

AP Art and Design Curriculum Map Fall 2022

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UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NATIONAL CORE ART STANDARDS OR ARCHI PATHWAY AND CONSTRUCTION STANDARDS
Digital Literacy: <a href="#">link</a> • How is GDrive connected to GClassroom to GCalendar?	2 weeks	RCHS app, Google Suite GClassroom, GDrive, GCal, GSlides	No text; digital only	Deliverables: slides, GMaps results	In this unit students learn about Google Suite and how it can help in their education and daily life.	
Post secondary goals: <a href="#">link</a> • What are your goals after graduating high school?	within the 2 weeks above	Google Slides, internet research	No text; digital only	Deliverable: slide presentation, formative assessment: students present in pairs, instructor navigates the classroom, listening and adjusting conversations	In this brief lesson, students envision their post secondary goals. Those goals do not have to be 'written in stone' but are flexible.	
Poster Heros. • How might we transform existing learning and training models? • How might we reimagine the future of learning?	2 weeks	Design brief analysis using the Says/Does/Analyze handout: <a href="#">link</a> Ideation, layout: symmetry/asymmetry/vertical/horizontal, digital poster, presentation	GClassroom <a href="#">link</a> ; Design brief <a href="#">website</a> , canva.com	Deliverable: 1. says/does/analyze handout 2. ideation sketches: 3, one per prompt 3. final poster using canva.com 4. final assessment: self reflection form followed by sharing in pairs	In this unit students combine text analysis and visual literacy to create two posters answering a designer's brief: How can we change current educational paradigm?	<a href="#">NYS Arts Standards</a> Creating 1. Generate and conceptualize artistic ideas and work. 3. Refine and complete artistic ideas and work. Responding 7. Perceive and analyze artistic work. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
3 AdAstra creative challenges/units: The Lake, The Fire Dragon, Art for All • the lake: what percentage of blame will you assign? • The Fire Dragon: analyze the consequences of each option • <a href="#">Art for all</a> : There are 101 artworks to consider. Which will you choose to create a collection of your own?	5 weeks	• The Lake: text analysis, higher order thinking, partnered turn and talk. Ideation and digital poster design. • The Fire Dragon: text analysis, turn and talk, ideation and digital poster. • Art for All: visual analysis using rubric, gallery plan ideation and layout, digital model using SketchUp.	Handout, slides, design website: canva.com The Lake <a href="#">handout</a> The Fire Dragon <a href="#">handout</a> Art for All <a href="#">handout</a>	Deliverables: 1. says/does/analyze handout 2. ideation sketches 3. posters using canva.com 4. final self assessment and sharing, <a href="#">ex. of sa</a>	In this unit, students are faced with three creative challenges and have to carefully analyze each text and then agree on a hierarchy of action to solve each challenge. The unit's summative assessments are posters. In the "Art for All" unit, students design and	Creating: 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic ideas and work. Responding 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work.

