

Ms. Bjork

Visual Art Website: <http://phsvisualartdept.weebly.com/ap-studio-art-assignments.html>Email Ms. Bjork: <mailto:bjorjea@pewaukeeschools.org>**Assignment Description: Self Portrait- Figure Ground Relationship**

Create a work of art related to your interpretation of your self. This is a self-portrait project, but not just a head and shoulders type of work. Who are you? What do you look like? What is it important for you to express to others? What surroundings and environment do you feel most comfortable in or least comfortable in? How do your surroundings effect how you look and feel? Develop a full body self portrait that answers these questions and also that illustrates a full body figure in relationship to a foreground, middle ground and background. Choose to use a foreshortened perspective or not. Be sure to illustrate exaggerated or realistic proportions as appropriate to your concept for the project.

Specifics:

- Work must be a minimum of 8x10inches if photography or digital and 16x20 if drawn, painted or mixed media, 3-d will vary
- If photography-work must involve a series of 8-10 images of your own
- If doing digital work must involve at least 5 images that are your own
- Work must show your portrait in full figure with an interesting, complex and significant background.
- Work must utilize a foreshortened view of the subject and portray foreshortening in a realistic way or use some form of exaggeration (proportions or viewpoint)
- Work must use realism as the style of expression with attention paid to details such as proportion, perspective, texture, pattern and value.
- Work can be all black and white or color or a combination
- Work can include text provided that the lettering is designed into the piece and treated as a design element not just text
- Work should incorporate a strong sense of composition and design
- Work should be able to be displayed in our studio/gallery space
- Work should meet the requirements of the Breadth section of your chosen portfolio

Sketchbook Requirements:

- Research using my Pinterest boards ([Figure in Art](#) & [AP Art Board](#)) and thoroughly reading through the assignment outline here.
- Blog a proposal that outlines the following:
 - o how you will meet the criteria,
 - o what media you will use
 - o how you will show foreshortening in the figure,
 - o what concept or idea will you portray about yourself,
 - o explain the complex composition you have planned....
 - o what is the setting of your portrait
 - o why is that significant?
 - o post three images with this blog post that have inspired you
 - o email the link to this post to me bjorjea@pewaukeeschools.org
- Brainstorm your idea creating a list of ideas that you could explore. This written brainstorm should fill the page. Do at least 8-10 small quick thumbnails planning your project and have them initialed by Mrs. Bjork before beginning the assignment
- Complete the in class figure drawing practice exercises
- Do studies of your body, face and the background you intend to use in your work. Include these drawn/painted/ sculpted studies in your sketchbook.

| Reportable Standard | Priority Standard |
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| <p>In each box list the reportable standard to be assessed <u>in the unit</u></p> | <p>In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u></p> |
| <p>RS 1 CREATE Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences.</p> | <p>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 and works with personal, societal, cultural and historical context to deepen understanding.</p> |
| <p>RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.</p> | <p>PS1-Apply and utilize the elements and principles of design in the creation of visual art. 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 & design.</p> |
| <p>RS 3 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.</p> | <p>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.</p> |
| <p>Learning Targets</p> | |

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 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 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.

PS5-

- Prepare artworks for exhibit in the classroom for critique day (P, S)
- Finalize online blog photos of your art and a written artist statement for presentation during critique and classroom gallery display. (P, S)

PS6-

- Evaluate the 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)
- 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-

- Connect this work to your personal goals for the class and also to the artists and techniques discussed in class. (R, S, P)
- Research collage as a technique and connect your idea to this art historical process. (R, K)

Summative Assessment(s)

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

- Sketchbook planning sketches, and visual Journal research on collage and your concepts. Document your thought process.
- Written artist statement posted to blog and [Google Class folder](#) assessed with department Artist Statement Rubric.
- 2 works of art presented in finished final form for class critique (2 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 |
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| 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. |
| PS5- Present final artworks for public display via internet or gallery exhibit. | Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself. | Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit. | Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit. | Final presentation of artwork is lacking finish and thought. |

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| <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> |