

Ms. Bjork Visual Art Website: <http://phsvisualartdept.weebly.com/ap-studio-art-assignments.html>
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Unit Name: Unit 2-Developing A Work Ethic and Conceptually Interesting Art-Word Project

Unit Description: Create 10 works of art related to the word you have chosen. The goal is to do quality work and meet the deadline of one week to complete the project. Consider different ways to interpret your word in both a literal, metaphorical and non-traditional way. Consider a realistic way to manage your time and work output so that you are able to achieve your goal. **Work that does not meet the deadline does not meet the proficiency level for the assignment, since time management is one of the main goals.**

Specifics:

- Work must be a minimum of 8.5 x 11 inches (unless 3D then size can be appropriate to piece and can be smaller, not smaller than 6 square inches)
- Work cannot use photography or the computer, must be entirely hand made
- Work can use a variety of media, but should still pay attention to quality craftsmanship with media chosen
- Work must satisfy the 3 C's
 - o Composition: Is there evidence of competent visual organization and design?
 - o Craftsmanship: Is there evidence of technical proficiency and visual acuity?
 - o Concept: Is there evidence of a clear conceptual idea present that most viewers understand?
- Work can be all black and white or color or a combination
- Work should not include the word in the design
- Work should incorporate a strong sense of composition and design
- Work should explore the word in a highly creative, innovative way and not just literal, Concept is critical here! Really stretch your interpretation!

Sketchbook Requirements:

- Brainstorm your word creating a list of ideas that you could explore. This written brainstorm should fill the page.
- Small quick thumbnails planning all 10 images should also appear in your sketchbook don't spend too much time on this. Just show your idea, but don't scribble either!
- Experimentation with media in SKBK. If you plan to paint then show your practice etc.
- Sketchbook assignments and online postings are due by the end of next class.**

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed in the unit	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed in the unit
RS 1 CREATE Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences.	PS1-Apply and utilize the elements and principles of design in the creation of visual art. PS4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. PS7 Connect artistic ideas & works with personal, societal, cultural and/or historical context to deepen understanding.
RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.

RS 3 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.

PS5- Present final artworks for public display via internet or gallery exhibit.
PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.

Learning Targets

1. Identify each learning target for the Priority Standard in the context of the unit.

2. For each learning target, label the type of each learning target using the following:

- Knowledge (K)- What I need to know
- Skill (S)- What I can demonstrate
- Product (P)-What I can make to show my learning
- Reasoning (R)-What I can do with what I know

I. The Student Will....

PS 1-

- Develop art that utilizes the elements and principles of design in the thoughtful creation of works. (K,S,P)
- Create emphasis by developing a strong focal point in your art. (K,S,P)

PS2-

- Create detailed artwork that is fully detailed using appropriate techniques for media selected. (S,P)
- Develop art that illustrates exemplary craftsmanship in the media chosen. (K,S,P)

PS3-

- Create a strong focal point: Subject of art work. (K, S, P)
- Utilize an interesting, meaningful and purposeful break-up of space (K, S, P)
- Develop art that illustrate an awareness of positive and negative spaces (K, S, P)

PS4

- Develop a series of sketches that illustrate summer explorations and planning to develop artistic voice. (K,PS, R)
- Develop a blog online to reflect on artistic and creative conceptual development over the summer. (K,PS, R)
- Create a detailed analysis of ideas and goals for the course to better develop concepts that are unique, creative and meaningful. (K,PS, R)

PS5-

- Prepare summer homework for presentation during critique and classroom gallery display. (P, S)
- Finalize online blog and flickr pages for presentation during critique and classroom gallery display. (P, S)

PS6-

- Evaluate the collection of summer art homework with a written artist statement using the It's CLEAR format for writing. (R,K) Post to blog.
- Explain how the criteria was met for this unit. (R,K)
- Explain what elements and principles of art were used. (R,K)
- Explain which artwork(s) you feel are best and why. (R,K)
- Describe improvements or changes (R,K)
- Explain how to implement these changes. (R, K)

PS7-

- Reflect upon your goals and ideas for this course and develop a comprehensive written plan. (R, S, P)
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Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

- Sketchbook planning sketches, written brainstorm, thumbnails and media experimentations. Assessed with department Sketchbook rubric.
- Written artist statement posted to blog and [Google Class folder](#) assessed with department Artist Statement Rubric.
- 10 works of art presented in finished final form for class critique (10 works graded as one collection) assessed with department Art Rubric
- Verbal presentation of art work during critique. Assessed as part of Artist Statement Rubric

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

****You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment****

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS1- Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative, conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept. Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.

<p>PS5- Present final artworks for public display via internet or gallery exhibit.</p>	<p>Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.</p>	<p>Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.</p>	<p>Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.</p>	<p>Final presentation of artwork is lacking finish and thought.</p>
<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>