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AP Studio Art - Beginning the Sustained Investigation

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Stage 1 – Desired Results

Established Goals	Transfer

AP Art and Design Course Skills:

1.A Generate possibilities for investigation.
1.B Describe how inquiry guides investigations through art and design.
1.E Investigate materials, processes, and ideas.
2.A Formulate questions that guide a sustained investigation through art and design.

National Core Arts Standards, Visual Art HS Advanced:

VA:Cr1.1.IIIa
Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.IIIa
Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.1.IIIa
Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr2.2.IIIa
Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images,

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Students will independently use their learning to:
Develop a long range plan for a sustained artistic investigation.

Meaning

Understandings
Students will understand that….

- Artists' and designers' work is often driven by inquiry. Artists and designers generate questions related to their experiences. They select materials, processes, and ideas to investigate, guided by their questions. They make work through practice, experimentation, and revision using selected components, developing skills in connecting materials, processes, and ideas within their work.
- Artists work in series to think deeply about a topic or issue and explore it from many angles.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions

- What informs why, how, and what artists and designers make?
- How do artists create evocative work?
- Why do artists choose to work in series?
- How can an artist create a "style," and what is "artistic voice?"
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What role does persistence play in revising, refining, and developing work?

	Acquisition	
materials, tools, and equipment in the creation and circulation of creative work VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	Knowledge *Students will know…* ● A sustained investigation thought 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. A question is words used to find information. Questions can be as simple as asking who, what, when, where, why, how, what if, and why not. ● Sustained investigation is guided by questions. It involves research: discovering or verifying information. Investigation includes perception, curiosity, examination, discovery, imagination, interpretation, description, and conversation. Investigation can confirm and challenge thinking, revealing connections and opportunities. ● Artists use a variety of criteria to select and guide their idea generation and exploration. ● Questions are continually formulated, documented (visually and with writing), developed, and evaluated throughout a sustained investigation. Investigation and making often inspire more questions. Learning and discovery during the investigation can lead to refinement of questions.	Skills *Students will be able to…* ● Generate lists of potential ideas. ● Formulate and select questions to guide practice, experimentation, and revision. ● Reflect on experiences to generate inquiry questions. ● Navigate between closed and open-ended questions. ● Evaluate the feasibility of different topics. ● Create planning sketches. ● Conduct experiments using different artistic media. ● Conduct artistic research. ● Present a variety of artistic ideas to their peers.

Stage 2 – Evidence	
Evaluative Criteria (for rubric)	
See attached rubric, linked here: https://docs.google.com/document/d/e/2PACX-1vQmxYlEtZnz2VdC2f9Y-bdkdxgXXJtjs6VgN-ilf_k13Eae9z8WO5TKVgtSZvBKko0s_-b4lMv4Bp1e/pub	**Performance Task(s)** *Students will demonstrate meaning-making and transfer by…* Develop a plan for a sustained artistic investigation about a personally meaningful topic of interest. ------------------ Other Evidence (e.g., formative) - sketchbook activities, mind maps, topic vetting reflection, copyright quiz

Stage 3 – Learning Plan

Pre-Assessment
How will you check students' prior knowledge, skill levels, and potential misconceptions?
Prior to this, students should explore a mini-series of three works. An assignment such as this can help gauge students' understanding of the concept of a series and their comfort with finding and pursuing topics of interest. See linked google presentation below.
https://docs.google.com/presentation/d/e/2PACX-1vRXNMM9wVXY_51kRvMZT5ec7bj4K7X3W1QuqqKObzA68QLlqNpWPbiW6F6arwpbEfPiiU2_uzvIjp8O/pub?start=false&loop=false&delayms=3000

Learning Activities	Progress Monitoring (e.g., formative data)
Learning Activities ****Each lesson is designed to take a full 80 minute block, but may take longer than this. If class periods are less than 80 minutes, plan accordingly.** **Lesson 1: What is a "Sustained Investigation"?** ● With students, define what "series" and "sustained investigation" mean. Generate working definitions together as a class. ● Discuss briefly why artists might choose to work in series. Look at examples of series of works from both professional (Zaria Forman: https://www.zariaforman.com/press, Kehinde Wiley: https://www.youtube.com/watch?v=ofX8JOl8sbo) and student artists (https://slideplayer.com/slide/10707217/). Students should take notes about what series are and aspects of others' work that inspires them. What gives visual and conceptual coherence to the artworks in a series? ● Run a QFT (question formulation technique, see attached PPT) QFocus: "Why do artists create work in series?" Discuss the questions students come up with, and begin to guide them toward thinking about topics for a long series of their own. ● Teach students about copyright, plagiarism, fair use, and artistic voice. Address usage of images and copyright concerns (if student-created source material for a chosen topic is not readily available, consider changing or tweaking the idea). "Portfolio Requirement: Any work that makes use of (appropriates) photographs,	Progress Monitoring (e.g., formative data) -Copyright quiz - Mind map assessment (check on students' sketchbooks to see how their preliminary topic generation is going) -Topic Vetting assessment

published images and/or other artists' work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design and/or concept of the source. The student's individual "voice" should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy an image (even in another medium) that was made by someone else and represent it as one's own. (AP Studio Art Course Description, p.13 http://apcentral.collegeboard.com/apc/public/repository/ap-studio-art-course-description.pdf)

