- Develop an understanding for 20th century art movements and artists
- Research and present a contemporary artist

C. Introductory Projects (3 weeks)

1. Tea Set
 - a. Medium and supplies: clay, glaze, sharpie marker
 - b. Subject matter: create a unique tea set with a tea pot and four tea cups
2. Family tree
 - a. Medium and supplies: photocopies of old family photos, printing press, wintergreen oil, rubbing alcohol, plaster, paint, cardboard
 - b. Subject matter: interpretive family tree—print photos with drawings over top

Concepts:

- Develop good craftsmanship with the given materials
- Attention to detail
- Ability to create a solid composition based on the principles of design
- Apply symbolism to create deeper meaning in his/her own artwork

D. Light/Form (3 weeks)

1. Bones sculpture
 - a. Medium and supplies: plastercraft, newspaper, wire armature
 - b. Subject matter: zero in on a section of a life-size skeleton
2. Skin sculpture
 - a. Medium and supplies: terra cotta clay
 - b. Subject matter: create a sculpture based on “skin” to go over the “bones” of the previous project

Concepts:

- Develop good craftsmanship with different drawing materials
- Understand light and form through various still life set-ups
- Visualize and conceptualize a form in space

Quarter Two

A. Figure/Self Unit (4 weeks)

1. Interpretive self portrait
 - a. Medium and supplies: plaster, canvas, fabric, found objects, brushes, acrylic paint and mediums, mirror
 - b. Subject matter: create a “mask” that illustrates one of your personalities
2. Realistic life-size bust
 - a. Medium and supplies: plastercraft, wire, mirror, cardboard, newspaper, wood or board for base
 - b. Subject matter: create a bust (from the shoulders-up) of either yourself or someone else in the room

3. Blind contour mobile
 - a. Medium and supplies: blind contour drawings, colored wire
 - b. Subject matter: do a series of blind contour drawings of figures, then turn them into wire sculptures
4. Paper figure sculpture
 - a. Medium and supplies: colored kraft paper, board for base, figure drawings, glue
 - b. Subject matter: create a paper sculpture based on a figure drawing you have created from observation.

Concepts:

- Manipulate the clay to the desired and observed form
- Observation of proper proportions of the figure and face
- Comprehension of form of the figure

B. Space/Symbolism (2.5 weeks) – **Benchmark Assessment**

1. Video concentration
 - a. Medium and supplies: open media—clay, wood, paper, board, etc.
 - b. Subject matter: Watch a music video in class and discuss its symbolism and imagery. Draw five thumbnails based on the video and merge those thumbnails into one piece of artwork.

Concepts:

- Conceptual thinking
- Develop new ideas
- Use traditional materials in non-traditional ways
- Use non-traditional materials in traditional ways

C. Concentration Preparation (2.5 weeks)

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:

- Conceptual thinking
- Develop new ideas
- Use traditional materials in non-traditional ways
- Use non-traditional materials in traditional ways
- Apply aesthetics to “found objects”
- Develop ideas and ways to construct and connect these materials
- Use balance as a design element

Quarter Three

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

1. Social commentary piece
 - a. Medium and supplies: open media—acrylic paint, canvas, wood, found objects, clay, etc.
 - b. Subject matter: illustration of student view of what is going on in society today

2. Multiple piece project
 - a. Medium and supplies: clay
 - b. Subject matter: Create a project that consists of 12 components that speaks to the consumer nature of today's society.

Concepts:

- Conceptual thinking
- Develop ideas based on real-world events
- Use traditional materials in non-traditional ways
- Use clay to tell a story

B. Concentration Production (5 weeks)

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

Concepts:

- Conceptual thinking
- Develop new ideas
- Use traditional materials in non-traditional ways
- Use non-traditional materials in traditional ways
- Apply aesthetics to “found objects”
- Develop ideas and ways to construct and connect these materials

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:

- Conceptual thinking
- Develop new ideas
- Use traditional materials in non-traditional ways
- Use non-traditional materials in traditional ways
- Apply aesthetics to “found objects”
- Develop ideas and ways to construct and connect these materials

B. Complete AP Portfolio/Exam (1 week)

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

Concepts:

- Documentation of student's work throughout the course of the year
- Presentation of work for college admission or AP review

C. Visual Non-Traditional Journal (2 weeks)

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

Concepts:

- Conceptual thinking
- Use traditional materials in non-traditional ways
- Use non-traditional materials in traditional ways
- Apply aesthetics to “found objects”

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:

- Work as a group to develop an idea
- Execute group plan into beautification of school

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 <ul style="list-style-type: none"> • Anatomy of Bones/Skin 	21 st Century Life and Careers <ul style="list-style-type: none"> • Visiting Artists • Presentations
Health/Physical Education <ul style="list-style-type: none"> • Self-image 	Social Studies <ul style="list-style-type: none"> • Current Events (Social commentary) 	Language Arts Literacy
Mathematics <ul style="list-style-type: none"> • Measurement of forms • Proportions 	World Languages	Technology <ul style="list-style-type: none"> • Music Video • Electronic submission of portfolios

XI. MATERIALS/TECHNOLOGY

- A. <http://www.collegeboard.com>
- B. Various art supplies, tools, and equipment located in art rooms
- C. Field Trips—if applicable to current curriculum
- D. Internet to explore careers, art techniques, contemporary art, art history, etc.
- E. Computers, printers, digital cameras, scanners, and Adobe software