Course Title: Gifted & Talented Studio Art

Subject: Visual & Performing Arts

Grade Level: 12

Duration: Full year

Prerequisite: Foundations I, Intermediate Foundations, Gifted and Talented Studio Art, teacher recommendation, and a portfolio of work showing Drawing, Painting, and 2-D design approaches.

Elective or Required: Elective

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student’s sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.
**Course Description:**

This course builds upon the junior year experience in Gifted and Talented Studio Art class and further supports portfolio development for college submission. This course prepares students to take the Advanced Placement exam in Studio Art Drawing and 2-D Portfolios. The intensity of this class is the development of 24 visual designs for the exam showing heightened level of Content, Technique and Composition, originality, verve, sophistication, and personal student voice all accomplished in a limited time frame. Students develop 12 Breadth designs (6 of which come from the G&T year) dealing with teacher directed themes where responses are unlimited and 12 Concentration designs that are self-directed themes. The AP Studio Art Portfolio also requires 5 Quality designs that show the students absolute best work, which can be selected from both Breadth and Concentration work or other sources if necessary.

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Advanced Placement Studio Art  
Unit: Breadth- Observation  

Topic 1: Still Life  

Approximate # of Weeks: 5-8 days  

Essential Questions:  
What are the AP Studio Art standards for a successful design?  
Which artist, genre, or style of still life design will be your inspiration?  
What is it about this inspiration that resonates with you?  
How will you use your prior knowledge in creating a still life design that shows CTC, sophistication, verve, creativity, and personal student voice?  
How will media and media manipulation aid in developing a design that shows risk taking?  
Where will your source of inspirational objects come from?  
How will this piece show content?  
How will you manage your time?  
How will your work meet the AP Studio Art Standards?  
How will you provide sound and helpful criticism to your peers for improvements?  

Upon completion of this unit students will be able to:  
1.1.12.D.1, 1.1.12.D.2  
1.4.12.B.1, 1.4.12.B.2  

Interdisciplinary Standards  
- 9.1 21st Century Life & Career Skills  
- 9.3 Career Awareness, Exploration, and Preparation  
- 6.1 US History: America in the World  
- 6.2 World History/Global Studies  
- 8.1 Computer Information Literacy  

Activities:  
- Power point presentation  
- Individual worksheet for notes and questions  
- Large group discussion for clarification, design idea, development and guidance  
- Individual consultation  
- Design development  
- Group pre-assessment: TAG observation and written  
- Design completion  
- AP Studio Art standards for final assessment and evaluation.
STEAM Activities (Visual Arts):
- Students will set up a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

Methods of Assessments/Evaluation:
- Rubric
- Group consultation
- Individual consultation
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

Resources/ Online Resources:
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- AP Studio Art Website:
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Observation

Topic 2: Self-Portrait

Approximate # of Weeks: 5-8 days

Essential Questions:
What will the AP Studio Art standards be looking for within a self-portrait?
Will you find inspiration from an artist, a genre, or a style of design?
What is it about this inspiration that resonates with you?
Or will you devise your own strategy in creating your self-portrait? Why?
How will you use your prior knowledge in creating a self-portrait design that shows CTC, sophistication, verve, creativity, and personal student voice?
How will media and media manipulation aid in developing a design that shows risk taking?
What will be the point of view in which you’ll be seen?
How will this piece show content?
How will you support the content with the techniques and composition employed?
How will you manage your time?
How will your work meet the AP Studio Art Standards?
How will you provide sound and helpful criticism to your peers for improvements?

Upon completion of this unit students will be able to:
1.1.12.D.1, 1.1.12.D.2
1.2.12.A.2
1.4.12.A.1, 1.4.12.A.2
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 8.1 Computer Information Literacy

Activities:
- Power point presentation
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- AP Studio Art standards for final assessment and evaluation.
STEAM Activities (Visual Arts):
- Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.
- Students will keep a photographic log of their work in progress.
- What will be the proportional ratio of portrait to the size of the picture plane?

