

Orange Unified School District
STUDIO ART TWO DIMENSION DESIGN AP
Year Course

GRADE LEVEL: 11-12

PREREQUISITES: Art III/ Portfolio Review.

INTRODUCTION TO SUBJECT:

Advanced Placement Studio Art is a lecture and lab course designed for the visual arts student who is interested in advanced, in-depth study in a wide and diverse range of experiences. Students will demonstrate advanced proficiency in the use and application of the elements of art and principles of design, including visual organization in drawing, two-dimensional design or three-dimensional design. Students will continue to research and study the historical and cultural aspects of the visual arts as they research and analyze works of art. Students will conceive works of art that develop the student's intentions, both in concept and execution and apply a variety of theoretical perspectives to their own art works and the works of others. Students will develop a body of related works based upon the student's individual interests that demonstrate a plan of action or investigation with a definite concentration. Students will develop a body of original art works that reflect breadth in a variety of art forms and techniques. Students will investigate emerging technologies that will change the definition of the visual arts. Students will develop a portfolio of art works to be presented for advanced placement credit.

COURSE CONTEXT:

Advanced Placement Studio Art is an advanced course that provides students with the opportunities to produce works of art that demonstrate evidence of intellectual, perceptual and technical range. It provides students who have completed Art I, Art II and Art III, or presented a portfolio of works for entrance, the opportunity to study visual art concepts in depth and earn advanced placement credit with the presentation of portfolios. The three portfolios (Drawing, Two-Dimensional Design and Three-Dimensional Design) share a basic, three-section structure: Quality-Section I, Concentration-Section II, and Breadth-Section III.

HISTORY OF COURSE DEVELOPMENT:

Advanced Placement Studio Art Portfolio: Drawing, Two-Dimensional Design and Three-Dimensional Design was developed by a committee of visual arts instructors representing the district high schools. Teachers attended Advanced Placement Workshops to learn about the course requirements and the Advanced Placement College Board Program Course Description. Studio Art was used as the basis for the course content. UC personnel were consulted about the format and requirements for the "F" requirement approval. This course has been developed for all of the OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experiences by:

Systematically investigating formal and conceptual issues in the visual arts.

Creating original works of art as an ongoing process that involves students in informed and critical decision-making.

Analyzing and discussing complex ideas such as visual organization, color organization, and color theories as they have applied them to develop a personal direction and style.

Developing technical skills and become familiar with the functions of the visual elements of art and principles of design.

Developing independent thinking that will contribute inventively and critically to their culture through the making of art.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENTS WILL BE ABLE TO:

Advanced Placement Studio Art will meet the following Grades 11-12 Advanced, from the Visual and Performing Arts Standards for California Schools, Kindergarten through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standard 1.0, Grades 9-12 Advanced). Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Students will analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

Students will discuss a series of their original works, using appropriate vocabulary of art.

Students will analyze their works as to personal direction and style.

Students will research two periods of painting, sculpture, film or other media and discuss their similarities and differences, using the language of the arts.

Students will compare how distortion is used in photography or video with how the artist uses distortion in painting and sculpture.

Students will describe the use of the elements of art to express mood in one or more of their

works of art.

Students will select three works of art from their art portfolio and discuss the intent of the work and the use of art media.

Students will analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Advanced). *Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original art works.*

Students will create original works of art of increasing complexity and skills in a variety of media that reflect their feelings and point of view.

Students will plan and create art works that reflect complex ideas such as distortion, color theory, arbitrary color, scale, expressive content and real versus virtual.

Students will assemble and display objects of art works as part of the public exhibition.

Students will demonstrate in their visual art works a personal style and an advanced proficiency in communicating an idea, theme or emotion.

Students will use innovative visual metaphors in creating artworks.

Students will present a universal concept in a multimedia art work that demonstrates knowledge of technology skills.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Visual Arts in Relation to History and Culture (Standard 3.0, Grades 9-12 Advanced). *Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

Students will identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the art works examined.

Students will identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Students will investigate and discuss universal concepts expressed in art work from diverse cultures.

Students will research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

AESTHETIC VALUING

Responding to, Analyzing and Making Judgments about Works in the Visual Arts (Standard 4.0, Grades 9-12 Advanced). *Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design and aesthetic valuing.*

Students will describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

Students will identify the intentions of artists creating contemporary art works and explore the implications of those intentions.

