

Madison Public Schools
Pre AP/Honors Advanced Art Studio

Written by:

Heather Sokolowski

Reviewed by:

Jane Mullins Jameson

Interim Director of Curriculum and Instruction

Stacy Snider

District Supervisor of Visual and Performing Arts/World Languages

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Members of the Board of Education:

Lisa Ellis, President

Shade Cronan, Vice President

David Arthur

Debra Coen

Johanna Habib

Leslie Lajewski

Thomas Piskula

Abi Singh

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description

This course is an advanced honors level studio art class open to juniors and seniors. Students will be challenged to explore new mediums as well as further develop their traditional techniques to create high caliber artwork. It is required of the students to develop a firm understanding of concept, composition, and execution of ideas (craftsmanship). The program encourages individual growth and development through a broad range of studio and academic experiences as we move forward to developing an AP portfolio. Students will begin to develop a portfolio filled with an elevated level of craftsmanship that signals growth over time in content, technique, and process through studio practice, application of design concepts, and informed decision making. Critique of student work will occur frequently for self-reflection. The work created in this course can be used as a personal portfolio, for application to an Art & Design college, or as the beginnings of the required “breadth” section of the portfolio for the AP Studio Art course. This course is a mandatory prerequisite for the AP Studio Art class.

Goals

This course aims to:

- Introduce students to ways of expression through visual arts.
- Give students experience with a broad range of mediums and a variety of concepts and approaches to visual arts.
- Enable students to develop mastery with concept, composition and craftsmanship in visual arts.
- Enable students to develop mastery with advanced drawing and painting techniques.
- Enable students to develop mastery with advanced techniques to objectively render objects with an illusion of 3 dimensionality.
- Emphasize that art making is a continual process and the student must make informed decisions about his/her work.
- Develop analytical and critical thinking skills at an advanced level.
- Help students learn to analyze and discuss their own works with their peers and instructor.
- Teach students time management skills and care of art materials.
- Evaluate successful design ideas and learn how to incorporate that into personal work.
- Highlight artists (both contemporary and historical) and how they have used the visual arts for self-expression.
- Demonstrate advanced knowledge and understanding of Art History and other cultures of the world through various methods and techniques utilized in art making.
- Enhance students ability to reflect on art and art making processes through written artist statements.
- Allow students the opportunity to begin the breadth section of the AP Portfolio. Students will create 13 works of art throughout this course and can use successful ones as pieces of their AP portfolio.
- Allow students to prepare for enrolling in AP Studio Art and inform them of the requirements of the AP Portfolio submission.

Materials

Core: There is no textbook used in this course, rather the teacher and students will utilize a wide variety of art supplies available to them, as appropriate for AP level projects.

Supplemental:

List of supplemental resources can be found here:

https://docs.google.com/document/d/1FErQyKBC6stFi_YujtmCt2qghpceeAyTbEUEgFpRIAs/edit

Resources

Suggested activities and resources page - Pre AP/Honors Studio Art:

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview

Unit Title: Words and Pictures

Unit Summary:

Students will begin by focusing on words to inspire visual images. Using the very literal language of words, students will be challenged in this first unit to begin conceptualizing ideas for art projects. Words will function as inspiration to give students a “starting point” for their art. Students will be introduced to the fast pace of an honors level course and will learn time management skills and the need to meet deadlines. (This will help them prepare for the AP Portfolio submissions). Students will work with a variety of mediums and then focus on pen and ink drawings. Students will also work on drawing on a variety of surfaces and creating a design using something other than white paper. Focus will be on concept ideation and composition. Students will also begin to work on analyzing and discussing design through class critiques of the finished projects.

Suggested Pacing: Anticipated time frame 10 lessons

Learning Targets

Unit Essential Questions:

- How can artists express literal language through visual images?
- How do artists brainstorm ideas and conceptualize meaning?
- How do artists use a variety of mediums to convey certain emotions or expressions?
- What techniques are available to artists when they use mediums such as pen and ink?
- What is composition in the visual arts?

