



# ART & DESIGN

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*Pathways*



## ART & DESIGN STRAND DESCRIPTION

In High School Art & Design, we offer four competency-based focus areas called strands. Our strands are *2D*, *3D*, *Technology & Design*, and *Art Fundamentals*. In the strands, students have the opportunity to acquire artistic practices, improve creative problem-solving abilities, learn to empathize with others, visually communicate, and find innovative solutions for problems in the world around them. Each course is located in one of the 4 strands. Students may work ahead in a strand or sometimes work outside a course/strand.

## PREREQUISITES

Starting in the 2018/19 school year to be in an AP Studio class, 2D Portfolio and/or 3D Portfolio, students must complete two art courses as well as Art Fundamentals I and 2. This is so students have the proper foundation and preparation to work in a more independent, student driven environment.

## ART & DESIGN STRANDS

ART FUNDAMENTALS	TWO DIMENSIONAL	THREE DIMENSIONAL	TECHNOLOGY & DESIGN
<b>ART FUNDAMENTALS I</b> .5 CREDIT	<b>DRAWING FROM LIFE</b> 1 CREDIT	<b>SCULPTURE</b> 1 CREDIT	<b>ANIMATION</b> 1 CREDIT
<b>2D DESIGN CONCEPTS</b> 1 CREDIT	<b>PAINTING</b> 1 CREDIT	<b>CERAMICS</b> 1 CREDIT	<b>FASHION DESIGN</b> .5 CREDIT
<b>3D DESIGN CONCEPTS</b> 1 CREDIT	<b>ILLUSTRATION</b> .5 CREDIT	<b>AP STUDIO ART: 3D</b> 1 CREDIT	<b>DIGITAL PHOTOGRAPHY AND PRINTMAKING</b> .5 CREDIT
<b>DRAWING AND PAINTING CONCEPTS</b> 1 CREDIT	<b>DRAWING AND PAINTING PORTFOLIO</b> 1 CREDIT	<b>3D PORTFOLIO</b> 1 CREDIT	<b>2D DESIGN PORTFOLIO</b> 1 CREDIT
	<b>AP STUDIO ART: DRAWING</b> 1 CREDIT		<b>AP STUDIO ART: 2D</b> 1 CREDIT



## STUDIO HABITS

In each course students will be expected to be part of the classroom culture and learn artist studio habits. These habits will be assessed and reported out to parents and students regularly. These are not for credit but will give an indication of student behaviors and practices linked to achievement. Students are expected to engage and participate in studio habits daily.

**HAND: DEVELOP CRAFT AND STUDIO MAINTENANCE**

**MIND: PRACTICE AND PLANNING, ENGAGE & PERSIST**

**VOICE: CRITIQUING AND PRESENTING**

**EYE: UNDERSTANDING THE ARTS COMMUNITY**

## COMPETENCY

To prove competent, students will submit evidence to be assessed. Each piece of evidence is assessed on the scale below. Each competency lays out how many pieces of evidence are required, to be considered complete. Students must digitally enter all evidence of work in MYLC. Some targets will need multiple pieces of evidence to show the student is competent at an appropriate level for the course. When all the competencies for a course are met the corresponding amount of credit will be transcribed.

COMPETENCY 5	COMPETENCY 4	FORMATIVE
Competent at the level of study. Work demonstrates a confident understanding of skill and concept. Student can work independently to apply to skill.	Skills and concepts are understood, but continued growth can happen within the scope of the course.	Major understanding or workings of the competency are missing. Continued growth needs to happen before concepts and skills are fully understood.

## LATE WORK POLICY

Students will have one week following a due date to complete a teacher assigned project and exercises. Materials to finish the work will be available for one week for students to use during advisory, before and after school. Due to material availability students may not be able to finish the competency after one week. This deadline is very important for full credit.



## EVIDENCE

In a specific area of study, individual course competencies may require multiple pieces of evidence. A piece of evidence is an artifact demonstrating a specific competency. The amount of evidence is indicated by each competency with either a number, or a letter **P**, meaning portfolio.

## NATIONAL STANDARDS

All of the KM Visual Arts Competencies are aligned with the National Core Arts Standards. In the sections below, footnotes dictating what standard each competency aligns to can be found. For more information on the National Core Arts Standards, please visit <http://nationalartsstandards.org/>.

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# COURSES OFFERED

CLICK THE TITLE OF THE COURSE TO GO DIRECTLY TO THE COURSE PAGE.

### ART FUNDAMENTALS

- [ART FUNDAMENTALS I](#)
- [ART FUNDAMENTALS II](#)
- [ART FUNDAMENTALS III](#)

### TWO DIMENSIONAL ART

- [DRAWING FROM LIFE I](#)
- [DRAWING FROM LIFE II](#)
- [ILLUSTRATION I](#)
- [ILLUSTRATION II](#)
- [PAINTING I](#)
- [PAINTING II](#)
- [AP STUDIO ART: DRAWING](#)
- [2D PORTFOLIO](#)

### THREE DIMENSIONAL ART

- [SCULPTURE I](#)
- [SCULPTURE II](#)
- [CERAMICS I](#)
- [CERAMICS II](#)
- [CERAMICS III](#)
- [AP STUDIO ART: 3D](#)
- [3D PORTFOLIO](#)

### TECHNOLOGY & DESIGN

- [ANIMATION I](#)
- [ANIMATION II](#)
- [ANIMATION III](#)
- [INDUSTRIAL DESIGN](#)
- [FASHION DESIGN](#)
- [DIGITAL ART](#)
- [AP STUDIO ART: 2D DESIGN](#)

## ART FUNDAMENTALS

### **COMPETENCIES**

#### **LINE 3<sup>7</sup>**

Students will build a portfolio of work showing line, and submit written defense of their work with historical reference.

