

Unit Plan # 1	
Title: What is A.P. Studio Art?	
Subject: A.P. Studio Art	Length of Time: 10 days
Unit Summary: Identify what A.P. Studio Art is, how it works, and what the requirements are.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: AP Studio Art Requirements	
Cluster: What is the purpose of the AP Studio Art course? Breadth, quality, and concentration	
CC Standard#:	Standard:
1.3.12.D.1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
Conceptual Category: Portfolio Evaluation Process	
Cluster: Viewing sample portfolios Evaluation process	
CC Standard#:	Standard:
1.4.12.A.3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
1.4.12.B.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
Unit Essential Questions: <ol style="list-style-type: none"> 1. What does the AP Studio Art course consist of? 2. How do you produce a variety of artwork to complete a portfolio? 3. How do I move pieces into AP quality? 	
Unit Enduring Understandings: Students will be able to use their knowledge of the AP course and its requirements to create a portfolio that will meet the standards of the College Board.	
Unit Objectives: Students will be able to identify the purpose of the course. Students will be able to identify the components of the AP Studio Art portfolio. Students will be able to describe how the portfolio evaluation process works.	
Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	
Summative Assessments: Final drawings.	
Lesson Plans	
Lessons	Timeframe
Lesson #1: What is AP Studio Art	2 days
Lesson #2: What does the portfolio include?	2 day

Lesson #3: The evaluation process	2 days
Lesson #4: Viewing sample AP artwork	4 days

Unit Plan # 2	
Title: A.P. Studio Art Portfolio Structure	
Subject: A.P. Studio Art	Length of Time: 15 days
Unit Summary: Students will understand the structure of the portfolio and the requirements necessary to produce a successful portfolio.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Understanding the quality, concentration and breadth	
Cluster: Qualities necessary for a good quality section. Choosing a good concentration. Producing a good breadth section.	
CC Standard#:	Standard:
1.4.12.A.2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
1.4.12.A.3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
Conceptual Category: Documenting artwork for the portfolio	
Cluster: Using digital photography to document work effectively. Using AP Central to upload images of artwork to digital portfolio.	
CC Standard#:	Standard:
1.4.12.B.3	Art and art-making reflect and affect the role of technology in a global society.
Unit Essential Questions: <ol style="list-style-type: none"> 1. What qualities do successful pieces include? 2. How do I choose a concentration topic that is neither too broad nor too narrow? 3. Why is it essential that I document my artwork? 	Unit Enduring Understandings: Students will be able to document their work and keep it organized throughout the course.
Unit Objectives: Students will be able to identify qualities necessary for a good breadth section. Students will be able to create a concentration topic. Students will be able to use AP Central to upload images for their portfolio.	
Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	
Summative Assessments: Final drawings.	
Lesson Plans	

Lessons	Timeframe
Lesson #1: Quality – content, composition, techniques	5 days
Lesson #2: Breadth – conceptual, perceptual, expressive and technical range	2 days
Lesson #3: Concentration – what is it?	1 day
Lesson #4: Choosing a concentration	3 days
Lesson #5: Using AP Central	1 day
Lesson #6: Photographing Artwork	2 days
Lesson #7: Organizing your digital portfolio	1 day

Unit Plan # 3	
Title: Producing Art	
Subject: A.P. Studio Art	Length of Time: 12 days
Unit Summary: Students will spend time working on drawing techniques in order to bring work to AP Level.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Line Drawing	
Cluster: Line qualities, thickness, pressure Contour line drawing	
CC Standard#:	Standard:
1.3.12.D.1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
1.3.12.D.3	
Conceptual Category: Shading	
Cluster: Value Produce a still life drawing – fully shaded Produce a drawing that shows reflective surfaces	
CC Standard#:	Standard:
1.3.12.D.3	The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
1.3.12.D.4	
Unit Essential Questions: 1. How does line affect drawing? 2. How do we use line to show depth? 3. How does shading affect drawing?	Unit Enduring Understandings: Students will be able to use specific drawing techniques to bring pieces to AP level
Unit Objectives: Students will be able to use line to show depth. Students will be able to produce a fully shaded still life drawing. Students will be able to enhance drawing skills in order to bring work to a higher level.	

Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	
Summative Assessments: Final drawings.	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Line – qualities, thickness, pressure	1 day
Lesson #2: Contour line drawing	2 days
Lesson #3: Value	1 day
Lesson #4: Producing a still life	5 days
Lesson #5: Reflective shading	3 days

Unit Plan # 4	
Title: Working from Life	
Subject: AP Studio Art	Length of Time: 17 days
Unit Summary: Students will produce a variety of works from direct observation.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Composition, negative space and movement.	
Cluster: Producing a number of works in a variety of media/techniques. Drawing using the still life as a subject matter. Drawing using the model as a subject matter.	
CC Standard#:	Standard:
1.3.12.D.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
1.3.12.D.4	
1.4.12.B.2	
Conceptual Category: Drawing architectural settings	
Cluster: Using perspective. Drawing using various locations as subject matter.	
CC Standard#:	Standard:
1.3.12.D.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. The cohesiveness of a work of art and its ability to communicate a theme or narrative can
1.3.12.D.4	
1.4.12.B.2	

	be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	
Unit Essential Questions: <ol style="list-style-type: none"> 1. How can I produce work in a variety of medium and styles? 2. How do I select media, style, and size to satisfy my expressive goals? 3. How do artists convey meaning? 		Unit Enduring Understandings: Students will be able to convey meaning through their artwork which will help them to fulfill the requirements of the concentration.
Unit Objectives: Students will be able to produce a still life drawing. Students will be able to produce a self portrait. Students will be able to draw using perspective from direct observation. Students will be able to demonstrate creativity and originality.		
Evidence of Learning		
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.		
Summative Assessments: Final drawings.		
Lesson Plans		
Lessons	Timeframe	
Lesson #1: Variety – using different techniques and media	1 day	
Lesson #2: Drawing from Observation	1 day	
Lesson #3: Producing a Still Life - monochromatic	3 days	
Lesson #4: Producing a self portrait	3 days	
Lesson #5: The Expressive Self Portrait	3 days	
Lesson #6: Perspective	2 days	
Lesson #7: Architectural Drawing	4 days	

Unit Plan # 5	
Title: Understanding Art	
Subject: AP Studio Art	Length of Time: 25 days
Unit Summary: Students will study the work of several artists through different time periods in an effort to understand how other artists created meaning and expressive qualities in their artwork.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Important artistic periods.	
Cluster: Cubism, Impressionism, Post Impressionism, Abstraction, Surrealism, Expressionism Understanding the elements and principles of this artwork.	
CC Standard#:	Standard:
1.4.12.B.1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

1.4.12.A.3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks. Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
1.4.12.A.1	
1.3.12.D.5	
Conceptual Category: Critique	
Cluster: Talking about art Critiquing artwork How does art of the past influence art in the present? How does art of the past influence the art that I create?	
CC Standard#:	Standard:
1.3.12.D.2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement. The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
1.3.12.D.3	
1.4.12.B.2	
Unit Essential Questions: 1. Why will it help me to study the work of famous artists/periods? 2. How does the art of the past influence art in the present? 3. How does art of the past influence the art that I create?	
Unit Enduring Understandings: Students will be able to recognize specific artists and artistic qualities that are specific to periods in art history and apply that knowledge to enhance their own art and portfolios.	
Unit Objectives: Students will be able to recognize artists by their unique qualities. Students will be able to effectively critique. Students will be able to understand how the art of the past influences the art of today.	
Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	
Summative Assessments: Final drawings.	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Cubism	3 days
Lesson #2: Impressionism and Post Impressionism	4 days
Lesson #3: Abstraction	2 days
Lesson #4: Surrealism	2 days
Lesson #5: Expressionism	3 days

Lesson #6: Critique	5 days
Lesson #7: How does art of the past influence art of the present?	3 days
Lesson #8: How does art of the past influence me?	3 days

