**AP Studio 2-D & Drawing**

**Vocabulary:** Composition Critique Reflection Refraction Overlap Magnify Isolate Gradation Value Scale

**Materials:** 12 X 18 Final size White Paper Markers Pencil

Sketchbook

**Content Objective:** **Distinguish, Define and Review the terminology behind any and all key concepts that answer and support your desired SI (sustained Investigation).**

You will submit your SI question to the class on the second day we meet. (August 20th)

**Please be prepared!!!!!!!!!!!!!!**

The 3rd day of class we you will submit to me 5 different concept sketches via text pic for evaluation. These pics will then be sent to each AP student in class for evaluation. We will discuss them in detail for the next 3 classes. Sketches Due August 24th.

Collectively, you will choose one of those sketches to start your journey and your first deadline will be Sept. 3rd. No later—No exceptions.

**Language Objective**: Students will be able to state orally and visually hoe to execute and exploratory question of their choosing.

**General Objective:**

**SW**:

* Recognize the 6 levels of Flat Shape
* Apply and utilize the 6 levels of Flat Shape throughout the entire composition.
* Define simple aspects of proportion, size relationships and scale
* Explore the compass technique, as students draw off of the page in a N, S, E, W format.
* Magnify the imagery to focus and emphasize certain areas of the still-life
* Emphasize the “Elements of Art” and the “Principles of Design” as
* Key ingredients to building a strong composition

**IW:**

* Present visuals that students can recognize as the standard to work toward and go above and beyond.
* Demonstrate each step slowly that each class member can see the sequencing and the method of how the artwork should come together
* Work with each student individually as issues or questions arise

***Beginning with Day 1 will be utilized to answer developing questions about how to work within the parameters of the assignment.***

***Cover and direct 3 Inquiry sessions for cooperative learning and peer to peer interaction in the classroom zoom setting.***

**Day 1 Aug-18th:** Begin by discussion and demos by me ensuring understanding. This should

prompt questions that will be answered in their sketching. The students will choose their medium of choice as it pertains to the subject matter within their work (Characteristically). **We will also go over as a class prospective due dates that work for you so you are not bogged down with multiple projects from the Art Department all at once.**

**Day** **1a-20th:** Students will begin the sketching process by magnifying the still-life on

the page. Each class there will be a check in and evaluation of their progress

**Day 2-24th:** (Go over Flat shape breakdown or stylized applications) Students should be well under way and will be drawing off of the page incorporating all flat shape / value color breakdowns. Sketches Due

**Day 3-26th:** Workday—Touch Base Day

**Day 4-28th:** Workday—Touch Base Day

**Day 5-Sept 1st:** Upcoming “In Progress Review.” Students will take away improvements to be made to their work from their peer-group discussions. Albeit, to improve the final finished product

**Day 6-3rd:** Opportunity to make modifications past this date will be based on the quality of work I receive as well as the information each student obtained from the “I.P. Review”

**Differentiation:** 1. One-On-One’s for each child

2. Isolate questions for the class that have a universal flavor but when answered with the Socratic Method-questions are posed to re-engage critical thinking.

3. Peer-On-Peer interactions

**Reflections:** 1. Students will keep all products carefully in their sketchbooks for later referral.

 2. Repetition is Key for understanding and Knowledge retention

 3. Research will allow for changes to be made in the future

 **Critical Reviews will help me to enhance problems in the future**

 **One-on-One’s will help elevate the “End Product” of a piece a the Beginning, Middle and End**