Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

STANDARDS **Key Ideas/Major Understandings/Performance Indicators/Competencies**		**OUTCOMES** **Concepts and Skills**	**RESOURCES** **Print, Visual, Technology, Manipulatives**	**ASSESSMENT** **(Evidence & Scoring Guides)**
Standard 1 – Creating, Performing and Participating in the Arts				
	Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.	• Encourage creative and systematic investigation of formal and conceptual issues. • Emphasize making art as an ongoing process that involves the student in informed and critical decision making. • Help students develop technical skills and familiarize them with the functions of the visual elements. • Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making or art.		
	Students will make works of art that			

Grade 12 Visual Arts
(AP Studio)
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	explore different kinds of subject matter, topics, themes and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums and techniques, and use appropriate technologies for creating and exhibiting visual art works.			
9-12.1.A	Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.			
9-12.1.B	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.			
9-12.1.C	Demonstrate an increasing level of			

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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	competence in using the elements and principles of art to create works for public exhibition.			
9-12.1.D	Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.			
Standard 2 – Knowing and Using Arts Materials and Resources				
	Students will be acknowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	• Contour Drawings, expressive line • Cross Contour Drawing • Landscape Studies – natural and urban • Landscape Triptych • Gesture Drawings – line quality, expressive mark making • Figure Drawing Studies • 2 Figure Painting • Subtractive Charcoal Portrait • Self Portrait	• Pencil, charcoal, ink, watercolor, pastel, marker, paint, collage, cut and torn paper	

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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		• Still Life • Wrapped still life, Hung still life, or draw a "shish kabob" consisting of a ball of yarn, ping pong ball and half-eaten apple impaled on a stick or knitting needle. • Drapery Drawing • Zoom in on a portion of an object to the point of abstraction. • Garbage or litter drawing (the junkiest place in the room). • **<u>Formal Work</u>** • Positive/Negative Space • Color Studies • Complementary Color Portrait • Type Design • Interpretive Work • Reflective Self Portrait • Theme Drawing, (loss,		

Grade 12 Visual Arts
(AP Studio)
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		memory, hope, family, humor…) • Narrative or Social Commentary Drawing (tell a story or change an opinion) • Multi-media collage and drawing. Using objects that symbolize interrelationships, create a multilayered drawing that explores an object/person and their relationship to their environment		
	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community, (exhibitions, libraries, museums, galleries), and use appropriate materials, (art reproductions, slides, print materials,			

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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	electronic media). Students will be aware of vocational options available in the visual arts.			
9-12.2.A	Select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.			
9-12.2.B	Use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.			
9-12.2.C	Interact with professional artists and participate in school and community-sponsored programs by art organizations and cultural institutions.			
9-12.2.D	Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art.			
Standard 3 – Responding to and Analyzing Works of Art				

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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	Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.			• Group and individual critiques will be held at least once per week. • Overarching question: How can I improve the piece I am working on? • Formal considerations are composition and meaning for each piece of art. • What meaning am I trying to convey? • Is the artwork successful at telling that story? • What can I do to improve the clarity of my (message) story?
	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and			

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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	explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.			
9-12.3.A	Use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others).			
9-12.3.B	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.			
9-12.3.C	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.			

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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	Compare and contrast gradated value with contrasting value.			
	Identify complete; symmetrical, and asymmetrical balance within artworks.			
9-12.3.D	Develop connections between the ways, ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.			
Standard 4 – Understanding Cultural Dimensions and Contributions of the Arts				
	Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.	• During the completion of the breadth section, student will research an art history connection for each problem and write a paragraph about it in their sketchbook. The writing must deal with the formal elements of the artwork and an accompanying sketch provided. Web reference shall be included to share		

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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		during the group critique.		
	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.			
9-12.4.A	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.			
9-12.4.B	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.			
9-12.4.C	Create art works that reflect a variety			

Grade 12 Visual Arts
(AP Studio)
Marking Periods 1-2

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	of cultural influences.			