#### **SHAPE 3<sup>7</sup>**

Students will build a portfolio of work showing shape, and submit written defense of their work with historical reference.

#### **COLOR 3<sup>7</sup>**

Students will build a portfolio of work showing color, and submit written defense of their work with historical reference.

#### **VALUE 3<sup>7</sup>**

Students will build a portfolio of work showing value, and submit written defense of their work with historical reference.

#### **FORM 1<sup>7</sup>**

Students will build a portfolio of work showing form, and submit written defense of their work with historical reference.

#### **TEXTURE 3<sup>7</sup>**

Students will build a portfolio of work showing texture, and submit written defense of their work with historical reference.

#### **SPACE 3<sup>7</sup>**

Students will build a portfolio of work showing space, and submit written defense of their work with historical reference.



## ART FUNDAMENTALS II

### **COMPETENCIES**

#### **IDEATION PROCESS 3<sup>1</sup>**

Students will engage in the larger planning process. Students will envision final compositions and express their personal voice through choices in material, composition, and use of artist of inspiration in their art.

#### **BREADTH PORTFOLIO 3<sup>2</sup>**

Each student will create a Google folder with a variety of images that show their breadth from level 1, 2 and 3 art courses. Breadth should be divided into Drawing, 2D design or 3D. See the AP Studio Art guidelines for breadth for more information.

#### **REFLECTION IN THE ARTS 3<sup>3</sup>**

A verbal or written articulation of how a student's choices affected the outcome of their work. This may include a defense of the student's work and a critique defense.

#### **METACOGNITION 3<sup>4</sup>**

Thinking about thinking. Students will demonstrate the ability to think deeply about art history and their own art/design.

#### **DIGITAL PORTFOLIO 1<sup>5</sup>**

Show growth through course artwork documented in a digital portfolio. This is a continuation of the digital portfolio started in Art Fundamentals 1.

#### **BALANCE 3<sup>6</sup>**

Students will build a portfolio of work using balance, and submit written defense of their work with historical reference.

#### **CONTRAST 3<sup>7</sup>**

Students will build a portfolio of work using contrast, and submit written defense of their work with historical reference.

#### **EMPHASIS 3<sup>8</sup>**

Students will build a portfolio of work showing emphasis, and submit written defense of their work with historical reference.

<sup>1</sup> Connecting

<sup>2</sup> Performing

<sup>3</sup> Connecting

<sup>4</sup> Connecting

<sup>5</sup> Presenting

<sup>6</sup> Creating, Connecting, Responding, Performing

<sup>7</sup> Creating, Connecting, Responding, Performing

<sup>8</sup> Creating, Connecting, Responding, Performing



## MOVEMENT/PATTERN/RHYTHM <sup>3</sup><sup>9</sup>

Students will build a portfolio of work showing movement, pattern, and rhythm, and submit written defense of their work with historical reference.

## VARIETY <sup>3</sup><sup>10</sup>

Students will build a portfolio of work showing variety, and submit written defense of their work with historical reference.

## HARMONY <sup>3</sup><sup>11</sup>

Students will build a portfolio of work showing harmony, and submit written defense of their work with historical reference.

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<sup>9</sup> Creating, Connecting, Responding, Performing

<sup>10</sup> Creating, Connecting, Responding, Performing

<sup>11</sup> Creating, Connecting, Responding, Performing

## ART FUNDAMENTALS III

### **COMPETENCIES**

#### **PERSONAL VOICE AND NARRATIVE 3<sup>12</sup>**

Students will expand on the ideation process to include more personal story and narrative in their art. Students will engage and persist to fully execute their ideas in a final piece that will engage the viewer in a more personal way.

#### **EMPATHY IN DESIGN 3<sup>13</sup>**

Students will use empathy when designing products, making decisions in their art, and thinking about their overall visual/functional qualities.

#### **SOCIETAL REFERENCE IN ART 3<sup>14</sup>**

Students will make art in response to modern society.

#### **HISTORICAL REFERENCE IN ART 3<sup>15</sup>**

Students will make art with direct reference (not replicas or in the style of) to historical art movements.

#### **RESEARCH & DESIGN 3<sup>16</sup>**

Students will show extensive research before executing a new skill, technique, project, or body of work. This research will go deeper than looking at other art and artists, and further into statistics as well as relevant issues such as politics, sociology, and historical context.

#### **DEFENSE 3<sup>17</sup>**

Students will defend ideas to the class for new works/ideas/body of work. Students will present a digital slide show of work, and show the planning process and evolution of the piece/body of work.

#### **CONCENTRATION PORTFOLIO 1<sup>18</sup>**

Each student will create a Google folder with images that show a cohesive body of work demonstrating the student's use of personal voice or narrative. This concentration can be part of a portfolio or AP studio art course.

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<sup>12</sup> Connecting

<sup>13</sup> Connecting

<sup>14</sup> Connecting

<sup>15</sup> Connecting

<sup>16</sup> Creating

<sup>17</sup> Connecting

<sup>18</sup> Creating, Connecting, Responding, Performing



## TWO DIMENSIONAL ART

<b>DRAWING FROM LIFE</b>	<b>ILLUSTRATION</b>	<b>PAINTING</b>
<b>AP STUDIO ART: DRAWING</b>	<b>2D PORTFOLIO</b>	

### DRAWING FROM LIFE I

#### **COMPETENCIES** <sup>19</sup>

##### **BEGINNING FIGURE DRAWING** **P**

Students will learn head-to-toe proportion of the human figure, learn to draw hands, learn gesture, contour, and line of action for basic plotting techniques.

##### **BEGINNING STILL LIFE DRAWING** **P**

Students will learn plotting techniques, including organizational line, linear perspective, and accurate shape.

##### **BEGINNING PORTRAIT DRAWING** **P**

Students will learn to accurately draw facial features, straight on proportion, 3 quarter proportion, and finished portraiture skills.