- Why is planning and balancing a composition necessary prior to creation of an artwork?
- How can working on new and unusual surfaces change the look of an artwork?
- How do I manage my time to complete a design challenge with a specific deadline?

Unit Enduring Understandings:

- Artists are inspired by a wealth of sources and there are multiple possible outcomes for interpretation of an artwork.
- Working with deadlines and completing projects in a determined time frame is typical of design related jobs.
- The process of ideation - the formation of ideas or concepts - is important for artists and will aid students who must create a “concentration” later in AP Studio Art.
- A composition is an arrangement of elements of an artwork that unites the elements into one whole. There must be a balance between the drawn objects and the space around them.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of 5 small works of art which are formed through the choice of a single word
- Creation of 3 pen and ink drawings on old dictionary pages

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Brainstorm and sketch ideas with a one word prompt	Ideation - the formation of ideas or concepts will play an integral role in preparing for the AP Studio Art portfolio	Students must complete two sketchbook pages with ideas and possible mediums to use.	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1 lesson
Create five small works of art, in the medium of their choice, that reflect or visually define the word that was their prompt.	Creating various interpretations from one prompt and using the different kinds of media to express different sorts of moods or feelings.	Five small works of art in various media	1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines. 1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas	4 lessons
Learn time management skills and creation of an idea by a determined deadline	Students must present work through display in front of the whole class	Classmates will have to critique each other's work and provide feedback about the solutions developed by the student artist.		1 lesson
Understand how to create a full range of values using pen and ink and techniques such as hatching and stippling.	Pen and Ink skills and the ability to define lights and darks through a medium that does not blend.	Creation of 3 circles made to appear three dimensional through the use of hatching and stippling.	1.3.8.D.2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.	1 lesson
Create a pen and ink full value drawing of a word chosen from a dictionary.	Pen and Ink techniques, as well as the ability to work on a new kind of surface - drawing on a dictionary page.	Creation of 3 images on 3 different dictionary pages or various unusual surfaces.		3 lessons

			<p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	
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Unit 2 Overview	
Unit Title: Coloring the World Around Us; Observational Drawing with Color	
<p>Unit Summary:</p> <p>This unit focuses on the skills and techniques of observational drawing. Students will review techniques such as sighting and use of viewfinders. Students will work on a variety of still life drawings. Possible subject matter can be candy, skeletons, pear and apples and utensils. Strong light sources will be used so that students can focus on highlighting and shadows. Color theory will be reviewed and students will focus on mastering techniques with colored pencils, watercolor pencils, watercolor and white charcoal. Colored pencil techniques such as burnishing will be used to help students master the illusion of three dimensionality in their drawings.</p>	
Suggested Pacing: Anticipated time frame 26 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can an artist use the rule of thirds to create a dynamic composition? • How can artists blend with colored pencil to create the illusion of three dimensionality in a 2D work of art? • How can artists use sighting techniques and viewfinders to help with proportion and composition? • How can artists use various textures to create visual interest in a work of art? • How can we mix colors using colored pencils? • How do artists create value with white charcoal on colored paper? • What techniques do artists use to create value with watercolor pencils? • Why is drawing from observation so important to improving drawing skills? • How can we critique still life drawings? What makes them more interesting or less interesting? 	

Unit Enduring Understandings:

- Drawing from observation is the best way to improve drawing skills.
- Techniques such as sighting can aid an artist with proportion and realism.
- Composition is paramount to good design. The rule of thirds is one way to create an interesting visual composition.
- Color theory can aid artists in creating richer and more realistic drawings.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of a candy themed still life, with accurate rendering and use of the rule of thirds to create the composition.
- Creation of a skeleton still life using white charcoal pencil on black paper. Correct proportions and values will make the drawing appear lifelike.
- Creation of a colored pencil rendering of fruits and utensils.
- Participation in a class critique of finished artworks

