



Course: AP 2D Art and Design

Grade Level: 12

Unit: 1

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:
10 class periods/ 42 minutes each

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Generating Ideas
Unit Summary	Unit 1: During this unit, students will discover how artists and designers utilize personal experience to guide idea generation.

Unit Essential Questions:

1. What informs artists and designers when deciding why, how, and what they will create?
2. How can artists and designers visually document personal experiences?
3. What consideration is given to materials and tools when generating ideas?
4. How does skill development impact the decision making of artists and designers?

Key Understandings:

1. The experiences of artists' and designers' inform their thinking and making.
2. Personal experiences can be documented by recording observations and perceptions related to an experience.
3. Artists and designers consider inherent and interpreted attributes of materials and tools when generating ideas.
4. Artists and designers consider how skills will be developed and demonstrated when deciding to use specific materials and processes.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.2.12.E	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
9.2.12.I	Identify, explain, and analyze philosophical beliefs as they relate to works in the arts
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Important Standards Addressed in the Unit:

9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities
9.1.12.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Misconceptions:

- Art is not impacted by personal experience
- Artists use materials and techniques limited to what is most convenient

Proper Conceptions:

- Artists generate ideas based on personal experience
 - Artists innovate materials and techniques to meet the intention of their work's message
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Artists create works of art in response to significant events, both personal and global.• Innovations in other fields often impact the development of art	<ul style="list-style-type: none">• Generate a variety of artwork based on personal and cultural experiences• Innovate creative use of materials and techniques to convey a specific message	<ul style="list-style-type: none">• Creativity• Communication• Critical thinking• Social Lens• Meaning Centered Lens• Perseverance

Academic Vocabulary:

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|---|--|--|
| <ul style="list-style-type: none">• Media• Technique | | |
|---|--|--|
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Evidence: Assessments and Performance Task(s)

- Artwork successfully communicating the artist's message
 - Evidence of planning and revision to strengthen message
 - Development of inspiration catalogue for future artwork
 - Active participation in class discussions
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Interdisciplinary Connections:

- ELA - written journal reflection
 - Social Studies - discussion of the effect of historical events on art
 - Science - art materials and techniques developed through scientific innovation
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Additional Resources:

- Art exemplars
 - Variety of media and tools
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Created By:

Jennifer Brink



Course: AP 2D Art and Design

Grade Level: 12

Unit: 2

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:
15 class periods/ 42 minutes each

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Interpretation
Unit Summary	Unit 2: During this unit, students will enhance their ability to analyze, respond, and refine artwork based on personal experiences, media, and technique choices

Unit Essential Questions:

1. How does documentation of the artistic process inform viewers' responses to works of art?
2. What is interpretation based on?
3. How is effective feedback defined?
4. How can artists and designers develop an understanding of how people respond to the work they make?

Key Understandings:

1. Documentation related to works of art and design can be shared with viewers to affect interpretation and feedback about the work, which can further the artist's understanding of viewers' responses to their work.
2. Interpretation is understanding based on personal experiences and perspectives.
3. Effective feedback can be a conversation, written commentary, or non-verbal. Feedback should be constructive.
4. By investigating how viewers interpret art and design based on materials, processes, and ideas, artists and designers can develop understanding of how people respond to work, including work that they make. They can also learn about their own interpretations of art and design.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.12.F	Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.
9.2.12.A	Explain the historical, cultural, and social context of an individual work in the arts.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts
9.4.12.B	Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Important Standards Addressed in the Unit:

9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities
9.2.12.D	Analyze a work of art from its historical and cultural perspective.

Misconceptions:

- Everyone will interpret a work of art the same way.
- The creative process is not important to the final message in a work of art.