Methods of Assessments/Evaluation:
- Rubric
- Group consultation
- Individual consultation
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

Resources/Online Resources:
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- AP Studio Art Website:
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Observation

Topic 3: Architecture

Approximate # of Weeks: 5-8 days

Essential Questions:
What is the inherent beauty of architecture?
How have artists represented architecture within their designs?
What can you learn from their styles and representations?
What world architecture has been represented within design? Why?
Where can you go for architectural inspiration?
How can you capture a portion of the architecture but still be able to view so much?
What media and methods will be employed to capture the details of the architecture?
What is the mood of the piece? What media will best represent this mood?
How will you use your prior knowledge in creating a design that shows CTC, sophistication, verve, creativity, and personal student voice?
How will your aesthetic style be apparent within this design?
How will you manage your time?
How will your work meet the AP Studio Art Standards?
How will you provide sound and helpful criticism to your peers for improvements?

Upon completion of this unit students will be able to:
1.1.12.D.1, 1.1.12.D.2
1.2.12.A.1, 1.2.12.A.2
1.4.12.A.3, 1.4.12.A.4
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 7.1 World Languages

Activities:
- Power point presentation
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
- Brainstorm list of local structures
- Photographic log of architectural structures of interest
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- AP Studio Art standards for final assessment and evaluation.

**STEAM Activities (Visual Arts):**
- Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.
- Students will investigate a variety of engineering feats dealing with architectural structures that have occurred throughout time.

**Methods of Assessments/Evaluation:**
- Rubric
- Group consultation
- Individual consultation
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Observation

Topic 4: Other- range and flexibility important in AP

Approximate # of Weeks: 3-4

Essential Questions:
What will be the subject matter of your design?
How will you choose a subject matter that shows sophistication?
Or how will you give it an evocative point of view?
How will Content, Technique, Composition be handled within the design?
Who will be your historical artistic inspiration? Why?
How will your aesthetic style be apparent within this design?
How will you manage your time?
How will your work meet the AP Studio Art Standards?
How will you provide sound and helpful criticism to your peers for improvements?

Upon completion of this unit students will be able to:
1.1.12.D.1, 1.1.12.D.2
1.2.12.A.1, 1.2.12.A.2
1.4.12.A.3, 1.4.12.A.4
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 7.1 World Languages

Activities:
- Power point presentation
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
- Brainstorm list of concept and ideas
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- AP Studio Art standards for final assessment and evaluation.
STEAM Activities (Visual Arts):
- Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

Methods of Assessments/Evaluation:
- Rubric
- Reflection
- Individual consultation
- Journaling
- Final design selection
- Display
- Visual Observation
- Individual Critique
- Group assessment

Resources/ Online Resources:
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Conceptual

Topic 1: Words Made Visual

Approximate # of Weeks: 5-8 days

Essential Questions:
What is conceptual art?
How did conceptual art evolve?
Who around the world are influential conceptual artists?
How do they make artistic impact on society/world?
How do artists of today create conceptual art?
How does technology come into play with conceptual art?
How is content used in developing a conceptual piece?
How do artists support the content through the techniques and compositions employed?
Why is an essential part of the AP Breadth portfolio?
How will you interpret that random grouping of words to create an evocative conceptual image?
What will be Content of the piece?
How will typography and words be incorporated?
Being a conceptual piece how can modern technology be used and incorporated into the design without it being the dominance of the work?
How will you support the Content of piece using the Techniques and Composition employed?
What is the point of view for the observer?

Upon completion of this unit students will be able to:
1.1.12.D.1, 1.1.12.D.2
1.2.12.A.1, 1.2.12.A.2
1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 8.1 Computer and Information Literacy
- 8.2 Technology Education

Activities:
- Power point presentation
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
• Random word selection
• Personal investigation of the words selected as to meaning and usage.
• Brainstorm list of ideas based on information gathered.
• Technology investigation
• Individual consultation
• Design development
• Group pre-assessment: TAG observation and written
• Design completion
• AP Studio Art standards for final assessment and evaluation.

**STEAM Activities (Visual Arts):**
• Students will use a variety of technology programs and applications to assist in developing the design.

