# Pre-AP Visual Arts Instructional Planning Guide Teacher Sample

The goal of the instructional planning guide is to help you create a roadmap of the key instructional activities and assessments
you will use to build a curriculum that aligns to the Pre-AP course framework. This sample illustrates one way in which you might
use the guide. Pre-AP National Faculty and educators with experience teaching Pre-AP provided ideas for additional activities and
resources that they might use alongside Pre-AP model lessons and formative assessment to build their full course.

**Using and Customizing Your Own Instructional Planning Guide:**

* When planning additional lessons, consider how they support the Pre-AP Arts framework, areas of focus,
and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Course Implementation Models

The Pre-AP instructional modules have been designed with an emphasis on flexibility. They can be taught consecutively, or you can thread your own units and lessons in between the five-week modules or the learning cycles, depending on your instructional preferences and your rehearsal and performance schedules. When teaching your own units, we encourage you to infuse the Pre-AP shared principles and areas of focus throughout the remaining weeks of the course.

A few options for instructional sequencing are illustrated below:

Full Year Course ModelsSemester Course Models

## Teacher Unit: Fibers

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 90 min. |  | **Learning Cycle 1: What makes it art?**1.1 Intro to aesthetics, applied, and fine art. Observe & Interpret Ringgold’s *Sunflowers at Arles*Part 1: Intro to weaving; skill building: circular weaving Part 2: Peer-to-Peer Dialogue TAG criticism. | EK 1.1A-VAEK 2.1A-VA | Anchor 2Anchor 7 |  |
| 270 min. |  | 1.2 Generating original ideasPart 1: Designing Thumbnails around prompts. Anchor work Serra's *Verblist*Part 2: Prompt TapestryPart 3: Peer-to-Peer DialoguePart 4: Stem Sentence ReflectionFormative Learning Checkpoint | EK 2.1B-VAEK 4.1B-VAEK 4.2A-VA | Anchor 2Anchor 3 |  |
| 450 min. |  | **Learning Cycle 2: Visual Communication with Symbols**2.1 Creating symbols to visually communicate a themePart 1: Fiber Arts Survey El Anatsui’s *Lines that Link Humanity* Analysis and Interpretation Part 2: Skill building: generating symbols and arranging in patterns. | EK 1.1B-VAEK 2.1A-VA | Anchor 3Anchor 7 |  |
| 450 min. |  | 2.2 Exploring the medium Part 1: Fibers stations experimentation Part 2: Using fibers as mixed media experimentationPart 3: Media reflection and planning their work Part 4: Analysis and Interpretation of Kyle Meyer’s *Unidentified 48* | EK 2.1A-VAEK 2.2B-VAEK 5.1A-VA | Anchor 1  |  |
| 270 min. |  | 2.3 Visually communicating a themePart 1: Create a fabric surface patternPart 2: Academic conversation in class critiqueSummative Learning Checkpoint | EK 2.1B-VAEK 3.1A-VAEK 3.2A-VAEK 4.1A-VAEK 4.1B-VA |  |  |

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Module 1: Sources (w/ Teacher Created Bootcamps)

