

Southern Regional High School District Course of Study

Department- Art

Course Number-7140

**Course Title: Studio Art Advanced Placement
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Essential Questions of the Course:

- 1). What constitutes “quality”, a term used to describe excellence, in a work of art?**
- 2). How does a “concentration,” a personal commitment to a specific visual idea or mode of working, facilitate processes of investigation, growth and discovery?**
- 3). How does “breadth”, the exploration of and experimentation with a variety of subjects, styles and materials, enhance one’s visual and intellectual experiences?**

Unit of Study

Unit Title: Unit One - Breadth

Essential Questions of the Unit:

- 1. How does “breadth,” the exploration of and experimentation with a variety of subjects, styles, and materials; enhance one’s visual and intellectual experiences?**
- 2. What constitutes “quality,” a term used to describe excellence, in a work of art?**

Assessments:

- 1. Formal oral group critiques that include: peer assessments, self-assessments, teacher assessments, and class discussions of aesthetic issues.**
- 2. Ongoing informal teacher critiques and teacher/student dialogue at all phases of each project.**
- 3. Formal teacher assessments upon completion of each project.**
- 4. Written self-assessments by students.**

Content:

- 1. Refinement of observational drawing techniques, through various media, and through a variety of subjects including: still life, the figure, portraiture, and landscape.**
- 2. Refinement of observational painting techniques, through various media, and through a variety of subjects including: still life, the figure, portraiture, and landscape.**
- 3. Exploration of a variety of abstract modes of painting and drawing including: gesture, collage, cubism, and abstract expressionism.**
- 4. Exploration of a variety of conceptual strategies for art making including: metaphor, symbol, visual pun, visual paradox, tessellation, and social commentary.**

Unit of Study

Unit Title: Unit Two – Concentration (Project)

Essential Questions of the Unit:

- 1). How does a “concentration”, a personal commitment to a specific visual idea or mode of working, facilitate processes of investigation, growth and discovery?
- 2). What constitutes “quality”, a term used to describe excellence, in a work of art?

Assessments:

- 1). Formal oral group critiques that include: peer assessments, self-assessments, teacher-developed assessments, and class discussions of aesthetic issues.
- 2). Ongoing informal teacher critiques and teacher/student dialogue at all phases of each project.
- 3). Formal teacher assessments upon completion of each project.
- 4). Written self-assessments by students.

Content:

- 1). Execution of a body (series) of related works based on an individual's interest in a particular idea expressed visually. This is NOT a variety of works produced as solutions to class projects or a collection of works of differing intent.**
- 2). Students freely work with any idea in any medium, provided the entire project is unified by an underlying idea that has visual coherence.**
- 3). The concentration project consists of a group of independent works that share a single theme; for example, an in-depth study of a visual problem or a variety of ways of handling what the student considers an interesting subject.**
- 4). Some concentrations involve sequential works; for example, a series of studies that lead to and are followed by more finished works.**
- 5). The choice of technique, medium, style, form, subject and content are made by the student, in consultation with the teacher through a written proposal and commentary.**

Skills:

- 1). **Students will engage in creative, as well as, systematic investigation of formal and conceptual issues.**
- 2). **Students will approach art making as an ongoing process that involves informed and critical decision-making.**
- 3). **Students will develop technical skills and familiarity with the functions of the visual elements.**
- 4). **Students will become independent thinkers who contribute inventively and creatively to their culture through the making of art.**

Purpose / Rationale of the unit:

This unit conforms to curricular objectives of the Concentration section of the Drawing Portfolio, as outlined in the AP Studio Art Handbook. 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. Students are encouraged to explore a personal, central interest as intensively as possible; they are free to work with any idea in any medium that addresses drawing issues. The concentration should grow out of and demonstrate a plan of action or investigation in which the student has invested considerable time, effort and thought.

New Jersey Core Curriculum Content Standards:

Visual and Performing Arts

Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

A. Knowledge

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

D. Visual Art

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

3.2.12. B. Writing as a Product (resulting in a formal product or publication)

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.

3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)

- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

9.2.12 A. Critical Thinking

- 9.2.12.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.12.2 Describe and apply constructive responses to criticism.
- 9.2.12.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.12 B. Self-management

- 9.2.12.2 Apply project planning and management skills in academic settings.

9.2.12 F. Safety

- 9.2.12.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 3rd and 4th Marking Period

Instructional Activities:

- 1). A typed Concentration Project proposal, which addresses the following questions:
 - What is the subject of your Concentration Project?
 - What style do you plan to work in?
 - What medium(s) will you use?
- 2). Slide presentations of exemplary Concentration Projects by former students and by great artists from Art History.
- 3). Research of artists pertinent to an individual's Concentration project as recommended by the teacher.
- 4). Completion of a minimum of 3–4 “portfolio quality” pieces per marking period. Some students may complete more work depending on the nature of their project. These may include less successful pieces, preliminary sketches and studies. The emphasis, however, is on quality rather than quantity.
- 5). Shooting of slides leading up to and upon completion of the portfolio.

Materials and Resources:

- 1). Pencils (graphite, colored)
- 2). Charcoal
- 3). Acrylic Paint
- 4). Oil Paint
- 5). Watercolor
- 6). Paper (white sulfite, newsprint, watercolor, toned charcoal and scratchboard)
- 7). Brushes and palette knives
- 8). Tortillions
- 9). Palettes
- 10). Erasers
- 11). Still life models
- 12). Library books
- 13). Photos (personal and/or from magazines)
- 14). Internet