

Ms. Bjork      Visual Art Website: <http://phsvisualartdept.weebly.com/ap-studio-art-assignments.html>  
Email Ms. Bjork: <mailto:bjorjea@pewaukeeschools.org>

**Unit Name: Unit 4- Alternative Media, Altered Images, Altered Reality, Developing the Breadth Section of Portfolio** Assignment Description: "Alternative Mark-making, Altered Images, Altered Reality"

Create a work of art using an alternative mark-making techniques if doing that portfolio (ie: embroidery, hand-made brush with stick, candy marks, pins, stones etc), an altered image if doing photography (alternative processes like cyanotype, image transfer, digital substrate) or multi-media (altered book/printmaking collage, altered tin art). Artwork must satisfy the requirements of the Breadth section of your chosen portfolio. Concept needs to explore the idea of altered reality. Specifics

- Work must be a size that is appropriate to the piece you are creating and the media you chose.
- Work must use a media that is appropriate to your portfolio, but explores an alternative non-traditional technique
- Work can be all black and white or color or a combination depending on media chosen
- Work must creatively interpret the idea of altered reality/altered image....do not copy pinterest, do not copy technique, but explore your own.
- Process is key here, really document and explore your technique. Consider doing a series that will allow you to experiment with the media you've chosen and choose the best of the series to present. Work should incorporate the 3Cs including:
  - Craftsmanship:
    - How you use the media, skilled use, attention to detail
    - Become an expert with the tools you're using
    - Really try to master your media
  - Composition:
    - Pick a compositional tip to try to emulate in your work
    - Work must show an interesting, meaningful and purposeful break-up of space
    - Work must show an awareness of positive and negative spaces
  - Concept:
    - Work must show a strong focal point: Subject of the work
    - Clear idea of what you were trying to do

**Sketchbook Requirements:**

- Create visual journal pages (at least 2) that explore through media, research, writing and sketching the concepts you are considering for this project. Make sure you use the [Visual Journal Formatting](#) as explained in class and illustrated on Pinterest.
- Do at least 8 small quick thumbnails planning your project.
- List the alternative technique/media you are planning to explore along with the thumbnails and explain briefly how you plan to use this technique/media.
- Design your writing to highlight Visual Journaling techniques.
- Experiment with the alternative media in your Visual Journal

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
<b>RS 1 CREATE</b> Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences.	<b>PS1-</b> Apply and utilize the elements and principles of design in the creation of visual art. <b>PS4-</b> Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. <b>PS7</b> Connect artistic ideas & works with personal, societal, cultural and/or historical context to deepen understanding.
<b>RS 2 CREATE</b> Plans and develops complex compositions through quality craftsmanship.	<b>PS2-</b> Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. <b>PS3-</b> Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
<b>RS 3 PRESENT &amp; RESPOND</b> Interpret and evaluate the meaning of art work through the critique process.	<b>PS5-</b> Present final artworks for public display via internet or gallery exhibit. <b>PS6-</b> Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.
<b>Learning Targets</b>	
<p><b>I. The Student Will....</b></p> <p><b>PS 1-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop art that utilizes the elements and principles of design in the thoughtful creation of works. (K,S,P)</li> <li><input type="checkbox"/> Create emphasis by developing a strong focal point in your art. (K,S,P)</li> </ul> <p><b>PS2-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create artwork that is fully detailed using appropriate techniques for media selected. (S,P)</li> <li><input type="checkbox"/> Develop art that illustrates exemplary craftsmanship in the media chosen. (K,S,P)</li> </ul> <p><b>PS3-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a strong focal point: Subject of art work. (K, S, P)</li> <li><input type="checkbox"/> Utilize an interesting, meaningful and purposeful break-up of space (K, S, P)</li> <li><input type="checkbox"/> Develop art that illustrate an awareness of positive and negative spaces (K, S, P)</li> </ul> <p><b>PS4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a clear and complex concept that meets the criteria of the Breadth section of the portfolio while exploring the art movement, principle and element you've chosen.</li> </ul> <p><b>PS5-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare artworks for exhibit in the classroom for critique day (P, S)</li> <li><input type="checkbox"/> Finalize online blog photos of your project and a written artist statement for presentation during critique and classroom gallery display. (P, S)</li> </ul> <p><b>PS6-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the collection of art with a written artist statement using the It's CLEAR format for writing. (R,K) Explain how the criteria was met for this unit. (R,K)</li> <li><input type="checkbox"/> Explain what elements and principles of art were used. (R,K)</li> <li><input type="checkbox"/> Explain which artwork(s) you feel are best and why. (R,K)</li> <li><input type="checkbox"/> Describe improvements or changes (R,K)</li> <li><input type="checkbox"/> Explain how to implement these changes. (R, K)</li> </ul> <p><b>PS7-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connect this work to your personal goals for the class and also to the art movement/style you've chosen.(R, S, P)</li> <li><input type="checkbox"/> Become an expert on the art movement you've been assigned. (R,K,)</li> </ul>	

## Summative Assessment(s)

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

- Visual Journal explorations and research, thumbnails and media experimentations. Assessed with department Sketchbook rubric.
- Written artist statement posted to blog and Google Class folder assessed with department Art Project Rubric.
- ART work presented in finished final form for class critique 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
<b>PS1-</b> 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.
<b>PS2-</b> 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.
<b>PS3-</b> 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.
<b>PS 4</b> 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><b>PS5-</b> 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><b>PS6-</b> 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><b>PS7</b> 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>