**Methods of Assessments/Evaluation:**
• Rubric
• Reflection
• Individual consultation
• Journaling
• Completed Project
• Display
• Visual Observation
• Individual Critique
• TAG

**Resources/ Online Resources:**
• Artist work in both digital and print form
• Former students art work
• Online Museums: MET, MOMA, The National Museum, Philadelphia Museum, etc.
  Tate: [http://www.tate.org.uk/learn/online-resources/glossary/c/conceptual-art](http://www.tate.org.uk/learn/online-resources/glossary/c/conceptual-art)
• Online: The Art Story: [http://www.theartstory.org/movement-conceptual-art.htm](http://www.theartstory.org/movement-conceptual-art.htm)
• Scholastic Art Magazines
Unit: Conceptual

Topic: Ambiguity

Approximate # of Weeks: 5-8 days

Essential Questions:
What is the meaning of the word Ambiguity?
What are some examples of ambiguity that you have personally experienced?
How does Ambiguity come about?
How can we use Ambiguity within a conceptual design?
What will it represent?
How will it be impactful as a visual statement?
What is the Content of your work?
How will you compose the design for the viewer to understand the content?
What type of materials, media and methods may be used to assist in conveying the content?
How will your work be evocative?
How will your personal student voice be evident?
How should we assess work that is based on the concept of Ambiguity?
What will be the advice given to both yourself and your peers?

Upon completion of this unit students will be able to:
1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills

Activities:
- Power point presentation of former students work
- An individual and group discussion and discovery of the word Ambiguity.
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
- Brainstorm list of ideas based on information gathered.
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- AP Studio Art standards for final assessment and evaluation.

STEAM Activities (Visual Arts):
- Web search investigation on how artists create ambiguity within their work. How does this relate to vision?
Methods of Assessments/Evaluation:
- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

Resources/ Online Resources:
- Online Museums and websites: MET, Brooklyn Museum
- Online: Science Direct –
- The ChicagoPress –
  http://press.uchicago.edu/ucp/books/book/distributed/P/bo3536041.html
- Scholastic Art Magazines
Unit: Conceptual

Topic: Political or Personal Commentary

Approximate # of Weeks: 5-8 days

Essential Questions:
What does it mean to make a political or personal commentary?
What is the place of art when it comes to communicating ideas, thoughts, feelings, realities, and issues that are political/personal commentary?
How have artists of the past and current day used their artistic platform to make a political or personal commentary?
How do artists of today communicate their commentary?
How is technology used to aid in the communication?
How could technology of some capacity be incorporated within your own work?
How is artistic commentary relevant in regards to society?
What are some of the current events and situations that are hot topics for a visual image that can be commented on?
Why is it essential for an artist to be passionate about the topic in which they are commenting on?
How will this passion affect the work created?
How will communicate the content of your commentary?
How will personal artistic voice, composition, media choice and point of view be developed for the commentary design?
How will the work be sophisticated and evocative?
What are some of the requirements in which a political/personal commentary be evaluated by?
How will you provide sound advice for your work and the work of your peers?

Upon completion of this unit students will be able to:
1.1.12.D.1, 1.1.12.D.2
1.2.12.A.1, 1.2.12.A.2
1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 8.1 Computer and Information Literacy
- 8.2 Technology Education

Activities:
- Power point presentation of art work of both artists and former students
- An individual and group discussion and discovery of the concept of political/personal commentary.
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
- Brainstorm list of ideas based on information gathered.
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- AP Studio Art standards for final assessment and evaluation.

**STEAM Activities (Visual Arts):**
- The investigation of how technology is used by artists to create Political/Personal commentary. Some students may opt to use technology, if appropriate for their portfolio, within their design for portfolio.