Students will apply various theoretical perspectives to their own work and the work of others in classroom critiques.

Students will construct a rationale for the validity of a specific work of art, one that falls outside their conceptions of art.

Students will develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers (Standard 5.0, Grades 9-12 Advanced). *Students apply what they have learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.*

Students will speculate on how advances in technology might change the definition and function of visual art.

Students compare and contrast art work, probing beyond the obvious and identifying psychological content found in the symbols and images.

Students will prepare portfolios of their original art work for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

Students will investigate and report on the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS

STUDENTS WILL SELECT ONE OF THE FOLLOWING THREE PORTFOLIOS TO CREATE:

FIRST SEMESTER	<u>WEEKS</u>
<u>DRAWING PORTFOLIO</u>	
I. Create a Series of Original Drawings and Paintings for Breadth-Section III, of the Drawing Portfolio that Demonstrate an Understanding of the Elements of Art and Principles of Design	6
A. Explore light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth	
B. Use printmaking, mixed media, painting, and drawing to create abstract, observational, and inventive artworks	
II. Solve a Series of Problems for Breadth-Section III, of the Drawing Portfolio	5
III. Show Evidence of Expressive and Technical Range	5
A. Use spatial systems, such as linear perspective, the illusion of three-dimensional space, aerial views, and other ways of creating and organizing space	
B. Use various subjects, such as the human figures, landscapes, seascapes, cityscapes, and still-life objects	
C. Use various kinds of content, such as that derived from observation, an expressionistic viewpoint, imaginary or psychological imagery, social commentary, political statements, and other personal interests	
D. Use of crayon, chalk pastel, oil pastel, charcoal, pen and ink, paint and markers, graphite, colored pencils, and conte crayon	
IV. Create a Series of Original Art Works for the Concentration-Section II, of the Drawing Portfolio that is Based on the Individual Student's Interest in a Particular Idea Expressed Visually	2
A. Explore a personal, central interest as intensively as possible, in any medium that addresses drawing issues	
B. Demonstrate in their visual art works a personal style and an advanced proficiency in communicating an idea, theme, or emotion	
C. Write a commentary that briefly defines the nature of the concentration project, describes the development of the concentration and of the ideas, and describes the medium or media used	
SECOND SEMESTER	
I. Continue the Series of Original Art Works for the Concentration-Section II, of the Drawing Portfolio	14

	<u>WEEKS</u>
II. Select Five Original Art Works for the Quality-Section 1, of the Drawing Portfolio	1
A. Art works must reflect the concept, the composition, and technical skills demonstrated and the realization of the artist's intentions	
III. Create a Final Drawing Portfolio for Review	3

FIRST SEMESTER

TWO-DIMENSIONAL DESIGN PORTFOLIO

I. Create a Series of Original Art Works for Breadth-Section III, of the Two-Dimensional Design Portfolio that Involves Purposeful Decision-Making About How to Use the Elements of Art and Principles of Design as the Primary Focus	8
A. Explore line, shape, illusion of space, texture, value and color and how artists use the elements of art to express themselves	
B. Use the principles of design, unity/variety, balance, emphasis, rhythm, and proportion/scale to show the illusion of space, the illusion of motion, to organize the elements of design, to communicate content	
II. Solve a Series of Problems for Breadth-Section III, of the Two-Dimensional Design Portfolio that Demonstrates the Student's Visual Organizational Skills Using a Variety of Media and Approaches	8
A. Use a variety of color organizations, primary, secondary, tertiary, analogous or other color subsets for interior or exterior designs in art works that demonstrate the application of color theory, such as those embodied in Fauvism, Expressionism, color-field painting, and color symbolism	
B. Explore positive/negative (figure/ground) relationships in a variety of settings	
C. Develop modular or repeat pattern for fiber or fabric	
D. Design graphics for exhibition and theatre events or publications	
E. Design industrial product logos and packaging using abstractions from the natural world or the urban environment	
F. Develop typographical organization, layout, or logo for a CD	
G. Demonstrate proficiency in graphic design, typography, digital imaging photography, collage fabric design, weaving, illustration, painting and printmaking, and other appropriate art forms	
III. Create a Series of Original Art Works for the Concentration-Section II, of the Two-Dimensional Design Portfolio That is Based on the Individual Student's Interest in a Particular Idea Expressed Visually	2
A. Explore a personal, central interest as intensively as possible, in any	