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Recognize the rule of thirds in visual composition.	The rule of thirds is one strong technique for creating a visually pleasing composition.	Students will analyze images from Art History that utilize the rule of thirds.	1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	1 lesson
Use sighting techniques to establish the correct proportions and structure of several pieces of candy in a composition.	Students will be able to correctly draw several objects in proportion to each other and rendering with the illusion of three dimensionality.	Using a pre-printed grid students will arrange the candy in five different compositions and photograph each. Students will decide (after discussion with instructor) which is the strongest composition.	1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm /movement. 1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1 lessons
Create full values using watercolor pencils.	Shading using color and the aspects of color theory	Students will shade a sphere with watercolor pencils to make it appear 3D.	1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1 lesson
Create a proportionally correct still life drawing with full value color using the rule of thirds to create a visually pleasing composition.	Contour line drawing, color mixing, color theory, observational drawing skills and composition techniques.	Students will create a full color, shaded still life drawing of the pieces of candy arranged in a harmonious and balanced still life.	8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	6 lessons
Identify the works of still life artists such as Wayne Thiebaud and Janet Fish	Many artists have used the still life as a subject matter and used color to create a certain feeling or mood.	In small groups, students will view the works of Wayne Thiebaud and Janet Fish and critique them.	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1 lesson
Understand how to create value with white charcoal pencil on dark drawing	Students will use sighting techniques and a viewfinder to create an	Students will create a value scale with white charcoal on dark paper.		4 lessons

paper using observational drawing techniques.	interesting composition of a skeleton from observation.	Students will draw a skeleton from observation using white charcoal.	9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation.	
Create various surface textures using colored pencils.	Use of colored pencil techniques.	Colored pencil technique worksheet		1 lesson
Design an interesting composition of pears, apples and utensils.	Contour line drawing, color mixing, color theory, observational drawing skills and composition techniques.	Contour Line Drawing of proportionally correct still life objects fully shaded using color theory and colored pencil techniques.		10 lessons
Critique and analyze their finished works of art and those of their peers.	Critical analyzing of works of art and understanding of design choices. Content, craftsmanship and composition.	Participation in group critique. Critique worksheet.	1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1 lesson

Unit 3 Overview

Unit Title: Faces & Figures

Unit Summary:

In this unit, students will review the role of portraiture in visual art. Students will also demonstrate the ability to utilize a variety of references to establish the correct proportions of the human face and figure. Students will continue to use analytical drawing techniques such as sighting to draw from observation or digitally printed images. Students will focus on creating full value renderings using pencil, charcoal and paint. Students will also begin to use color theory to create a mood or feeling for a portrait. Expressionism as a movement from art history will be analyzed.

Suggested Pacing: Anticipated time frame 28 lessons

Learning Targets

Unit Essential Questions:

- How do artists accurately render the human face or figure?
- How do artists create the illusion of lifelike three dimensionality in a 2 dimensional drawing of the human face or figure?
- How do artists use dramatic lighting to create a mood to a drawing?
- How can artists create successful compositions using portraits?
- How can artists employ color theory to create a mood or feeling to a work of art, notably a portrait?
- Why do artists seek to add a subjective quality to their artwork by incorporating expressionism?

Unit Enduring Understandings:

- Portraiture is an important part of visual art history. There are many and varied reasons why artists create portraits.
- Using correct proportions will help an artist draw an accurate rendering of the human face and figure.
- Composition and lighting choices will affect the portrayal of a person in portraits.
- Color theory can aid an artist in creating a mood or feeling in a portrait.
- Certain colors can relate to psychological feelings and can aid an artist in capturing a person's personality in portraiture.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of a full value pencil rendering of a human face as well as a watercolor or acrylic rendering for submission to The Memory Project
- Creation of a charcoal portrait with strong, dramatic lighting

Alternative Assessment:

- Creation of a painted portrait that expresses a mood through use of color
- Participation in a class critique, a written artist statement