**Methods of Assessments/Evaluation:**
- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**
- Image collection from former students.
- Online Museums and websites: MET: http://www.metmuseum.org/
  Prado: https://www.museodelprado.es/en
  Asian Museum: http://education.asianart.org/
  Engineer Girl: http://www.engineergirl.org/
- Art History book: Jansen’s Art History
- Scholastic Art Magazines
Unit: Conceptual

Topic 4: Other- range and flexibility important in AP

Approximate # of Weeks: 3-4

Essential Questions:
What will be the concept of your design?
How will choose a subject matter that shows sophistication?
Or how will you give it an evocative point of view?
How will Content, Technique, Composition be handled within the design?
Who or what will be your inspiration? Why?
How will your aesthetic style be apparent within this design?
How will you manage your time?
How will your work meet the AP Studio Art Standards?
How will you provide sound and helpful criticism to your peers for improvements?

Upon completion of this unit students will be able to:
1.1.12.D.1, 1.1.12.D.2
1.2.12.A.1, 1.2.12.A.2
1.4.12.A.3, 1.4.12.A.4
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
  • 9.1 21st Century Life & Career Skills
  • 9.3 Career Awareness, Exploration, and Preparation
  • 6.1 US History: America in the World
  • 6.2 World History/Global Studies
  • 7.1 World Languages
  • 8.1 Computer and Information Literacy
  • 8.2 Technology Education

Activities:
  • Power point presentation
  • Individual worksheet for notes and questions
  • Large group discussion for clarification, design idea, development and guidance
  • Brainstorm list of concept and ideas
  • Individual consultation
  • Design development
  • Group pre-assessment: TAG observation and written
  • Design completion
  • AP Studio Art standards for final assessment and evaluation.
STEAM Activities (Visual Arts):
- Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

Methods of Assessments/Evaluation:
- Rubric
- Reflection
- Individual consultation
- Journaling
- Final design selection
- Display
- Visual Observation
- Individual Critique
- Group assessment

Resources/ Online Resources:
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- AP Studio Art Website:
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Concentration

Topic 1: Idea

Approximate # of Weeks: 4-5

Essential Questions:
Why is it essential to start out with a strong idea for the concentration?
How will you develop a strong idea for concentration that it will carry through for 12 designs?
Where will sources of inspiration come from?
How will your idea show sophistication and the possibility for an evocative collection of images?
How will you set yourself up to be successful with the entire collection?
How will personal aesthetics, visual voice, experimentation, exploration, and strong CTC come in to play with developing your collection of work?
How will you use media and methods to assist in developing the collection?
How will the viewer know what it is you are trying to communicate visually?
Since the “Idea” portion of concentration is the first 4 designs, how will you show the beginning stages of it through all of them?
Variation and visual uniqueness is imperative, how will you show it but still maintain a common link or thread?
How will you manage time throughout the development of this collection of self-directed work?
How does developmental assessment play a major role for a successful end design?
What will be the standards in which we assess the variations of the collective work?
How will the AP board judge work that has a strong idea but is visually week in the beginning?
How will you make improvements as you go along and develop your concentration?

Upon completion of this unit students will be able to:
1.4.12.A.2, 1.4.12.A.3
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

Activities:
- Power point presentation
- Individual worksheet for notes and questions
- Large group discussion for clarification, design idea, development and guidance
Brainstorm list of concept and ideas
A write up of concentration theme idea in a paragraph or two
A list of 12-15 design possibilities
Media exploration and investigation - journaling
Individual consultation
Design development
Group pre-assessment: TAG observation and written
Design completion
AP Studio Art standards for final assessment and evaluation.

STEAM Activities (Visual Arts):
Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

Methods of Assessments/Evaluation:
- Rubric
- Reflection
- Individual consultation
- Journaling
- Final design selection
- Display
- Visual Observation
- Individual Critique
- Group assessment

Resources/ Online Resources:
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Concentration

Topic 2: Growth

Approximate # of Weeks: 4-5

Essential Questions:
How well is your idea developing?
What does the idea of growth mean in the visual capacity?
How have artists in the past shown growth within their body of work?
What areas have these artists grown in: skill, concepts, media use, other?
How will you use this information in assisting the concentration art work development?
How will looking at the first 4 designs help you evaluate your work as a collection AND establish the next step of growth?
How will you show growth within this next section?
How will you show growth and still maintain the idea?
What risks will you be taking within this next section?
Why must we look at the “growth” section with a more critical eye than the “idea” section?
How do we differentiate the evaluation process in the “growth” section?
What advice will you provide for yourself and your peers?
How will the AP board judge work that has a strong idea but is visually week in the beginning and shows some growth?