Proper Conceptions:

- Personal experience has a direct impact on interpretation of works of art.
 - Documentation of the artistic process is essential to conveying a visual message.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Personal experience influences the message in artwork.• Materials, processes, and ideas are influenced by the artist's background.	<ul style="list-style-type: none">• Formulate questions that guide the development of meaningful works of art.• Make works of art that successfully communicate a message to the viewers.• Make works of art that demonstrate the synthesis of materials, processes, and ideas.	<ul style="list-style-type: none">• Creativity• Communication• Critical thinking• Social Lens• Meaning Centered Lens• Perseverance• Human Lens

Academic Vocabulary:

<ul style="list-style-type: none">• Message• Interpretation	<ul style="list-style-type: none">• Documentation• Analysis	
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Evidence: Assessments and Performance Task(s)

- Artwork successfully communicating the artist's message
 - Evidence of planning and revision to strengthen message
 - Development of inspiration catalogue for future artwork
 - Active participation in class discussions
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Interdisciplinary Connections:

- ELA - written journal reflection and documentation of creative process
 - Social Studies - discussion of the effect of historical events on art
 - Science - art materials and techniques developed through scientific innovation
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Additional Resources:

- Art exemplars
 - Variety of media and tools
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Created By:

Jennifer Brink



Course: AP 2D Art and Design

Grade Level: 12

Unit: 3

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:
10 class periods/ 42 minutes each

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Questioning
Unit Summary	Unit 3: During this unit, students will develop the ability to document examples of how inquiry guides sustained investigation through art and design.

Unit Essential Questions: <ol style="list-style-type: none"> How does an artist build a successful sustained investigation? How does a sustained investigation benefit artists and designers? What are the essential components in investigation? In what way can artists utilize questions and responses when developing works of art? 	Key Understandings: <ol style="list-style-type: none"> A sustained investigation through art and design is an inquiry-based, in-depth study of materials, processes, and ideas done over time. Sustained investigation expands artists' and designers' awareness of possibilities for making. Investigation includes asking questions about materials, processes, and ideas within and beyond the disciplines of art and design. Documentation of questions and responses can be a resource for the artist to inform future works of art through a sustained investigation.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.1.12.H	Incorporate the effective and safe use of materials, equipment, and tools into the production of works of art.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Important Standards Addressed in the Unit:

9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities
9.2.12.I	Identify, explain and analyze philosophical beliefs as they relate to works in the arts
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Each piece of artwork is created without consideration to future or past works. Art is a process of producing visual images, not a process of investigation. 	<ul style="list-style-type: none"> The creation of artwork generates questions for the artist to investigation in future pieces. Artists create work based on a central question as a way to investigate concepts, processes, and themes.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Intentional investigation of personal questions related to art production and concepts leads to personally satisfying work 	<ul style="list-style-type: none"> Formulate questions that guide a sustained investigation through art and design Conduct a sustained investigation through art making that demonstrates practice, experimentation and revision guided by questions Identify, in writing, questions that guided a sustained investigation through art and design. 	<ul style="list-style-type: none"> Creativity Communication Critical thinking Social Lens Meaning Centered Lens Perseverance Human Lens Questioning

Academic Vocabulary:		
<ul style="list-style-type: none"> Sustained Investigation Inquiry 		

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Artwork successfully demonstrating the investigation of a question or theme Evidence of in depth questioning of an art process, media, or theme Written reflection of creative process documenting initial questions, planned investigation, execution of idea, and new questions generated through the process Active participation in class discussions

Interdisciplinary Connections:
<ul style="list-style-type: none"> ELA - written journal reflection and documentation of creative process, including questions answered and those generated Math – investigation of proportion, scale, and diagramming as it impacts composition Science - art materials and techniques developed through scientific innovation
Additional Resources:
<ul style="list-style-type: none"> Art exemplars Variety of media and tools
Created By:
Jennifer Brink



Course: AP 2D Art and Design

Grade Level: 12

Unit: 4

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:
50 class periods/ 42 minutes each
(ongoing throughout year)

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Synthesizing Ideas
Unit Summary	Unit 4: During this unit, students will develop the ability to combine past artistic experiences with new concepts in order to create innovative and unique pieces of art.

Unit Essential Questions:

1. How do artists demonstrate the synthesis of materials, process, and ideas of works of art and design?
2. What practices can be involved in demonstrating the synthesis of ideas in artwork?