##### **SOFT GRAPHITE PENCIL** **P**

Students will learn how to build up layers and blending techniques.

##### **TRADITIONAL COLORED PENCIL** **P**

Students will learn to layer and burnish colors to create new colors and values.

##### **OIL PASTEL** **P**

Students will learn blending techniques, both traditional and wet with terpenoid. Students will use multiple grounds to create different outcomes, including black and color grounds.

##### **MULTIMEDIA WET TECHNIQUE ON A NEUTRAL BACKGROUND** **P**

Students will learn how to work on a neutral ground and build up using wet medium with dry medium.

##### **PRACTICE AND PLANNING SKETCHBOOK** **P** <sup>20</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>19</sup> All competencies fall under the "Creating" Anchor standard, except Practice and Planning Sketchbook.

<sup>20</sup> Creating, Connecting, Responding, Performing

## DRAWING FROM LIFE II

### **COMPETENCIES** <sup>21</sup>

#### **ADVANCED FIGURE DRAWING** **P**

Students will learn advanced figure drawing skills, including drawing the figure in an environment and interacting figures in a composition. Students will learn to draw the skeleton and muscle structure. Students will also learn techniques for drawing clothing and drapery.

#### **ADVANCED STILL LIFE DRAWING** **P**

Students will learn to draw still lifes based on real environments/interiors. Students will focus more on the compositional choice of the piece of art.

#### **ADVANCED PORTRAIT DRAWING** **P**

Students will focus on non-traditional portraiture/poses, different points of view, emotion, action, and narrative in their composition choices.

#### **CHARCOAL** **P**

Students will learn reductive and additive techniques with black and white charcoal tools.

#### **COLORED PENCIL STICKS** **P**

Students will learn blending and burnishing techniques.

#### **PASTEL** **P**

Students will learn techniques to build up texture and blend color.

#### **COLORED PAINTING ON A BLACK GROUND** **P**

Students will learn how to apply their drawing techniques to a water-based oil painting.

#### **PRACTICE AND PLANNING SKETCHBOOK** **P** <sup>22</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>21</sup> All competencies fall under the "Creating" Anchor standard, except Practice and Planning Sketchbook.

<sup>22</sup> Creating, Connecting, Responding, Performing

## ILLUSTRATION I

### **COMPETENCIES** <sup>23</sup>

#### **SHARPIE ILLUSTRATION TECHNIQUES** <sup>P</sup>

Students will learn how to use Sharpies to create illustrative drawings.

#### **PEN & INK ILLUSTRATION TECHNIQUES** <sup>P</sup>

Students will learn how to use pen and ink to create illustrative drawings through quillwork, ink washes, hatching, crosshatching, and stippling.

#### **WATERCOLOR ILLUSTRATION TECHNIQUES** <sup>P</sup>

Students will learn watercolor techniques such as full value watercolor, opaque flat color, layering, washes, and texture illusions to create illustrative drawings.

#### **MULTIMEDIA ILLUSTRATION TECHNIQUES** <sup>P</sup>

Students will illustrate using multimedia college and non traditional materials.

#### **REPLICATION OF ARTIST'S STYLE** <sup>P</sup>

Students will learn different styles of illustration.

#### **VISUAL PROBLEM SOLVING** <sup>P</sup> <sup>24</sup>

Students will apply visual problem solving to their illustration skills.

#### **VISUAL COMMUNICATION** <sup>P</sup> <sup>25</sup>

Students will visually communicate through their illustration skills.

#### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P</sup> <sup>26</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>23</sup> First five competencies fall under the "Creating" Anchor standard

<sup>24</sup> Responding

<sup>25</sup> Connecting, Presenting

<sup>26</sup> Creating, Connecting, Responding, Performing

## ILLUSTRATION II

### **COMPETENCIES**

#### **STORY/NARRATIVE** **P**<sup>27</sup>

Students will use illustration to communicate a story/show a narrative.

#### **NON-TRADITIONAL** **P**<sup>28</sup>

Students will use non-traditional styles or materials to illustrate/visually communicate.

#### **PRODUCT** **P**

Students will illustrate a product for commercial art.

#### **DIGITAL DRAWING** **P**

Students will use technology to draw or enhance drawings.

#### **REPLICATION OF ARTIST'S STYLE** **P**

Students will learn to replicate different styles of famous illustrators.

#### **ADVANCED VISUAL PROBLEM SOLVING** **P**<sup>29</sup>

Students will apply visual problem solving to their illustration skills.

#### **ADVANCED VISUAL COMMUNICATION** **P**<sup>30</sup>

Students will visually communicate through their illustration skills.

#### **PRACTICE AND PLANNING SKETCHBOOK** **P**<sup>31</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>27</sup> Performing

<sup>28</sup> Competencies 2-5 fall under the Creating standard

<sup>29</sup> Responding

<sup>30</sup> Connecting, Performing

<sup>31</sup> Creating, Connecting, Responding, Performing

## PAINTING I

### **COMPETENCIES** <sup>32</sup>

#### **COLOR MIXING** **P**

Students will investigate general color theory and learn specifics, including skin tones, glass, metal, clouds, and shadows.

#### **BEGINNING LANDSCAPE** **P**

Students will practice variations of spatial organization (background, middle, foreground), apply the rules of atmospheric perspective, and learn to prime and stretch canvas supports.

#### **BEGINNING FLORA/FAUNA** **P**

Students will study the anatomy, color, and textures of vertebrates, invertebrates, and plant life.

#### **BEGINNING ABSTRACT** **P**

Students will delve into the psychology of color and use of color schemes, play with stylization/distortion, and apply concepts like push-pull.

#### **BEGINNING COLLAGE/ASSEMBLAGE** **P**

Students will create and use prepared paper, to explore positive and negative shape relationships in their compositions. Techniques will include printmaking and sgraffito.