Unit Plan # 6	
Title: Quality Pieces	
Subject: AP Studio Art	Length of Time: 12 days
Unit Summary: Choosing quality pieces that meet AP standards.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: What makes a quality piece?	
Cluster: Mastery in concept, composition and execution Size requirements Subject matter	
CC Standard#:	Standard:
1.4.12.A.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
1.3.12.D.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
Conceptual Category: Choosing, photographing, and uploading pieces to AP Central.	
Cluster: Choosing quality pieces from assignments earlier in the year and at home assignments. Photographing pieces in good quality. Uploading quality pieces to AP Central.	
CC Standard#:	Standard:
1.3.12.D.4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
1.4.12.B.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
Unit Essential Questions: 1. What makes a good quality piece? 2. How can I choose quality pieces that go together?	Unit Enduring Understandings: Students will be able to complete the quality section of their portfolio and differentiate between higher level and lower level pieces.
Unit Objectives: Students will be able to choose, document and upload quality pieces to AP Central. Students will be able to critique their own artwork as well as their peers' artwork to choose their best pieces.	
Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	

Summative Assessments: Final drawings.	
Lesson Plans	
Lessons	Timeframe
Lesson #1: What makes a quality piece?	1 day
Lesson #2: Class critiques	4 days
Lesson #3: Choosing quality pieces	2 days
Lesson #4: Photographing quality pieces	3 days
Lesson #5: Uploading quality pieces	2 days

Unit Plan # 7	
Title: Concentration	
Subject: AP Studio Art	Length of Time: 20 days
Unit Summary: Students will begin work on concentration pieces.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: From idea to reality.	
Cluster: Review concentration. Come up with several pieces to ensure students have direction.	
CC Standard#:	Standard:
1.4.12.A.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
1.3.12.D.4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
Conceptual Category: Creating the first piece	
Cluster: What the first piece will mean for the remainder of the concentration pieces. Importance of remembering and incorporating techniques that will bring pieces to AP level.	
CC Standard#:	Standard:
1.3.12.D.4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
1.3.12.D.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
Unit Essential Questions: 1. How will you make sure your pieces all connect? 2. What will you concentrate on to ensure your pieces will fit AP standards?	Unit Enduring Understandings: Through their own experiences as well as studying several other artists' work, students will be able to create several pieces with one unifying theme.
Unit Objectives: Students will be able to create several pieces that are dedicated to one component. Students will be able to dedicate themselves to working at home on a larger scale.	
Evidence of Learning	
Formative Assessments:	

Sketchbooks, sketchbook questions, assess portfolio progress.
Class critiques and individual critiques.

Summative Assessments:
Final drawings.

Lesson Plans	
Lessons	Timeframe
Lesson #1: Concentration review	1 day
Lesson #2: First concentration piece	8 days
Lesson #3: Importance of working at home	1 day
Lesson #4: Continuing the concentration	10 days

Unit Plan # 8	
Title: Choosing Breadth Pieces	
Subject: AP Studio Art	Length of Time: 15 days
Unit Summary: Students will choose unifying pieces for the breadth section.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Requirements of the breadth section	
Cluster: Understanding and applying the principles of design to the breadth section	
CC Standard#:	Standard:
1.3.12.D.1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
Conceptual Category: Choosing pieces for the breadth section.	
Cluster: Choosing pieces that connect Choosing pieces that apply the principles of design Choosing pieces that were not used previously, as these must be unique to the breadth section	
CC Standard#:	Standard:
1.3.12.D.1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
1.4.12.A.4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
Unit Essential Questions: <ol style="list-style-type: none"> What are the principles of design and how do they apply to the breadth? How do I choose unifying pieces to best represent me in the breadth section? 	
Unit Enduring Understandings: Students will be able to understand the principles of design and apply them to not only the breadth section, but the quality and concentration sections as well.	
Unit Objectives: Students will be able to choose unifying pieces for their breadth section and upload them to AP central.	

Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	
Summative Assessments: Final drawings.	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Principles of design	4 days
Lesson #2: Unifying the breadth section	2 days
Lesson #3: Examples of breadth pieces	3 days
Lesson #4: Choosing pieces for the breadth section	5 days

Unit Plan # 9	
Title: The Final Portfolio	
Subject: AP Studio Art	Length of Time: 20 days
Unit Summary: Students will finalize all components of their portfolio before finally submitting it.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Reviewing Portfolio	
Cluster: Finalizing all sections Reviewing all pieces that are being submitted	
CC Standard#:	Standard:
1.4.12.B.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.
1.4.12.A.2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.
Conceptual Category: Preparing pieces to mail	
Cluster: Packing artwork that needs to be mailed Reviewing AP Central to make sure that all pieces are correctly labeled and included	
CC Standard#:	Standard:
1.4.12.B.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.
Unit Essential Questions: 1. Are the pieces included my best pieces of artwork? 2. Does my theme connect in all pieces? 3. Is everything ready to send?	
Unit Enduring Understandings: Students will be able to complete their portfolios and send them to be critiqued by judges.	
Unit Objectives: Students will be able to finalize a portfolio that includes breadth, quality and concentration and send it to be critiqued in several areas.	

Evidence of Learning	
Formative Assessments: Sketchbooks, sketchbook questions, assess portfolio progress. Class critiques and individual critiques.	
Summative Assessments: Final drawings.	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Finishing all pieces	10 days
Lesson #2: Reviewing artwork	4 days
Lesson #3: Packing artwork to be shipped	3 days
Lesson #4: Reviewing AP Central	2 days
Lesson #5: Final submittal	1 day

Unit Plan # 10	
Title: Portfolio Critique	
Subject: AP Studio Art	Length of Time: 13 days
Unit Summary: Students will be able to critique their portfolios after submitting them and reflect up on the time they spent on their portfolios.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Portfolio Reflection	
Cluster: Reflections upon portfolios What did I do well? What can I change for the future?	
CC Standard#:	Standard:
1.4.12.B.3	Art and art-making reflect and affect the role of technology in a global society. Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
1.4.12.A.4	
Conceptual Category: Portfolio Critique	
Cluster: Students will critique their own portfolios as well as their peers	
CC Standard#:	Standard:
1.4.12.B.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
Unit Essential Questions: 1. What did I do well with my portfolio? 2. What could I have done better in regards to my portfolio? 3. How will this class help me to pursue art in the future?	
Unit Enduring Understandings: Students will be able to reflect upon everything they learned throughout the year and apply their knowledge to a future in art.	

Unit Objectives: Students will be able to reflect upon their year and their portfolios Students will be able to critique their portfolios	
Evidence of Learning	
Formative Assessments: Class critiques, individual critiques	
Summative Assessments: Questions and surveys	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Portfolio Reflections	5 days
Lesson #2: Portfolio Critiques	8 days

Unit Plan # 11	
Title: Applying Concepts to Reality	
Subject: AP Studio Art	Length of Time: 25 days
Unit Summary: Students will use the knowledge they have of artistic concepts and styles to real life artistic situations.	
Learning Targets (Please Add Conceptual Categories, Clusters, Common Core Standard Numbers and Standard Descriptions as necessary – See CCSS Documents)	
Conceptual Category: Mural Painting	
Cluster: Planning a mural Working together to paint a mural	
CC Standard#:	Standard:
1.3.12.D.4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
1.3.12.D.3	
1.2.12.D.2	
Conceptual Category: Sidewalk Chalk	
Cluster: Using chalk to create art outside	
CC Standard#:	Standard:
1.3.12.D.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. Access to the arts has a positive influence on the quality of an individual's lifelong learning
1.2.12.A.2	

personal expression, and contributions to community and global citizenship.	
Unit Essential Questions: <ol style="list-style-type: none"> 1. Why do people paint murals? 2. What artists have created memorable murals? 3. Why do we use sidewalk chalk to create art outside? 	Unit Enduring Understandings: Students will be able to apply the concepts that they have learned on a larger scale for many people to see.
Unit Objectives: Students will be able to successfully plan a mural with a meaning. Students will be able to create a mural. Students will be able to use sidewalk chalk to create art outside.	
Evidence of Learning	
Formative Assessments: Assess mural progress, critique	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Planning a mural	3 days
Lesson #2: Mural painting	18 days
Lesson #3: Sidewalk chalk	4 days
Curriculum Resources: http://apcentral.collegeboard.com http://www.edison.k12.nj.us http://www.wallingford.k12.ct.us http://www.usd116.org http://curriculum.wiki.hoover.k12.al.us	