- See attached handout (Handout - Ethics of Image Use, Flowchart - Image Use Rules: https://thevisualcommunicationguy.com/downloads/can-i-use-that-picture-poster-download)
- Keep in mind that higher AP scores are rewarded to work that takes risks and displays the most innovation. Derivative, cliche, or plagiarized work is penalized (and it's not as fun or authentic to create).
- After discussing copyright issues, have students take this quiz to test their understanding: https://mclellanlib.com/quizzes/copyright-quiz

Lesson 2: Brainstorming

- Guide students through the process of creating a mindmap about the same topic (example: "where are you?" See attached mind map example). Have students underline or circle 3 of the most interesting ideas that branched off from their common center theme. Discuss how each of their favorite three topics may vary widely, and how each person can explore many divergent ideas from the same starting point.
- Watch "artprof" video (7:24) about brainstorming and building to a finished piece: https://claralieu.wordpress.com/2015/05/28/how-to-brainstorm/
- Read this article and follow the process. Begin by generating huge lists of topics and ideas. Students should mainly stick to the idea generation phase today; the evaluation and elimination of some ideas will be addressed further in the next lesson. This process may take quite a while; give students plenty of time and consider assigning some of this process as homework: https://www.studentartguide.com/articles/a-level-art-ideas

Lesson 3: Evaluate Ideas

- Have students begin by examining the list of ideas generated the previous class and eliminating some of the ideas generated based on the criteria in this article: https://www.studentartguide.com/articles/a-level-art-ideas
- Narrow down to around three top ideas. Work on developing and refining the **Inquiry Statement/ Question**.
- Work through the topic vetting document exploring: scope/focus, feasibility, personal interest, originality: https://docs.google.com/document/d/e/2PACX-1vRgzx5DdXtph-FWk641gyNh5gIYInLFDrB8VLriUsior54w0AJuetLAs85mtT_RPvR91WMxrRUkgBv5/pub
- Give students plenty of time to evaluate their three topics using the topic vetting questions, protocols, and reflections. This may take the rest of the class and need to be completed as homework.
- Students should begin exploring these topics in much more depth by sketching and exploring materials related to their top three topics.
- Introduce the SUSTAINED INVESTIGATION TOPIC PROPOSAL requirements and rubric and have students begin work on their topic proposals. Show them the example slideshow:

https://docs.google.com/document/d/e/2PACX-1vQmxYlEtZnz2VdC2f9Y-bdkdxgXXJtjs6VgN-ilf_k13Eae9z8WO5TKVgtSZvBKko0s_-b4IMv4Bp1e/pub

https://docs.google.com/presentation/d/e/2PACX-1vSzC2h0MYRzfxTTnnKYVjKiiKPwfDFVRFQU4RQ-9mY-jqa3-NtkNoI1raRx8fYa1YkTHpDpwJI-MNHn/pub?start=false&loop=false&delayms=10000&slide=id.g35f391192_00

Lesson 4: Work Day on Topic Proposals

- Students should work on gathering source material, conducting artistic research, sketching ideas, and experimenting with media. Depending on pacing, students may need more than one work day to complete their topic proposals and topic vetting reflections.

Lesson 5: Presentations of Topic Proposals

- Students present their plan A, B and C to each other. Other students should use the criteria from the topic vetting document (scope/focus, feasibility, personal interest, originality) to give feedback on the ideas. See attached handout for feedback forms: https://docs.google.com/document/d/e/2PACX-1vRUzxH8u5cZJ198e-j3ZpnC-X4xj1ykLQIqzr_3ufn_kVmdaXr3TSjhp6dzjauPnSPe5zt10CHQBRGi/pub

Lesson 6 and beyond: Reflection, Refinement, and Work Time

- Allow students time to review peer feedback from presentations. They should return to their topic vetting documents to respond to feedback in their reflections, further refine their inquiry statements/questions, and determine a final self-assessment grade for each topic in the document.
- Students should select their best inquiry statement/question and begin work on their Sustained Investigation artworks.
- During and after completion of each artwork, make sure that students are consulting their inquiry topic and explorations. Work throughout the Sustained Investigation must show both visual and written evidence of practice, experimentation, and revision.

By Hannah Cone, including resources by other educators. Questions? email: h.r.cone@gmail.com