#### **TEMPERA** **P**

Students will demonstrate use of shapes and planes, blend, dry brush, scumble, and achieve desired color by mixing on a palette.

#### **WATERCOLOR** **P**

Students will learn watercolor techniques including wet, dry, opaque, transparent, glazing, and layering.

#### **WATER-BASED OIL** **P**

Students will use gestural brushwork and stippling achieve desired results by juxtaposing color on canvas.

#### **MIXED MEDIA** **P**

Students will combine drawing and painting techniques with mixed media.

#### **PRACTICE AND PLANNING SKETCHBOOK** **P** <sup>33</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>32</sup> All competencies fall under the "Creating" Anchor standard, except Practice and Planning Sketchbook.

<sup>33</sup> Creating, Connecting, Responding, Performing



## PAINTING II

### **COMPETENCIES** <sup>34</sup>

#### **ADVANCED LANDSCAPE/FLORA/FAUNA** **P**

Students will create paintings with mood, special lighting and weather effects found in natural and manmade scenes. Students will also depict animals in motion, and create macro studies of plant life.

#### **ADVANCED ABSTRACTION** **P**

Students will build a deeper understanding of advanced color theory and use it to create a series of works inspired by interdisciplinary sources.

#### **ADVANCED WATER-BASED MEDIA** **P**

Students will compare different techniques achieved with acrylic, watercolor, and water-based oil, and then select and apply the right paint medium and technique to achieve desired effects.

#### **BEGINNING OIL** **P**

Students will discover the qualities of oil paint that make it preferred for blending and glazing, as well as other techniques. .

#### **BEGINNING EGG TEMPERA/GOUACHE** **P**

Students will mix their own egg tempera (pigment and egg whites) and discover the unique qualities of these two lesser known mediums.

#### **ADVANCED MIXED MEDIA** **P**

Students will paint on unusual surfaces with unusual tools and additive materials. Technique may include monoprints from plexiglass, gelatin plates as well as adaptations from learned drawing and painting techniques.

#### **PAINTING SUPPORTS** **P**

Students will understand how to prepare different kinds of supports based on the chemical properties of the chosen medium.

#### **PRACTICE AND PLANNING SKETCHBOOK** **P** <sup>35</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>34</sup> All competencies fall under the "Creating" Anchor standard, except Practice and Planning Sketchbook.

<sup>35</sup> Creating, Connecting, Responding, Performing



## AP STUDIO ART: DRAWING

### **COMPETENCIES**

#### **AP QUALITY PORTFOLIO** **P**<sup>36</sup>

Five actual works for Drawing | 33% of Portfolio Score for AP College Board. Demonstrate mastery of design in concept, composition, and execution.

#### **AP CONCENTRATION PORTFOLIO** **P**<sup>37</sup>

Twelve digital images | 33% of Portfolio Score for AP College Board. Provide an in-depth explanation of a particular design concern.

#### **AP BREADTH PORTFOLIO** **P**<sup>38</sup>

Twelve digital images for Drawing | 33% of Portfolio Score for AP College Board. Demonstrate understanding of design issues.

#### **ARTIST STATEMENT/ DEFENSE/ RATIONALE** **4**<sup>39</sup>

Students will submit four pieces of evidence for drafts of the artist statement/rational/defense of their concentration.

#### **ARTIST INVESTIGATION** **1**<sup>40</sup>

Students will connect with and interview a local artist or use resources to connect digitally with an artist of inspiration.

#### **MATERIAL INVESTIGATION** **P**<sup>41</sup>

Students will explore a material in depth (or multiple materials) to learn about it's capabilities.

<sup>36</sup> Creating, Performing, Connecting, Responding

<sup>37</sup> Creating, Performing, Connecting, Responding

<sup>38</sup> Creating, Performing, Connecting, Responding

<sup>39</sup> Creating, Performing, Connecting, Responding

<sup>40</sup> Creating, Performing, Connecting, Responding

<sup>41</sup> Creating, Performing, Connecting, Responding

## 2D PORTFOLIO <sup>42</sup>

### **COMPETENCIES**

#### **PERSONAL VOICE AND NARRATIVE** <sup>3</sup> <sup>43</sup>

Students will expand on the ideation process to include more personal story and narrative in their art. Students will engage and persist to fully execute their ideas in a final piece that will engage the viewer in a more personal way.

#### **EMPATHY IN DESIGN** <sup>3</sup> <sup>44</sup>

Students will use empathy when designing products, making decisions in their art, and thinking about their overall visual/functional qualities.

#### **SOCIETAL REFERENCE IN ART** <sup>3</sup> <sup>45</sup>

Students will make art in response to modern society.

#### **HISTORICAL REFERENCE IN ART** <sup>3</sup> <sup>46</sup>

Students will make art with direct reference (not replicas or in the style of) to historical art movements.

#### **RESEARCH & DESIGN** <sup>3</sup> <sup>47</sup>

Students will show extensive research before executing a new skill, technique, project, or body of work. This research will go deeper than looking at other art and artists, and further into statistics as well as relevant issues such as politics, sociology, and historical context.

#### **DEFENSE** <sup>3</sup> <sup>48</sup>

Students will defend ideas to the class for new works/ideas/body of work. Students will present a digital slide show of work, and show the planning process and evolution of the piece/body of work.

#### **CONCENTRATION PORTFOLIO** <sup>1</sup> <sup>49</sup>

Each student will create a Google folder with images that show a cohesive body of work demonstrating the student's use of personal voice or narrative. This concentration can be part of a portfolio or AP studio art course.

<sup>42</sup> Students working on the 2D Portfolio will be working on Art Fundamentals III competencies.