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Accurately draw the human face using correct proportions	Facial proportions, observational drawing skills, and contour line drawing	Practice sketching face to accurately render facial proportions	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines. 1.2.12.A.2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. 1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. 1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity,	1 lessons
Create a full value rendering of a human face	Contour line drawing, facial proportions and shading techniques.	Pencil drawing and painted portrait of a young person through The Memory Project.		7 lessons
Understand how dramatic lighting can affect the style and mood of a portrait. Understand the term chiaroscuro.	Lighting effects and focus on highlight and shadows Chiaroscuro = light and dark	Students will analyze the work of artists who use dramatic lighting in their portraits.		1 lesson
Create a full value charcoal rendering of one of their classmates using a strong, dramatic light source.	Observational drawing skills, contour line drawing, use of chiaroscuro, shading techniques, charcoal techniques and correct facial proportions.	Creation of a charcoal portrait of one of their classmates using a strong, dramatic light source.		8 lessons
Understand color theory and how color can be perceived by the human psyche.	Color theory and the role of color in creating a mood or feeling in visual art.	Create a color emotion chart.		1 lesson

<p>Use acrylic paint and a palette knife to create an expressive portrait.</p>	<p>Portraiture Correct human figure proportions, contour line drawing techniques, acrylic color mixing techniques, creation of a mood through use of color</p> <p>Painting techniques using a palette knife to apply thick layers of paint.</p>	<p>Creation of an acrylic painting that creates a mood or captures the personality of the portrait.</p>	<p>emphasis, proportion, and rhythm /movement.</p> <p>1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p>9 lessons</p>
<p>Critique and analyze their finished works of art and those of their peers.</p>	<p>Critical analyzing of works of art and understanding of design choices. Content, craftsmanship and composition.</p>	<p>Participation in a verbal and written critique of all works of art in class. Focus on the use of color as a way to create mood. Students will also write an artist statement describing their intent and reflecting upon the success of their finished project.</p> <p>Worksheet on 4 step method for art criticism and aesthetic judgement.</p>	<p>1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p> <p>1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p>	<p>1 lesson</p>

Unit 4 Overview

Unit Title: Telling Stories; Narrative through Art

Unit Summary:

In this unit, students will create two projects that focus on the use of narrative in visual arts. Visual art as a storytelling is explored and students are encouraged to create a narrative with their projects. Students will discuss narrative in artworks, draw similarities between written stories and visual narratives, and discover the many techniques artists use to create or suggest a story. Students will view works of art that suggest a narrative in different art historical eras. Students will be introduced to the medium of oil pastels and later, will be able to choose the medium they feel best expresses their intent. Students will write artist statements for both projects and critique the completed works of art.

Suggested Pacing: Anticipated time frame 27 lessons

Learning Targets

Unit Essential Questions:

- How do visual artists create a sense of narrative in their works of art?
- What techniques can artists use to create a sense of narrative?
- How do visual artists act as storytellers?
- What techniques do artists use to create the illusion of three dimensionality using the medium of oil pastels?
- How do lighting and composition play a role in a sense of narrative in visual arts?

Unit Enduring Understandings:

- Visual artists can be storytellers and use visual imagery to tell or suggest a story.
- Art is a language that expresses ideas, moods, and feelings and the unique perceptions of the individual artist.
- Students will acknowledge and value themselves as artists, begin to develop a personal voice and aesthetic style, and become articulate critics of their own work and the work of others.
- Students will understand the history and how to use the medium of oil pastels.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of a “hands & feet” still life using oil pastels that captures a slice of narrative or implies a story. Accurate mixing of skin tones and use of oil pastels.

