

IDEA Public Schools

Pre-AP Visual Arts Curriculum

2023- 2024

Course Outline

Pre-AP Art One, Two, Three, and Four are courses designed to help our students effectively prepare for a college-level visual arts and/or art history course from the moment they begin Pre-AP Art One.

Our curricular objectives are to:

- Significantly increase the number of students who are able to access and complete college-level work (like AP) before leaving high school; and
- Improve the college readiness of all students

Our Pre-AP frameworks provide a deep focus on a limited number of concepts and skills that have the broadest relevance for high school visual arts coursework and college success. This is especially apparent in Pre-AP Art One, -the course nearly all of our students engage with before high school graduation.

Courses are back mapped from AP expectations to allow more time for students to develop, practice, and master skills and concepts. Additionally, content should be tied to both state and national visual arts standards.

Shared Principles

Pre-AP Art One, Two, Three, and Four share a common set of classroom routines and approaches that give students many opportunities to practice and strengthen their skills while building their confidence in the classroom.

Shared principles include:

- Close Observation and Analysis
- Evidence-Based Writing
- Higher-Order Questioning
- Academic Conversations

Through **close observation and analysis**, students begin by carefully examining one object or problem. They will engage in deep observation to build, refine, or confirm their knowledge, thus developing foundational skills that support analysis and learning. Students will learn to observe and analyze artworks in terms of craft - describing how they were made. They analyze meaning or intent, identifying what the creator may have been aiming to express. In observing and writing



these examples, students will be encouraged to frame their ideas using discipline-specific vocabulary.

Additionally, Pre-AP art courses build time for **evidence-based writing** in a multitude of forms and for critiquing artistic choices in the visual arts. All courses should embed tools and supports (sentence frames, outlines, and graphic organizers) to continually strengthen writing skills that inform and accompany artistic production. Sentence- and paragraph-length work should be utilized to plan and map out ideas, respond to the work of others, to synthesize research, and to reflect on works in progress and completed pieces.

Higher-order questioning should motivate student thinking, support students as they develop evidence-based claims, and guide students to consider problems from multiple angles. When discussing art historical examples, students will consider the contexts, -historical, social, and cultural, -within which these works were created and presented, and how they affect the way they are received, understood, and communicate meaning.

Academic conversations foster the skills of academic conversation that they will need to employ in college and career settings. Students will regularly compare, critique, debate, and build upon others' ideas and arguments to advance their learning and artistic ideation. Through guided discussion, Pre-AP visual arts students will regularly share their own ideas and works in progress with one another and respond to the work of their peers. In these conversations, they will offer suggestions, provide rationales for their ideas, and compare and contrast their own work to the work of others. **Students will come to understand that there may be several possible solutions to any creative challenge.**

About Pre-AP Visual Arts

Throughout Pre-AP visual arts courses, students are expected to deliberately focus on the process of producing creative works, including generating and refining ideas, practicing skills and techniques, revision, reflection, and collaboration. Pre-AP visual arts courses also emphasize opportunities for choice making that enhance students' abilities to think critically and creatively as artists.

Students will experience shared classroom routines that foster and deepen college-readiness skills, build and refine technical skills, develop an understanding of art making as a means of communicating, and of investigating topics or ideas of significance. Teachers should also highlight works of art featured in the AP Art History course.

Requirements

- Pre-AP visual arts courses should be available to all students; schools must not establish any barriers (e.g., test scores, grades in prior coursework, or teacher or counselor recommendations) to student participation
- Campuses must ensure that teachers and students are provided computer and internet access for completion of course and assessment requirements
- Campuses must ensure that teachers have consistent access to a video projector and document camera for sharing web-based instructional content and short web videos
- Campuses must ensure that teachers and students are provided with classroom resources enabling the study of anchor works central to each unit, which includes the ability to project images
- Campuses must ensure that teachers and students are provided with access to art tools and materials (from a range of options and approaches) for student practice and creative production
- Campuses must ensure that teachers and students are provided with adequate, hazard-free space for teacher demonstration, student practice, creative production, and artwork storage

Foundational Guidelines

Pre-AP Art One is designed to facilitate each student's vision of introductory college-level art. During this semester/year long course, students are expected to create various works of art that accurately showcase their skill set, artistic process & growth and readiness for college level coursework.

IF A CAMPUS CHOOSES TO HAVE 8TH GRADE STUDENTS TAKE ART ONE FOR HIGH SCHOOL CREDIT, THEY ARE EXPECTED TO FOLLOW THE PRE-AP ART ONE FOUNDATIONAL GUIDELINES.