<sup>43</sup> Connecting

<sup>44</sup> Connecting

<sup>45</sup> Connecting

<sup>46</sup> Connecting

<sup>47</sup> Creating

<sup>48</sup> Connecting

<sup>49</sup> Creating, Connecting, Responding, Performing

## THREE DIMENSIONAL ART

SCULPTURE

CERAMICS

AP STUDIO ART: 3D

### SCULPTURE I

#### **COMPETENCIES** <sup>50</sup>

##### **BASIC STAINED GLASS** <sup>P</sup>

Students will learn basic stained glass processes for constructing a flat window. Techniques include cutting and grinding, foiling and soldering, and finishing.

##### **BASIC WARM GLASS TECHNIQUES** <sup>P</sup>

Students will learn how to fuse tested compatible glass together to make art glass objects. Techniques include temperature investigation, curve cutting, design and layering.

##### **METALS BASICS** <sup>P</sup>

Students will learn the basic skills and methods for working in small metals.

##### **METALS COLD CONNECTIONS** <sup>P</sup>

Students will explore the many processes for cold connecting small metal work. Techniques include cutting, piercing, surface and finishing, and filing and sanding.

##### **MATERIAL INVESTIGATION** <sup>P</sup> <sup>51</sup>

Students will explore a material (or multiple materials) in depth to learn about their capabilities.

##### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P</sup> <sup>52</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>50</sup> All competencies fall under the "Creating" Anchor standard, except Material investigation and Practice and Planning Sketchbook.

<sup>51</sup> Creating, Responding

<sup>52</sup> Creating, Connecting, Responding, Performing

## SCULPTURE II

### **COMPETENCIES** <sup>53</sup>

#### **ADVANCED STAINED GLASS** <sup>P</sup>

Students will learn advanced stained glass processes for constructing a flat window. Examples include advanced cutting and trimming techniques for constructing flat and 3D glass windows.

#### **ADVANCED WARM GLASS TECHNIQUES** <sup>P</sup>

Students will learn advanced fusing techniques to make art glass objects. Examples include wearable works, slumping, and other advanced applications.

#### **HOT GLASS TECHNIQUES** <sup>P</sup>

Students will learn to work with hot glass to make wearable art..

#### **ADVANCED METALS** <sup>P</sup>

Students will explore the many processes for hot connecting small metal work. Techniques include butt soldering, sweat soldering, and perpendicular soldering.

#### **DESIGNING FOR A CLIENT** <sup>P 54</sup>

Students will progress through a real world scenario to positively impact the needs of a client.

#### **TECHNOLOGY INTEGRATION & APPLICATION** <sup>P 55</sup>

Students will use technology as a tool to enhance their work.

#### **MATERIAL INTEGRATION** <sup>P 56</sup>

Students will choose alternative materials to combine with learned techniques to develop their own personal voice.

#### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P 57</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>53</sup> All competencies fall under the "Creating" Anchor standard, unless otherwise noted.

<sup>54</sup> Creating, Connecting, Responding, Performing

<sup>55</sup> Creating

<sup>56</sup> Creating, Connecting

<sup>57</sup> Creating, Connecting, Responding, Performing



## SCULPTURE III<sup>58</sup>

### **COMPETENCIES**

#### **PERSONAL VOICE AND NARRATIVE** 3<sup>59</sup>

Students will expand on the ideation process to include more personal story and narrative in their art. Students will engage and persist to fully execute their ideas in a final piece that will engage the viewer in a more personal way.

#### **EMPATHY IN DESIGN** 3<sup>60</sup>

Students will use empathy when designing products, making decisions in their art, and thinking about their overall visual/functional qualities.

#### **SOCIETAL REFERENCE IN ART** 3<sup>61</sup>

Students will make art in response to modern society.

#### **HISTORICAL REFERENCE IN ART** 3<sup>62</sup>

Students will make art with direct reference (not replicas or in the style of) to historical art movements.

#### **RESEARCH & DESIGN** 3<sup>63</sup>

Students will show extensive research before executing a new skill, technique, project, or body of work. This research will go deeper than looking at other art and artists, and further into statistics as well as relevant issues such as politics, sociology, and historical context.

#### **DEFENSE** 3<sup>64</sup>

Students will defend ideas to the class for new works/ideas/body of work. Students will present a digital slide show of work, and show the planning process and evolution of the piece/body of work.

#### **CONCENTRATION PORTFOLIO** 1<sup>65</sup>

Each student will create a Google folder with images that show a cohesive body of work demonstrating the student's use of personal voice or narrative. This concentration can be part of a portfolio or AP studio art course.

<sup>58</sup> Students enrolled in Sculpture III will be working on Art Fundamentals III competencies.

<sup>59</sup> Connecting

<sup>60</sup> Connecting

<sup>61</sup> Connecting

<sup>62</sup> Connecting

<sup>63</sup> Creating

<sup>64</sup> Connecting

<sup>65</sup> Creating, Connecting, Responding, Performing

## CERAMICS I

**COMPETENCIES** <sup>66</sup>**PINCHED VESSEL** P

Students will demonstrate an even wall thickness and attention to detail through learned pinching techniques.

**SLAB VESSEL** P

Students will demonstrate an even wall thickness and attention to detail through learned slab techniques.

**COIL VESSEL** P

Students will demonstrate coil built construction techniques as well as proper slipping and scoring.

**HANDBUILT SCULPTURE** P

Students will create a handbuilt sculpture demonstrating learned sculpture techniques and structurally sound attachments.

**WHEEL THROWN CYLINDERS** P

Students will create three wheel thrown cylinders measuring 6" in height. One must be cut in half to show even wall thickness.

**WHEEL THROWN BOWLS** P

Students will create four wheel thrown bowls matching in weight and diameter. Bowls must have an even wall and bottom thickness as well as show glaze investigation.

**WHEEL TRIMMED FEET** P

Students will demonstrate the ability to trim a foot on three pieces of thrown pottery.