Key Understandings:

1. Synthesis of materials, process, and ideas of works of art and design is demonstrated by visual evidence of integration or coalescence of these components.
2. Demonstrating synthesis of ideas in artwork can involve:
 - a. Selecting materials, processes, and ideas by considering individual and combined characteristics
 - b. Identifying materials, processes, and ideas used to make a work of art and design, providing visual evidence from the work to support identification
 - c. Considering each component's relationships with other components within a work of art or design
 - d. Making deliberate, clear, visual connections among materials, processes, and ideas within a work of art or design
 - e. Practicing, experimenting, and revising combinations of materials, processes, and ideas to strengthen relationships within a work of art or design
 - f. Describing how materials, processes, and ideas are related within a work of art and design, providing visual evidence from the work to support the description
 - g. Exchanging constructive feedback about clarity of relationships among materials, processes, and ideas.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Important Standards Addressed in the Unit:

9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities
9.2.12.I	Identify, explain and analyze philosophical beliefs as they relate to works in the arts
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Art is based on one idea or thought. • Artists are not influenced by other artists and their ideas. 	<ul style="list-style-type: none"> • Artists combine ideas from multiple sources to create unique visual interpretations. • Artists combine their unique ideas with traditions and approaches used by other artists to develop innovative concepts.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Intentional synthesis of ideas from a range of sources strengthens visual communication. 	<ul style="list-style-type: none"> • Create works of art and design that demonstrate synthesis of materials, processes, and ideas. • Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions. • Identify, in writing, materials, processes, and ideas synthesized to make works of art and design. • Describe how works of art and design demonstrate synthesis of materials, processes, and ideas. 	<ul style="list-style-type: none"> • Creativity • Communication • Critical thinking • Social Lens • Meaning Centered Lens • Perseverance • Human Lens • Questioning

Academic Vocabulary:

<ul style="list-style-type: none"> • Synthesis 		
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Artwork successfully demonstrating the synthesis of unique ideas. • Evidence of successful synthesis of varied art processes, mediums, and themes
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- Written reflection of creative process documenting initial questions, planned investigation, execution of idea, and new questions generated through the process
 - Active participation in class discussions
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Interdisciplinary Connections:

- ELA - written journal reflection and documentation of creative process detailing the synthesis of ideas, materials, and techniques
 - Math – investigation of proportion, scale, and diagramming as it impacts composition
 - Science - art materials and techniques developed through scientific innovation; specifically the combination of non-traditional approaches
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Additional Resources:

- Art exemplars
 - Variety of media and tools
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Created By:

Jennifer Brink



Course: AP 2D Art and Design

Grade Level: 12

Unit: 5

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:
32 class periods/ 42 minutes each
(ongoing throughout year)

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Experimentation
Unit Summary	Unit 5: During this unit, students will be exposed to a variety of traditional and non-traditional media, techniques, and themes. They will utilize these new skills to create artwork that is innovative and unique.

Unit Essential Questions:

1. How does developing an awareness of art and design traditions benefit artists and their work?
2. How does investigating materials, processes, and ideas beyond the traditional expand the artist's possibilities for thinking and making?
3. How is investigation of a component linked to idea generation?

Key Understandings:

1. Developing awareness of art and design traditions can expand possibilities for thinking and making. When artists and designers relate their work to art and design traditions, they can decide whether to align with or challenge those traditions. Documenting influences of art and design traditions on work can demonstrate integrity by acknowledging references and influences.
2. Investigating materials, processes, and ideas beyond those traditionally used to make art and design can expand possibilities for thinking and making. Researching materials, processes, and ideas that diverse thinkers and makers use can inform artists' and designers' selections.
3. Selecting one component to investigate can lead to questions about other components. For example, selecting a material to investigate can lead to questions about processes: how can the material be used? And ideas: what concepts and connotations are associated with the material?