Upon completion of this unit students will be able to:
1.1.12.D.1
1.4.12.A.2, 1.4.12.A.3
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

Activities:
- Large group discussion for support, conversation, and growth development.
- A comparison evaluation of the “idea” collection
- A written statement on how the “idea” will show growth
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- AP Studio Art standards for final assessment and evaluation.
STEAM Activities (Visual Arts):
- Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

Methods of Assessments/Evaluation:
- Rubric
- Reflection
- Individual consultation
- Journaling
- Final design selection
- Display
- Visual Observation
- Individual Critique
- Group assessment

Resources/ Online Resources:
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Concentration

Topic 3: Discovery

Approximate # of Weeks: 4-5

Essential Questions:
How well is your work developing and growing?
What does the “Discovery” section of the portfolio mean?
What will you discover about your theme, your approach, and/or yourself in the development of your concentration?
How will your work evolve in this next section of your concentration?
Why must we look at both the “Idea” and “Growth” sections before we develop the “Discovery” section?
How will the “Discovery” section evolve but still maintain the main idea?
How will you develop your work’s CTC?
What risks will you be taking within this final section?
How will you push your artistic voice?
How should you end the “Discovery” section?
Why must we look at the “Discovery” section with a more critical eye than both the “idea” and “growth” sections?
How do we differentiate the evaluation process in the “Discovery” section?
What advice will you provide for yourself and your peers to create their strongest work?
How will the AP board judge work that has a strong idea but is visually week in the beginning, shows some growth and evolves into a strong “Discovery” section?
How will the AP board judge work that has a strong idea but is visually week in the beginning, shows some growth and doesn’t evolve into a strong “Discovery” section?
What is your final concentration statement that describes your theme for the AP board?
How will you provide key examples of the theme within your work for the AP board?

Upon completion of this unit students will be able to:
1.1.12.D.1
1.4.12.A.2, 1.4.12.A.3
1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

Activities:
- Review the artistic goals and AP overall scoring rubric of the concentration portion of exam
- Large group discussion for support, conversation, and growth development.
- A comparison evaluation of the “Idea” and “Growth” sections.
- A group discussion on the possibilities of how the theme will evolve in the “Discovery” section.
- A written statement on how the “idea” will evolve in the “Discovery” section
- Individual consultation
- Design development
- Group pre-assessment: TAG observation and written
- Design completion
- Concentration theme write up (500 characters)
- A description of the theme examples within the collection of work (1350 characters).
- AP Studio Art standards for final assessment and evaluation.

**STEAM Activities (Visual Arts):**
- Students will continue to use a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

**Methods of Assessments/Evaluation:**
- Rubric
- Reflection
- Individual consultation
- Journaling
- Final design selection
- Display
- Visual Observation
- Individual Critique
- Group assessment

**Resources/ Online Resources:**
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines
Unit: Art Shows

Topic: Curating a Show

Approximate # of Weeks: 1-2

Essential Questions:
Why is it essential for visual artists to showcase their work?
Why should students present their work in a collection?
How do you go about selecting artwork presented in a show?
How do you present the work so that it’s as professional as possible?
How long does it take to prepare the work?
What is the process of curating a show?

Upon completion of this unit students will be able to:
1.3.12.D.3

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

Activities:
- Group discussion on concepts and techniques of curating a show
- Personal selection of work being presented
- Small group discussions for assistance
- Individual consultation
- Lesson on how to matte, back and tag work
- Execution of matting, backing and tagging work
- Teacher and student consultation of presentation
- Show assistance for set up
- Show presentation and opening
- Show take down

STEAM Activities (Visual Arts):
- Students may create a pictorial or film of show process for personal record.

Methods of Assessments/Evaluation:
- Reflection
- Individual consultation
- Journaling
- Display
- Visual Observation

Resources/ Online Resources:
- Gallery displays visited during the course of the year along with online visits.
- Images of former students’ work in shows and presentations