WEEKS

- medium that addresses two-dimensional design issues
- B. Demonstrate in their visual art works a personal style and an advanced proficiency in communicating an idea, theme, or emotion
- C. Write a commentary that briefly defines the nature of the concentration project, describes the development of the concentration and sources of ideas, and describes the medium or media used

SECOND SEMESTER

- I. Continue the Series of Original Art Works for the Concentration-Section II, of the Two-Dimensional Design Portfolio 14
- II. Select five original art works for the Quality-Section II, of the Two-Dimensional Design Portfolio 1
 - A. Art works must reflect the concept, the composition and technical skills demonstrated, and the realization of the artist's intentions
- III. Create a Final Two-Dimensional Design Portfolio for Review 3

FIRST SEMESTER

THREE-DIMENSIONAL DESIGN PORTFOLIO

- I. Create a Series of Original Three-Dimensional Forms for the Breadth-Section III, of the Three-Dimensional Design Portfolio That Demonstrate an Understanding of the Elements of Art and Principles of Design 8
 - A. Explore line, plane, mass and volume and how they are embodied in formal art works
 - B. Create art works that demonstrate an understanding of symmetry, asymmetry, balance, anomaly, and rhythm
 - C. Create art works and demonstrate the integration of color, texture, and form
- II. Solve a Series of Problems for the Breadth-Section II, of the Three-Dimensional Design Portfolio That Shows Evidence of Experience and Accomplishment in a Variety of Three-Dimensional Forms and Techniques That Shows Evidence of Conceptual, Perceptual, Expressive and, Technical Range 8
 - A. Create art works that focus on transitions, such as organic to mechanical
 - B. Create art works that demonstrate modular development, additive, subtractive and/or fabricated
 - C. Use assemblage or constructive work that demonstrates transformation of material and identity
 - D. Create art works that uses light or shadow to determine form, with particular attention to surface and interior space
 - E. Create art works that may include figurative, nonfigurative or expressive objects

WEEKS

- F. Use ceramics, metal smiting, furniture design, three-dimensional fiber, apparel, and/or architectural and industrial design models. Jewelry and other small art works should fully address three-dimensional issues.

- III. Create a Series of Original Art Works for the Concentration-Section II, of the Three-Dimensional Design Portfolio That is Based on the Student's Interest in a Particular Idea Expressed Visually 2
 - A. Explore a personal, central interest as intensively as possible in any medium that addresses three-dimensional design issues
 - B. Demonstrate in their visual art works a personal style and advanced proficiency in communicating an idea, theme or emotion
 - C. Write a commentary that briefly defines the nature of the concentration and describes the development of the concentration and the sources of ideas, and describes the medium and media used

SECOND SEMESTER

- I. Continue the Series of Original Art Works for the Concentration-Section II, of the Three-Dimensional Design Portfolio 14

- II. Select Five Original Art Works for the Quality-Section II, of the Three-Dimensional Design Portfolio 1
 - A. Art works must reflect the concept, the composition and the technical skills demonstrated and the realization of the artist's intentions

- III. Create a Final Three-Dimensional Design Portfolio for Review 3

Any work that is derived from photographs, published images, and/or other artist's works must show substantial and significant development beyond duplication. This may be demonstrated through manipulation of the formal qualities, design, and/or concept of the original work. **It is unethical, constitutes plagiarism, and often violates copyright law to simply copy an image (even in another medium) that was made by someone else.** Advanced Placement Course Description, Studio Art, May 2002, page 8.

STRUCTURE OF THE PORTFOLIOS AT A GLANCE			
	DRAWING	2-D DESIGN	3-D DESIGN
SECTION I: Quality	Five actual drawings; Maximum size is 18" x 24"	Five actual works; Maximum size is 18" x 24"	Five works; Two slides of each one are submitted
SECTION II: Concentration	12 slides; Some may be details	12 slides; Some may be details	12 slides; Some may be details or second views
SECTION III: Breadth	12 works; One slide of each is submitted	12 works; One slide of each is submitted	Eight works; Two slides of each are submitted