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.1.12.K	Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Important Standards Addressed in the Unit:

9.2.12.K	Identify, explain and analyze traditions as they relate to works in the arts
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts

Misconceptions: <ul style="list-style-type: none"> Experimentation is a formal, involved process that requires a specific set of steps. Experimentation is not important in art Experiments are only valuable if they produce a usable result. 	Proper Conceptions: <ul style="list-style-type: none"> Experimentation is testing a material, process, or idea. An experiment can begin with a question as simple as <i>What if...?</i> Experimentation involves trying something different. Results can be surprising, sparking new ways of thinking about and using components. Experiments can be valuable even if they do not produce in usable results.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Experimentation with media, processes, and ideas can lead to innovative approaches to art. Art materials and processes are often created as a by-product of experimentation. Risk taking and experimentation results in learning even when the results are not what were expected. 	<ul style="list-style-type: none"> Create works of art and design that demonstrate experimentation with materials, processes, and ideas. Describe, in writing, how experimentation in art and design leads to innovation in the art making process. Present works of art that show evidence of experimentation while effectively communicating the process to listeners. 	<ul style="list-style-type: none"> Courage Creativity Risk Taking Communication Critical thinking Innovation Meaning Centered Lens Perseverance Questioning

Academic Vocabulary:

• Experimentation	• Traditional media	• Non-traditional media
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Evidence of experimentation with varied art processes, mediums, and themes Written reflection of creative process documenting initial idea, planned experimentation, execution of idea, and new questions generated through the process Active participation in class discussions

Interdisciplinary Connections:

- ELA - written journal reflection and documentation of creative process detailing the synthesis of ideas, materials, and techniques
- Math – investigation of proportion, scale, and diagramming as it impacts composition
- Science - art materials and techniques developed through scientific innovation; specifically the combination of non-traditional approaches

Additional Resources:

- Art exemplars
- Variety of media and tools

Created By:

Jennifer Brink



Course: AP 2D Art and Design

Grade Level: 12

Unit: 6

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:
10class periods/ 42 minutes each

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Artist Statement
Unit Summary	Unit 6: During this unit, students will enhance the skills necessary to select excellent quality work, which is representative of concept, composition, demonstration of technical skill, and the realization of the student's intentions and the ability to verbalize their creative process.

Unit Essential Questions:

1. How does a written description of artwork benefit an artist?
2. How do artists reflect on current work in order to inform future work?
3. What is the importance of describing skills demonstrated in successful works of art?
4. How can artists build understanding of how skills can be successfully visually evidenced?
5. What must an artist do when writing about materials, processes, and ideas used in their work?

Key Understandings:

1. Written description of how a sustained investigation shows evidence of practice, experimentation, and revision guided by questions is a form of documentation that becomes a resource for the artist.
2. Writing about practice, experimentation, and revision can clarify and inform an artist's future work.
3. Describing how works of art and design demonstrate skills is a form of documentation that becomes a resource for the artist.
4. Describing two-dimensional design skills observed within diverse works of art and design builds understanding of how skills can be demonstrated and visually evidenced.
5. When writing about materials, processes, and ideas used, it's important to make strong connections between visual evidence seen in the work and the words used to describe it.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.3.12.A	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts
9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique

9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to art forms.
9.4.12.D	Analyze and interpret a philosophical position identified in works in the arts and humanities.

Misconceptions: <ul style="list-style-type: none"> Artists include all of their artwork in their portfolio Artists only include formal pieces of artwork in their portfolio Artwork does not need to be explained Artists do not make consistent statements in their work. 	Proper Conceptions: <ul style="list-style-type: none"> Artists use specific criteria to select the most appropriate pieces for their portfolio Artist include in-progress and research pieces in their portfolio when appropriate Artist statements are often included with artwork to further inform the viewer. Artists often work in series or to express a specific statement through their work.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Artist statements are a valuable way to share information about a body of artwork The process of selecting and ordering artwork is a valuable exercise for artists when building a portfolio 	<ul style="list-style-type: none"> Carefully and methodically observe a work, identifying components individually. Compare characteristics of one artistic component with another, identifying similarities and differences Describe relationships among materials, processes, and ideas giving examples of visual evidence of their connections Explain, in writing, how visual evidence of connections among the components could be strengthened to show synthesis: the effect of combined components being greater than the effect of individual ones 	<ul style="list-style-type: none"> Creativity Communication Critical thinking Meaning Centered Lens Perseverance Language Lens Human Lens