**GLAZE APPLICATION TECHNIQUES** P

Students will demonstrate proper glaze application through multiple surface techniques.

**GREEN SURFACE DESIGN TECHNIQUES** P

Students will demonstrate learned surface design techniques that are used in the greenware state.

**PRACTICE AND PLANNING SKETCHBOOK** P <sup>67</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>66</sup> All competencies fall under the "Creating" Anchor standard, except Practice and Planning Sketchbook.

<sup>67</sup> Creating, Connecting, Responding, Performing

## CERAMICS II

### **COMPETENCIES** <sup>68</sup>

#### **SCULPTING FROM LIFE** <sup>P</sup>

Students will demonstrate their understanding of learned sculpture techniques through an observational sculpture from life.

#### **GLAZE TESTING** <sup>P</sup>

Students will test and record glaze combinations in their sketchbook as well through the use of ceramic test tiles.

#### **LARGE SLAB/CONICAL FORM CONSTRUCTION** <sup>P</sup>

Students will construct a large slab form consisting of at least five sections.

#### **12-15" COIL VESSEL** <sup>P</sup>

Students will demonstrate large scale coil building techniques through building a quality 12-15" tall vessel.

#### **RELIEF SCULPTURE** <sup>P</sup>

Students will demonstrate learned relief carving skills to create a successful piece of artwork consisting of multiple carved layers.

#### **FUNCTIONAL TEAPOT CONSTRUCTION** <sup>P</sup>

Students will demonstrate their understanding of teapot anatomy by constructing a well functioning teapot.

#### **ADVANCED WHEEL THROWING** <sup>P</sup>

Students will demonstrate advanced wheel throwing techniques, including creating lidded vessels, altered forms, and functional pieces of varying weights and sizes.

#### **PRODUCTION POTTERY** <sup>P</sup> <sup>69</sup>

Students will learn about careers in production pottery, and apply what they have learned to their own work.

#### **SURFACE & COLOR INVESTIGATIONS** <sup>P</sup> <sup>70</sup>

Students will demonstrate an understanding of surface applications through investigation of techniques used by historical and contemporary artists.

#### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P</sup> <sup>71</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>68</sup> All competencies fall under the "Creating" Anchor standard, unless otherwise noted.

<sup>69</sup> Creating, Connecting

<sup>70</sup> Creating, Connecting

<sup>71</sup> Creating, Connecting, Responding, Performing

## CERAMICS III

### **COMPETENCIES** <sup>72</sup>

#### **MIXED MEDIA ASSEMBLAGE** **P**

Students will use thoughtful mixed media techniques to enhance the ceramic medium.

#### **REALISM INVESTIGATION** **P**

Students will create work from observation, demonstrating advanced sculpture and surface design techniques.

#### **FUNCTIONAL POTTERY INVESTIGATION** **P**

Students will create utilitarian work, demonstrating an understanding of how pottery is used to enhance daily rituals.

#### **ARTIST RESEARCH INVESTIGATION** **P** <sup>73</sup>

Students will research contemporary and/or historical artists, using concepts, techniques, and skills learned from their research to inspire their own class work.

#### **ADVANCED SURFACE APPLICATION** **P** <sup>74</sup>

Students will demonstrate an understanding of surface applications through investigation of techniques used by historical and contemporary artists.

#### **ADVANCED GLAZE CHEMISTRY** **P** <sup>75</sup>

Students will demonstrate their understanding of glaze chemistry through mixing and testing glazes and keeping data records in their sketchbook.

#### **ADVANCED PRODUCTION POTTERY** **P** <sup>76</sup>

Students will learn about careers in production pottery, and apply what they have learned to their own work.

#### **PRACTICE AND PLANNING SKETCHBOOK** **P** <sup>77</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>72</sup> All competencies fall under the “Creating” Anchor standard, unless otherwise noted.

<sup>73</sup> Creating, Connecting

<sup>74</sup> Creating, Connecting

<sup>75</sup> Creating, Connecting, Responding

<sup>76</sup> Creating, Connecting

<sup>77</sup> Creating, Connecting, Responding, Performing

## AP STUDIO ART: 3D

### **COMPETENCIES**

#### AP QUALITY PORTFOLIO **P**<sup>78</sup>

Five actual works for Drawing | 33% of Portfolio Score for AP College Board. Demonstrate mastery of design in concept, composition, and execution.

#### AP CONCENTRATION PORTFOLIO **P**<sup>79</sup>

Twelve digital images | 33% of Portfolio Score for AP College Board. Provide an in-depth explanation of a particular design concern.

#### AP BREADTH PORTFOLIO **P**<sup>80</sup>

Twelve digital images for Drawing | 33% of Portfolio Score for AP College Board. Demonstrate understanding of design issues.

#### ARTIST STATEMENT/ DEFENSE/ RATIONALE **4**<sup>81</sup>

Students will submit four pieces of evidence for drafts of the artist statement/rational/defense of their concentration.

#### ARTIST INVESTIGATION **1**<sup>82</sup>

Students will connect with and interview a local artist or use resources to connect digitally with an artist of inspiration.

#### MATERIAL INVESTIGATION **P**<sup>83</sup>

Students will explore a material in depth (or multiple materials) to learn about it's capabilities.

<sup>78</sup> Creating, Performing, Connecting, Responding

<sup>79</sup> Creating, Performing, Connecting, Responding

<sup>80</sup> Creating, Performing, Connecting, Responding

<sup>81</sup> Creating, Performing, Connecting, Responding

<sup>82</sup> Creating, Performing, Connecting, Responding

<sup>83</sup> Creating, Performing, Connecting, Responding



## TECHNOLOGY & DESIGN

<b>ANIMATION</b>	<b>INDUSTRIAL DESIGN</b>	<b>FASHION DESIGN</b>
<b>DIGITAL ART</b>	<b>AP STUDIO ART: 2D DESIGN</b>	

### ANIMATION I

#### COMPETENCIES <sup>84</sup>

##### KEYS (EXTREMES) **P**

Students will create keys/extremes, the first and last drawing in each movement.