					create a personal collection of art and a gallery model using SketchUp.	9. Apply criteria to evaluate artistic work.
<p>Black paper compositions: layout and balance.</p> <ul style="list-style-type: none"> <li>• How can you create symmetrical and asymmetrical compositions?</li> <li>• What is the purpose of such compositions in the design field?</li> </ul>	1 week	<ul style="list-style-type: none"> <li>• explanation of line, shape and picture plane</li> <li>• what is symmetry/asymmetry and visual balance</li> <li>• use of line: one point perspective, illusion of volume, shapes</li> <li>• skills: cutting, measuring, careful placement in preparation for larger layout exercises.</li> </ul>	<p>Slide lecture and vocab: <a href="#">link</a></p> <p>Student <a href="#">handouts</a></p>	<p>Deliverables:</p> <ol style="list-style-type: none"> <li>1. ideation sketches: symmetry/asymmetry</li> <li>2. Summative assessment: completed paper compositions, see <a href="#">slides 18-23</a></li> </ol>	<p>In this unit students learn about visual balance and how lines, when thick, become shapes which create visual patterns. Students apply vocabulary to describe their compositions.</p>	<p>Creating</p> <ol style="list-style-type: none"> <li>2. Organize and develop artistic ideas and work.</li> </ol> <p>Responding</p> <ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> </ol>
<p>Cooper Union Bach. of Archi. entrance exam.</p> <ul style="list-style-type: none"> <li>• How do flat shapes create an illusion of 3D space?</li> <li>• Can you create an imaginary unit of measure?</li> <li>• Imagine the forms in a painting in a 3D space.</li> <li>• How can you create a non-representational self portrait?</li> </ul>	5 weeks	<p>exam prompts:</p> <ol style="list-style-type: none"> <li>1. Space from a painting: Imagine the forms suggested by the painting on the previous page in three dimensional space.</li> <li>2. A plan cut out of composition: In the space below the image, project the plan looking down at each element of the composition as cut through the level indicated by the white line.</li> <li>3. Space from text: Produce a spatial interpretation alluded to in ONE of the 3 texts on the previous reference page. Indicate which text you choose.</li> </ol>	<p>Entrance exam <a href="#">handout</a></p> <p>Formative assessment: mini critique w peers</p>	<p>Deliverables:</p> <ol style="list-style-type: none"> <li>1. ideation sketches, digital layout using canva.com template</li> <li>2. Final assessment: final drawing</li> <li>3. self reflection</li> <li>4. Summative assessment: mini critique</li> </ol>	<p>In this large unit, students employ their metacognitive skills along with observation and drawing to create original works of art answering complex design questions.</p>	<p>Creating</p> <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic ideas and work.</li> </ol> <p>Responding</p> <ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>

		<p>4. Self portrait: Create two self portraits: a) self portrait and b) a self portrait with no reference to the physical self</p> <p>5. Measurement of a territory: Develop and document a system of measuring a territory of your choice.</p>				
Documentation of projects and portfolio update.	1 week	2D artwork documentation using iPhone camera and scanner. Editing using Adobe Photoshop. Creation of an online portfolio using GSlides.	digital platform, no text	Deliverable: updated portfolio of student work, including sketches	Students learn to photograph and edit their work and to prepare portfolios.	Responding 9. Apply criteria to evaluate artistic work.
<b>SPRING 2023 UNIT TITLE &amp; ESSENTIAL QUESTION</b>	<b>UNIT TIMELINE</b>	<b>UNIT CONTENT &amp; SKILLS</b>	<b>CORE TEXTS &amp; MATERIALS</b>	<b>FORMATIVE &amp; SUMMATIVE ASSESSMENTS</b>	<b>CSRE ALIGNMENT</b>	<b>NATIONAL CORE ART STANDARDS OR ARCHI PATHWAY AND CONSTRUCTION STANDARDS</b>
<a href="#">Paper</a> bag still life EQ:	2 weeks					
Personal projects: TBD EQ:	3 weeks					
The great <a href="#">migration</a> : identity EQ: If you had to move and abruptly relocate to another country, what items of personal value would you take with you?	4 weeks			<p>Deliverable: a digital collage a suitcase diorama, possibly mixed media</p> <p>Summative assessment: mini critique with students and faculty from other classes</p>	<p><b>Learning objectives:</b></p> <p><b>Art context:</b> Students will be able to understand some of the reasons why migrations occur: economic and ecological.</p> <p><b>Personal perspective on artistry:</b> Students will reflect on their lives and prioritize</p>	<ul style="list-style-type: none"> <li>Connecting: relating artistic ideas and work with personal meaning and external context.</li> <li>Students will relate ideas and works with societal,</li> </ul>

					objects of personal value. Students will list those objects. The list will guide their artistic exploration for the length of this project.	cultural and historical context to deepen understanding.

**Creating**

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

**Performing/Presenting/Producing**

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

**Responding**

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

**Connecting**

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.