At the end of the academic school year, students in:

1. Pre-AP Art One will be expected to submit **four** artworks
2. Pre-AP Art Two will be expected to submit **six** artworks
3. Pre-AP Art Three will be expected to submit **eight** artworks
4. Pre-AP Art Four will be expected to submit **ten** artworks



:via digital portfolios that exhibit:

- Successful integration of the elements of art and principles of design
- Refined implementation of artistic skills and techniques acquired during the academic school year
- Ongoing documentation of investigative ideas and processes
- Artistic adaptation of personal experiences and interests to create original compositions
- Cultivation of independent artistic voice
- Ability to sustain a yearlong investigation of related, conceptual artworks

Submissions will be at the discretion of the Pre-AP visual arts teacher. All lessons and unit assessments should be open-ended and require extended investigation to elicit a variety of unique responses.

Developmental sketches, “copy work” and/or any work that is plagiarized or taken directly from a web source, will **NOT** be accepted for review. This includes formulaic activities where artworks are merely paint-, color-, or draw-by-number, or student response is nearly identical.

Student portfolios will be submitted and reviewed at the designated district grading day to collect yearly student data that will reflect, in part, teacher performance.

Foundational Skill Focus:

Below are the foundational skills that are expected to be introduced and reviewed with students by the end of Pre-AP Art One.

Teachers may revisit foundational skills in Pre-AP Art Two, Three, and Four, however, curriculum should focus acquisition and refinement of discipline-based concepts of assigned course (drawing, painting, graphic design, ceramics, sculpture, art history, printmaking, jewelry, fibers).

Additionally, students should be weaned away from use of the grid beyond Pre-AP Art One in order to strengthen observational skills.

Foundational skills are separated into respective quarters.

- **Quarter One:** An introduction to the elements and principals of art, understanding and engaging visual composition, critiquing and assessing art, and observational drawing. Technical skills should include blind contour line, gestural line, modified contour line, weighted line, and cross contour line. Compositional skills should include figure-ground

relationship and spatial proportion. Students reflect on their process and inquiry in written form to evaluate their work.

- **Quarter Two:** An introduction to photorealism through the refinement of artistic process, development of skills, experimentation with media, and portraiture. Technical skills include photography, collage, gridding, development of value through pencil shading, hatching, and stippling, and anatomical proportion. Students will be able to discuss personal experimentation with techniques and media to incorporate in works of art. Students will be able to conduct artistic research in order to refine needed source material and revise work from quarter one. Students will discuss their process, expressive intent in a spoken or written form to reflect and evaluate their work.
- **Quarter Three:** Students will continue to experiment with new tools and media to expand their knowledge of the creative process. Technical skills include the interaction of color via color theory (primary, secondary, tertiary, complementary, monochromatic, analogous, triadic, neutrals), and color mixing with wet media, and linear perspective. Students will be able to discuss and explain their work through a deeper fluency in skills, techniques, and style, and continue to revise work from quarters one and two. Students discuss their process, expressive intent in a spoken or written form to reflect and evaluate their work.
- **Quarter Four:** An introduction to work revision, self-evaluation and the creation of a structured analysis and synthesis to create effective works of art, and new ideas. Technical skills include engagement of space through three-dimensional structure, installation, performance or time-bound art, conceptual art, and sculptural development. Students will learn how to artistically connect with others through reinterpretation, curation of works of art and explanation of their art through alternate approaches and presentations. Additionally, students will finalize revisions to works from quarters one, two, and three. Students will discuss their process, expressive intent in a spoken or written form to reflect and evaluate their work.

Writing Stems:

For each artwork submitted in a student's digital portfolio, the student must also respond to the following writing stems in two sentences or less:

- The intent of my artwork is to...
- The process I utilized to create my artwork...
- The materials I chose to express my artwork...



Grading Rubrics:

Please reference the AP Art and Design Curriculum and Exam Description for Pre-AP visual grading rubrics. Because our goal is for students to earn a qualifying score on one or more AP Art and Design portfolio, students should be assessed using the AP-level rubric beginning in Pre-AP Art One.

Standards:

Please reference the Pre-AP Program Visual Arts Course Guide for essential knowledge guidelines (pgs. 11-30) and learning objectives:

<https://pre-ap.collegeboard.org/pdf/pre-ap-visual-arts-cg-wr.pdf>