Alternative Assessment:

- Creation of a visual work of art that completes a story based off a fortune from a fortune cookie.
- Participation in a class critique, a written artist statement

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Practice with techniques using oil pastels.	Oil pastel is a medium that combines the richness of oil paint but allows the artist to draw with the oil based medium.	Students will practice by drawing and shading an object (such as a piece of fruit) using oil pastel techniques.	1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines. 1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. 1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages. 1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm /movement. 1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1 lesson
Create an interesting composition, using a strong light source of human hands & feet that tells a narrative.	Focus on concept, composition and craftsmanship.	Students must take 5-6 photographs of different setups with hands and feet and different props to create a sense of narrative. Begin contour line drawing once best composition is determined.		2 lessons
Analyze artists whose work tells a story or suggests a narrative.	Inspiration from other artists can serve to spark ideas for student compositions.	Students will write each other a postcard from a place - with each place being a work of art. Students must imagine the story they could associate with that image.		1 lesson
Create a full value oil pastel drawing of hands and feet with strong light source and sense of narrative.	Focus on concept, composition and craftsmanship. Oil Pastel techniques	Students will create a large oil pastel drawing and focus on correct mixing of skin tones and shading techniques with oil pastel.		9 lessons
Write a short story to go along with their hands/ feet image to invite the viewer into their story.	Ability to write about visual images. Creative thinking skills.	Students will write a short story to accompany their hands/feet oil pastel drawing.	8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1 lesson
Sketch a composition of several fortune cookies using charcoal	Charcoal shading techniques Craftsmanship and Composition	Creation of a visually pleasing drawing of three or more fortune cookies.		2 lessons
Select one "fortune" from inside a fortune cookie and use that statement as the basis for a work of art.	Concept development Brainstorming skills Working from a prompt	In small groups, students will discuss possible interpretations for the fortune.	9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation.	1 lesson
Create an artwork based off of the chosen "fortune" statement	Knowledge of media - choice of medium that can be most useful to help students express idea Concept, Craftsmanship and Composition	Students will have choice of media to express their interpretation of the fortune.		8 lessons
Critique and analyze their finished works of art and those of their peers.	Critical analyzing of works of art and understanding of design choices. Content, craftsmanship and composition.	Participation in a verbal and written critique of all works of art in class. Focus on the use of color as a way to create mood. Students will also write an artist statement describing their intent and reflecting upon the success of their finished project. Worksheet on 4 step method for art criticism and aesthetic judgement.	1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	2 lessons

Unit 5 Overview

Unit Title: Imitation as Inspiration; Emulating Another Artist

Unit Summary:

Relying on their knowledge and understanding of various movements in art history, students will choose an artist whose work inspires them. Students should be challenged to discover meaning in the art work they are studying and to use ideas as starting points in their own image-making. Students will examine how artists get ideas and how they use and transform these ideas when creating works of art. Students will research a selected artist and analyze his/her approaches and intent. Using this artist as inspiration, students will create their own artwork that emulates either the topic or style of the artist. Students will also be required to write a biography of the artist as well as an artist statement that outlines how their artwork reflects the style or intent of the artist. Students will present their artist to the class as well as participate in a group critique assessing the successes of their finished work. Focus will be on content, composition, and craftsmanship.

Suggested Pacing: Anticipated time frame 13 lessons

Learning Targets

Unit Essential Questions:

- What kind of art inspires me? Who is an artist whose work I admire?
- Why am I inspired by the work of any artist?
- How can artists be influenced by each other?
- How do artists borrow from other artists and yet keep the originality of their own work?
- How do I choose a medium based on a theme or idea that I want to create?
- How do I research an artist and his/her contribution to the trajectory of art history?

Unit Enduring Understandings:

- The idea of originality is a difficult analysis in the context of the visual arts.
- Artists can be inspired by many things, including other artists.
- Art is a language that expresses ideas, moods, and feelings and the unique perceptions of the individual artist.
- Students will acknowledge and value themselves as artists, begin to develop a personal voice and aesthetic style, and become articulate critics of their own work and the work of others.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of a work of art that is inspired by the work of another artist
- A written artist statement describing the connection between the student's work of art and the inspiring artist

- A biography and critical analysis of the artist and the work that serves as the inspiration for the student's project