##### IN-BETWEEN **P**

Students will create smooth in and out of movement.

##### EXPOSURE SHEETS **P**

Students will use a chart that keeps track of the frames of film and drawings.

##### TIMING CHART **P**

Students will learn to use a timing chart that determines the position of the in-between drawings.

##### SLO-IN **P**

Students will use drawings that are closer together at the beginning of a movement and gradually get further apart to create animation that flows together in the final draft.

##### SLO-OUT **P**

Students will create drawings that are further apart at the beginning of a movement and gradually get closer together to create animation that flows together in the final draft.

##### ARCS **P**

Students will learn create a series of drawings that move in an arc.

##### STRETCH **P**

Students will create the illusion of stretching.

##### SQUASH **P**

Students will create a the illusion of squashing.

<sup>84</sup> All competencies fall under the "Creating" Anchor standard, unless otherwise noted.

## WEIGHT **P**

Students will create the illusion of weight usually through "squash".

## DRAG **P**

Students will create an action physically following the main action.

## FOLLOW THRU **P**

Students will create an action that continues after the main action has stopped.

## ANTICIPATION **P**

Students will create an preliminary action before the main action.

## ACTION **P**

Students will create the illusion of movement.

## REACTION **P**

Students will create a secondary action often determined by the main action.

## FLIPBOOK **P**

Students will be able to use flip book, the computer program we use to digitally capture the images and create moving animation.

## PINNACLE STUDIO **P**

Students will be able to use Pinnacle, the computer program we use to embellish the images with sound and titles.

## PRACTICE AND PLANNING SKETCHBOOK **P**<sup>85</sup>

Students will use a sketchbook to plan daily and long term assignments, practice metacognition, reflection, and skill.

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<sup>85</sup> Creating, Connecting, Responding, Performing

## ANIMATION II

### **COMPETENCIES** <sup>86</sup>

#### **THUMBNAILS** <sup>P</sup>

Students will use small sketches to plan out movement.

#### **2D QUALITY** <sup>P</sup>

Students will use "Clean" detailed drawings.

#### **3D SOLIDARITY** <sup>P</sup>

Students will create drawings that have a 3 Dimensional quality.

#### **EFFECT OF GRAVITY** <sup>P</sup>

Students will create movement that depicts weight.

#### **OVERLAPPING ACTION** <sup>P</sup>

Students can create more than one action at one time, often influenced by the initial action.

#### **REALISTIC TIMING** <sup>P</sup>

Students can create movement that appears realistic.

#### **EXAGGERATION** <sup>P</sup>

Students can create Larger than life movement , expression and/or action.

#### **LIP SYNC** <sup>P</sup>

Students will create mouths that appear to move in the correct timing of a sound track.

#### **ACTING** <sup>P</sup>

Students will create drawings and actions that create a mood and/or emotion.

#### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P</sup> <sup>87</sup>

Students will use a sketchbook to plan daily and long term assignments, practice metacognition, reflection, and skill.

<sup>86</sup> All competencies fall under the "Creating" Anchor standard, unless otherwise noted.

<sup>87</sup> Creating, Connecting, Responding, Performing

## ANIMATION III

### **COMPETENCIES** <sup>88</sup>

#### **HAND DRAWN ANIMATION** <sup>P</sup>

Students will apply hand drawn in larger films.

#### **ROSCOPE** <sup>P</sup>

Students will learn rotoscoping, a film technique where live action film is traced and refilmed.

#### **3D ANIMATION** <sup>P</sup>

Students will learn 3D animation techniques. Examples include claymation, legomation and puppet animation.

#### **OBJECT** <sup>P</sup>

Students will create single frame animation of 3D objects.

#### **PIXELATION** <sup>P</sup>

Students will create single frame images of live action figures moving.

#### **COMPUTER GENERATED** <sup>P</sup>

Students will create digital animation through the Flash Program.

#### **STORYBOARD: STAGING/LAYOUT** <sup>P</sup>

Students will create Images that tell a story sequentially.

#### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P</sup> <sup>89</sup>

Students will use a sketchbook to plan daily and long term assignments, practice metacognition, reflection, and skill.

<sup>88</sup> All competencies fall under the "Creating" Anchor standard, unless otherwise noted.

<sup>89</sup> Creating, Connecting, Responding, Performing

## INDUSTRIAL DESIGN

### **COMPETENCIES** <sup>90</sup>

#### **DRAWING TO COMMUNICATE** <sup>P</sup>

Students will visualize their thinking with quick sketches that progress to embellished multi-view renderings with traditional mediums and digital mediums. Students will also use their sketchbooks to brainstorm, design, and reflect on a daily basis.

#### **RENDERING IN 3D** <sup>P</sup>

Students will use current 3D modeling programs to create 3D renderings.

#### **3D PRINTING** <sup>P</sup>

Students will successfully print digitally modeled designs.

#### **HANDBUILT 3D MODELING/PROTOTYPING** <sup>P</sup>

Students will gain skills in using prototyping materials such as oil based clay, cardboard, and foam core.

#### **DESIGNING WITH EMPATHY** <sup>P</sup> <sup>91</sup>

Students will use empathic design, a user-centered design approach that relies on field observation to determine a customer's latent needs and/or discover innovations already originated by existing users.

#### **DESIGNING FOR A CLIENT** <sup>P</sup> <sup>92</sup>

Students will progress through a real world scenario to positively impact the needs of a client.

#### **GREEN(SUSTAINABLE) DESIGN** <sup>P</sup> <sup>93</sup>

Students will design with an approach that minimizes harmful effects to human health and/or the environment.