Academic Vocabulary:

<ul style="list-style-type: none"> Artist Statement 		
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Formal written artist statement Portfolio of artwork showing successful application of selection criteria Active participation in class discussions

Interdisciplinary Connections:

- ELA – Formal written artist statement detailing the synthesis of ideas, materials, and techniques

Additional Resources:

- Portfolio building checklists to guide artwork selection
- Graphic organizers to guide writing of artist statement
- Artist statement exemplars

Created By:

Jennifer Brink



Course: AP 2D Art and Design

Grade Level: 12

Unit: 7

Course/Subject: AP 2D Art and Design

Grade: 12

Suggested Timeline:

10 class periods/ 42 minutes each

Grade Level Summary	Students completing this course will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work. Portfolios are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Grade Level Units	Generating Ideas, Interpretation, Questioning, Synthesizing Ideas, Experimentation, Artist Statement, Presentation

Unit Title	Presentation
Unit Summary	Unit 7: During this unit, students will develop the skills needed to prepare and present artwork in a professional manner.

Unit Essential Questions:

1. How does the presentation of artwork influence a viewer's interpretation of the work?
2. How should artwork be presented to viewers?
3. How can documentation of viewer reaction and interpretation impact an artist?
4. What is the benefit of presenting artwork to other artists and designers?

Key Understandings:

1. Presenting works of art and design to viewers for interpretation involves making decisions about what to show, when to show it, how to show it, and to whom it is shown. Different ways of presenting work can lead to different interpretations – even for the artist or designer who made the work. The artist or designer has the power to affect how materials, processes, and ideas within a work are perceived, based on decisions they make about how they present or display the work.
2. Artwork can be presented informally or formally. Presentation can include information about the work and communication between the artist and viewer.
3. Presentation of artwork can be documented by recording viewer reaction and interpretation. This documentation becomes a resource for the artist in future works.
4. Showing work to other artists and designers can inform future making and creative thinking.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.4.12.A	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience
9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts

9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts
9.4.12.C	Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to art forms.
9.4.12.D	Analyze and interpret a philosophical position identified in works in the arts and humanities.

Misconceptions: <ul style="list-style-type: none"> Artists hang their work without forethought The order in which artwork is presented does not matter. The environment in which artwork is presented does not matter. 	Proper Conceptions: <ul style="list-style-type: none"> Artists use specific criteria to decide how to hang their work. Artists present artwork in a specific order to create a specific visual impact. Artist prepare the environment in which they present their work in order to create a specific visual impact.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Curators select and arrange artwork in a unified and progressive manner Curators write appropriate text for artwork presentation Order, explanation, and craftsmanship affect the viewers' experience. 	<ul style="list-style-type: none"> Set criteria and select individual quality pieces for presentation. Arrange artwork in an order to best show off individual pieces Write a cohesive artist statement describing artistic process Complete pieces to a professional finished quality Properly mat artwork Properly photograph artwork for professional presentation Act as curator for the district art show 	<ul style="list-style-type: none"> Creativity Communication Critical thinking Collaboration Meaning Centered Lens Perseverance Language Lens Human Lens

Academic Vocabulary:

<ul style="list-style-type: none"> Artistic Choice Critical Analysis 	<ul style="list-style-type: none"> Matting Curator 	
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Formal written text for artwork presentation Portfolio of artwork showing successful application of selection criteria Successfully and neatly matted artwork Successfully photographed artwork portfolio
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Interdisciplinary Connections:

- ELA – Formal written artist statement detailing the synthesis of ideas, materials, and techniques
- Math – Measuring and mat cutting formula

Additional Resources:

- Artwork display supplies
- Matting supplies

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- Mat cutter

Created By:
Jennifer Brink