FIRST SEMESTER/ SECOND SEMESTER

WEEKS

**DRAWING PORTFOLIO, TWO-DIMENSIONAL DESIGN PORTFOLIO,
AND THREE-DIMENSIONAL DESIGN PORTFOLIO**

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|--|----------------|
| <p>I. Research Two Periods of Drawing/Painting, Two-Dimensional Design or Three-Dimensional Design and Discuss Their Similarities and Differences Using the Language of the Arts</p> <p>A. Compare how distortion is used in drawing/painting, two-dimensional design and three-dimensional design and video and photography.</p> <p>B. Discuss how the elements of art are used by the artist to express mood</p> | <p>Ongoing</p> |
| <p>II. Select Three Works of Art From the AP Studio Art Portfolios and Discuss the Intent of the Art Works and the Uses of Art Media</p> <p>A. Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style</p> <p>B. Discuss and write about the mood created by the use of mediums in the student's own art work</p> | <p>Ongoing</p> |
| <p>III. Identify Contemporary Styles and Discuss the Diverse Social, Economic and Political Developments Reflected in the Art Works</p> <p>A. Investigate and discuss universal concepts expressed in contemporary art works from diverse cultures</p> <p>B. Research methods art historians use to determine the time, place, context, value, and culture that produced a given work of art</p> | <p>Ongoing</p> |
| <p>IV. Visit Local Galleries, Museums and Colleges to Observe Exhibitions</p> <p>A. Write about the art works found in a variety of locations</p> <p>B. Describe the relationship involving the art maker, the making, the art work, and the viewer</p> <p>C. Analyze and articulate how society influences the interpretation and</p> | <p>Ongoing</p> |

		<u>WEEKS</u>
	message of art work	
D.	Observe how technology has influenced art works over time and changed the definition and function of visual art	
V.	Observe Visiting Artists and Art Historians and Visit Their Studios	Ongoing
A.	Write about the artists and art historians and discuss their art works, research, working environments, and careers in the visual arts	
VI.	Prepare Portfolios for a Variety of Purposes, AP Studio Art, Post-Secondary Applications, Scholarship Applications, Exhibition, Job Application, Personal Collection, Assessment and Evaluation	Ongoing
A.	Write about the intent of the art works	
B.	Describe the media used	
C.	Develop rubrics for assessment and evaluation of his/her own art works	
VII.	Maintain a Sketch Book for Observational Drawing, Written Observations and Daily Recording of Ideas, Opinions and Emotions	Ongoing
VIII.	Plan an Exhibition of Art Works at the Culmination of the Year's Study for the Site and Submit Art Works to District, County, Statewide and National Exhibition Venues and/or For Invitational and Special Events	2

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual and performing arts. A committee of visual arts AP Studio Art instructors review all textbooks and they serve as a committee to make the final selection. Each AP Studio Art instructor may purchase supplemental textbooks and materials through the high school media center. Supplemental materials such as overhead transparencies, videos, posters, prints and instructor textbooks and materials may also be purchased by individual schools and instructors with site-based and GATE funds.

Subscriptions to *Scholastic Art* magazine and other periodicals appropriate to AP Studio Art curriculum are encouraged. *Smithsonian*, *National Geographic*, and *Architectural Digest* are available in the media centers and are used as appropriate.

Students are encouraged to use the Internet for research and reading on assigned topics and enrichment projects.

The media centers have a rich resource of books that addresses the elements of art and principles of design, artist's biographies, cultural arts and art history and the philosophy of art, as well as mediums, i.e., watercolor, colored pencils, graphite, pastels, printmaking, clay and other sculptural materials. The district media center has a large library of visual arts videos and CD's.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, observation, field study trips, guest presentations, videos, films, the Internet and other technology such as digital cameras and Power Point presentations. Student outcomes include project-based learning, written responses, written reports, sketch books, exhibition and portfolio of art works.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing student evaluation of his/her own art work based upon rubrics. Students learn to assess, analyze and evaluate his/her own art work and art work of their peers and major artists using the vocabulary of the visual arts. Homework includes the continuing development of personal sketch books, reading (textbook assignments) and writing, student reports, and presentations. Final assessments are student-centered portfolio evaluations of written, oral and production works. Students, who choose to, may submit their AP Studio Art portfolios to the College Board in May, for evaluation and possible college credit.

ASSESSMENT CRITERIA

Rubric criteria for evaluation are established by the instructor with student input. Standards for academic performance are based upon the content standards in the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Nine-Twelve Advanced. Student portfolios for assessment are used to measure student growth and learning over time (one/two semesters and a year).

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