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
The student will critically analyze one work using art terminology including, but not limited to, the elements of art and principles of design.	Critical analysis of works of art using vocabulary of the elements and principles of design. Critique of content, craftsmanship and composition.	Research an artist of choice. Write a biography about the artist and present his/her work to the class through images.	<p>1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	2 lessons
The student will use the elements and principles of design in composing a visually successful work of art. The student will demonstrate sufficient skill in the application of the style and technique of the selected artist, while solving the specific design problems.	Creation of artwork inspired by differing approaches to visual expression. Selection of medium and understanding of how the medium will create desired outcomes. Using selected artist as inspiration but changing the artwork to be your own.	Completion of a visual arts project that is inspired by the work of another artist. Discussion of plagiarism and making a work your own (in preparation for the AP Portfolio). A written artist statement that describes the student's intent and outlines the successes of their project.	<p>1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.</p> <p>1.3.12.D.3 The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.</p> <p>1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p>	10 lessons

Critique and analyze their finished works of art and those of their peers.	Critical analyzing of works of art and understanding of design choices. Content, craftsmanship and composition.	Participation in a verbal and written critique of all works of art in class. Focus on the use of color as a way to create mood. Students will also write an artist statement describing their intent and reflecting upon the success of their finished project. Worksheet on 4 step method for art criticism and aesthetic judgement.	1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1 lesson
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Unit 6 Overview

Unit Title: Connections; Creating a Series of Work

Unit Summary:

Students will create a series that has a cohesive theme (subject) and style. Students will be given freedom to generate their own ideas and to create a project that reflects their interests as an artist. Students are required to develop a theme, a series of works, rather than jumping from unrelated ideas to unrelated styles. Students need to find a subject they are passionate about that is both open to variation and yet specific at the same time. A successful series should allow each individual work to be able to stand on its own, yet simultaneously relate to the rest of the other works in some manner. A proposal will be submitted to the instructor before beginning the project. The final project in this unit will be three works of art that are considered a series. Students can choose the medium that best helps them express their intent. Students will be required to write an artist statement and present their completed series of works to their class.

Suggested Pacing: Anticipated time frame 15 lessons

Learning Targets

Unit Essential Questions:

- How do I create works of art that stand on their own, yet also relate to one another?
- How do artists create works of art that are related to each other?
- What can I learn from analyzing series of works by other artists that can help me in my own work?
- How do I brainstorm ideas? How can I fully realize a concept in a concrete work of visual art?

Unit Enduring Understandings:

- Artists work on multiple pieces that can reflect a single theme. Artists use art as a means of deep expression and exploration of a certain subject or idea.
- Concept development begins with extensive brainstorming and looking at multiple possibilities.
- When creating a series of art, artists use a set of “rules” to adhere to which keeps the series cohesive.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of three artworks that are connected or create a series
- A written artist statement that describes the artist's process and intent

Alternative Assessment:

- Research on an artist who has created a series in their work

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Brainstorm ideas and possible themes to create a series of work	For a series to work, you need to find a subject you are passionate about that is both open to variation and yet specific at the same time. A successful series should allow each individual work to be able to stand on its own, yet simultaneously relate to the rest of the other works in some manner.	In pairs create a brainstorming map with many possible variations that stem from one idea	1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. 1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines. 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1 lesson
Research other artists who have worked in series and critically analyze their work.	The ability to focus and stay on track is critical to making a series of artworks that work together.	Present to the class relevant information about an artist who works in a series and discuss with classmates and instructor this artist's approach	1.3.8.D.2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.	2 lessons
Choose a medium, a format, a concept or theme and begin work on a series of three pieces of art that can work together or work around a central theme.	Understanding of how artistic media works, brainstorming skills, concept development, craftsmanship and composition.	Creation of sketches, followed by choosing materials and finally with a series of three artworks that can work together.		10 lessons
Critique and analyze their finished works of art and those of their peers.	Critical analyzing of works of art and understanding of design choices. Content, craftsmanship and composition.	Participation in a verbal and written critique of all works of art in class. Focus on the use of color as a way to create mood. Students will also write an artist statement describing their intent and reflecting upon the success of their finished project. Worksheet on 4 step method for art criticism and aesthetic judgement.	1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with	2 lessons

			<p>peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	
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