#### **PRESENTATION** <sup>P</sup> <sup>94</sup>

Students will present their ideas/designs informally and formally to an audience as well as create a visually appealing and comprehensive display of their final project.

<sup>90</sup> First four competencies fall under the "Creating" Anchor standard.

<sup>91</sup> Creating, Responding, Connecting

<sup>92</sup> Creating, Responding, Connecting, Performing

<sup>93</sup> Creating, Responding, Connecting

<sup>94</sup> Presenting

## FASHION DESIGN

### **COMPETENCIES** <sup>95</sup>

#### **DESIGNING CLOTHES ON A CROQUIS** **P**

Students will use a fashion croquis to learn basic fashion drawing while designing their own clothing.

#### **ELONGATED CROQUI ILLUSTRATION** **P**

Students will stylize their own croqui to create an elongated fashion figure. Sketches will align with fashion sketching in the fashion world.

#### **FASHION FLATS** **P**

Students will create fashion flats of current fashion using tight, contour line, mathematical relationships, and detail embellishments with Sharpie.

#### **INSPIRATION/MOOD/TREND BOARDS** **P** <sup>96</sup>

Students will create design boards that demonstrate craftsmanship, and show their vision and story using collage, illustration, and textiles.

#### **BASIC PRINT DESIGN** **P**

Students will design their own textile print.

#### **COLOR STORY** **P** <sup>97</sup>

Students will show understanding of color story through a line of fashion and inspiration boards.

#### **FASHION LINE DESIGN** **P** <sup>98</sup>

Students will design a line of fashion that incorporates color story, textile choice, proportion, and inspiration connections.

#### **ACCESSORY DESIGN** **P** <sup>99</sup>

Students will design accessories that will emphasize or drastically change an outfit.

#### **BASIC TECHNOLOGY/APPLICATION** **P** <sup>100</sup>

Students will use basic digital illustration, Sketchup, Photoshop or Illustrator skills to enhance their designs.

#### **PRACTICE AND PLANNING SKETCHBOOK** **P** <sup>101</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>95</sup> First three competencies fall under the "Creating" Anchor standard, as well as the Basic Print Design Competency.

<sup>96</sup> Creating, Connecting, Responding, Performing

<sup>97</sup> Creating, Connecting, Responding

<sup>98</sup> Creating, Connecting, Responding

<sup>99</sup> Creating, Responding

<sup>100</sup> Creating, Responding

<sup>101</sup> Creating, Connecting, Responding, Performing



## DIGITAL ART

### **COMPETENCIES** <sup>102</sup>

#### **TECHNOLOGY BASICS** <sup>P</sup>

Students will learn basic technology tools and programs to help them to apply printmaking and multimedia techniques.

#### **MONOPRINTING** <sup>P</sup>

Students will learn to transfer imagery through monoprinting.

#### **LINOLEUM CUT** <sup>P</sup>

Students will use a register, use reverse layout, proper reductive cutting, and proper inking to create a final product of quality.

#### **ETCHING** <sup>P</sup>

Students will show the successful process of etching and printing an etched plate. Students will learn how to etch, ink, treat paper, process, and use a registry.

#### **SILKSCREEN** <sup>P</sup>

Students will learn how to burn a screen, register the print, ink a silkscreen, and print.

#### **CYANOTYPE** <sup>P</sup>

Students will learn the science and art of a photosensitive process. Students will practice safe chemical usage, apply photography skills, and create a series of work.

#### **MULTIMEDIA LAYERING** <sup>P</sup>

Students will apply each process learned in an altered book. Students will use contemporary art to guide their processes and material.

#### **EXPERIMENTAL PROCESS** <sup>P</sup>

Students will explore one more print process of their choice using inquiry, research, and trial and error.

#### **VISUAL NARRATIVE** <sup>P</sup> <sup>103</sup>

Students will show visual narrative through their altered book. Each page will need to connect to the last page in a visual narrative.

#### **PRACTICE AND PLANNING SKETCHBOOK** <sup>P</sup> <sup>104</sup>

Students will use a sketchbook to plan daily and long term assignments as well as practice metacognition, reflection, and skill.

<sup>102</sup> All competencies fall under the "Creating" Anchor standard, unless otherwise noted.

<sup>103</sup> Connecting, Responding

<sup>104</sup> Creating, Connecting, Responding, Performing

## AP STUDIO ART: 2D DESIGN

### **COMPETENCIES**

#### AP QUALITY PORTFOLIO **P** <sup>105</sup>

Five actual works for Drawing | 33% of Portfolio Score for AP College Board. Demonstrate mastery of design in concept, composition, and execution.

#### AP CONCENTRATION PORTFOLIO **P** <sup>106</sup>

Twelve digital images | 33% of Portfolio Score for AP College Board. Provide an in-depth explanation of a particular design concern.

#### AP BREADTH PORTFOLIO **P** <sup>107</sup>

Twelve digital images for Drawing | 33% of Portfolio Score for AP College Board. Demonstrate understanding of design issues.

#### ARTIST STATEMENT/ DEFENSE/ RATIONALE **4** <sup>108</sup>

Students will submit four pieces of evidence for drafts of the artist statement/rational/defense of their concentration.

#### ARTIST INVESTIGATION **1** <sup>109</sup>

Students will connect with and interview a local artist or use resources to connect digitally with an artist of inspiration.

#### MATERIAL INVESTIGATION **P** <sup>110</sup>

Students will explore a material in depth (or multiple materials) to learn about it's capabilities.

<sup>105</sup> Creating, Performing, Connecting, Responding

<sup>106</sup> Creating, Performing, Connecting, Responding

<sup>107</sup> Creating, Performing, Connecting, Responding

<sup>108</sup> Creating, Performing, Connecting, Responding

<sup>109</sup> Creating, Performing, Connecting, Responding

<sup>110</sup> Creating, Performing, Connecting, Responding