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 45 min. |  | **Pre-AP Learning Cycle 1: Material as Source**Pre-AP Model Lesson 1.1: Introducing Found MaterialsPart 1: Introduction and Gathering MaterialsPart 2: Considering Material ChoicesPart 3: Peer-to-Peer Dialogue About IdeasObserve & Interpret Auguste Rodin *The Burghers of Calais* | 2.2A-VA2.2B-VA3.1-VA3.2A-VA3.2B-VA5.1A-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 1.2: Material ExplorationPart 1: Experimenting with MaterialsPart 2: Analysis and Interpretation of the Anchor WorksPart 3: Returning to MaterialsIntro to Sculpture Q&D Andy Goldsworthy Sculpture & Video | 2.2A-VA2.2B-VA3.1-VA3.2A-VA3.2B-VA5.1A-VA |  |  |
| 45 min. |  | Pre-AP Model Lesson 1.3: Further ExperimentationPart 1: Introducing Serra’s *Verblist*Part 2: Adding a MaterialPart 3: Experimenting with Two Materials | 2.2A-VA2.2B-VA3.1-VA3.2A-VA3.2B-VA5.1A-VA |  |  |
| 180 min. |  | Pre-AP Model Lesson 1.4: Creating Final SculpturesPart 1: Beginning Final SculpturesPart 2: Considering MetaphorPart 3: Titling the WorkAssess and Reflect | 2.2A-VA2.2B-VA3.1-VA3.2A-VA3.2B-VA5.1A-VA |  |  |
| 45 min. |  | Final Critique & Reflection | EK 5.2A-VA | Anchor 6Anchor 9 |  |
| 45 min. |  | **Teacher-Designed Drawing Bootcamp****Learning Cycle 1.1 Developing observational drawing skills** Part 1: 1st Perceptual Drawing Skill: Edges. Focus on contour & blind contour drawings. Part 2: Observe & Interpret Dale Chihuly’s *Garden and Glass* | EK 1.2B-VAEK 2.2B-VA | Anchor 2Anchor 4Anchor 5 |  |
| 45 min. |  | Part 3: 3rd Perceptual Drawing Skill: Relationships. Focus on proportion and perspective. | EK 2.2A-VAEK 2.2B-VA | Anchor 2 |  |
| 45 min. |  | Part 4: Experimentation with various drawing media. Focus on line quality and gesture line. | EK 2.2A-VAEK 2.2B-VA | Anchor 2 |  |
| 45 min. |  | Part 5: 2nd Perceptual Drawing Skill: Space. Focus on cross contour composition. | EK 2.2A-VAEK 2.2B-VAEK 4.1B-VA | Anchor 2Anchor 3 |  |
| 45 min. |  | Part 6: 4th Perceptual Drawing Skill: Light & Shadow. Explore charcoal as a medium, and value.Media Value ExperimentationFormative Learning Checkpoint | EK 2.2A-VAEK 2.2B-VA | Anchor 2 |  |
| 45 min. |  | Part 7: Drawing the human form. Analysis and Interpretation of Marc Chagall’s *I and the Village* | EK 2.2A-VAEK 2.2B-VA | Anchor 2 |  |
| 360 min. |  | **Learning Cycle 1.2 Gestalt. Putting it all together.** Part 1: Generation of drawing idea thumbnails Part 2: Peer-to-peer proposal of ideas. Part 3: Academic Conversation: "What makes a drawing successful?"Part 4: Execution of final work Part 5: Analysis and Interpretation of Kehinde Wiley’s *Mary the Comforter of the Afflicted I* | EK1.2A-VAEK3.1C-VAEK 3.2A-VAEK 4.1A-VAEK 4.1B-VA | Anchor 2Anchor 3Anchor 6 |  |
| 45 min. |  | Drawing Critique & ReflectionSummative Learning Checkpoint | EK 5.2A-VA | Anchor 6Anchor 9 |  |
| 45 min. |  | **Teacher-Designed Painting and Proportion Bootcamp****Learning Cycle 1.1 Introduction** **to Paint medium**. Part 1: Brush & mark making. Observe and Interpret Tom Jones’ *Dear America* | EK 1.2B-VAEK3.1A-VA | Anchor 11 |  |
| 45 min. |  | Part 2: Watercolor & color theory reviewSkill building: creation of push-pull painting | EK 2.1A-VA | Anchor 3Anchor 5Anchor 6 |  |
| 90 min. |  | **Learning Cycle 1.2 Portraiture**Part 1: Introduction to portraitureGeneric v. expressive portraits | EK 2.1A-VA | Anchor 3Anchor 5Anchor 6 |  |
| 90 min. |  | Part 2: Contemporary tempera iconExperimentation with skin tone mixing Experimentation with wet media Formative Learning Checkpoint | EK 2.1A-VAEK 4.1B-VA | Anchor 3Anchor 5Anchor 6 |  |
| 45 min. |  | **Pre-AP Learning Cycle 2: Art as Source**Pre-AP Model Lesson 1.5: Contemporary Artists and Historical SourcesPart 1: Analysis and Interpretation of Sherman and BotticelliPart 2: Artists and Appropriation | 1.1A-VA1.1B-VA1.2A-VA1.2B-VA3.1B-VA3.2A-VA |  |  |
| 360 min. |  | Pre-AP Model Lesson 1.6: Reinterpreting an Art Historical SourcePart 1: Introduction and Portrait ResearchPart 2: Portrait PromptPart 3: Finishing Work and Peer CritiqueAssess and Reflect | 1.1A-VA1.1B-VA1.2A-VA1.2B-VA3.1B-VA3.2A-VA |  |  |
| 360 min. |  | **Learning Cycle 3: Pop Art**Part 1: Skill building: color schemes and color choicePart 2: Analysis & Interpretation of Sonny Assu’s *Breakfast Series*Part 3: Pop art inspired work  | EK 2.1B-VAEK 4.1B-VA | Anchor 5 |  |
| 45 min. |  | **Pre-AP Learning Cycle 3: The Everyday as Source**Pre-AP Model Lesson 1.7: Everyday Objects and Routines in Works of ArtPart1: Examining an Artist’s WorksPart 2: Considering Everyday Source MaterialPart 3: Documenting Everyday Objects and RoutinesLinear Perspective Bootcamp | 3.1C-VA4.1A-VA4.1B-VA4.2A-VA |  |  |
| 45 min. |  | Pre-AP Model Lesson 1.8: Everyday Actions as Source MaterialPart 1: Analysis and Interpretation of Dana Schutz’s *Sneeze 3*Part 2: Everyday Source MaterialPart 3: Documenting Everyday Gestures or RitualsQ&D Where do you dwell perspective drawing | 3.1C-VA4.1A-VA4.1B-VA4.2A-VA |  |  |
| 90–135 min. |  | Pre-AP Model Lesson 1.9: Selecting a Source and Planning Your WorkPart 1: Introducing the Sketchbook as SourcePart 2: Writing ProposalsPart 3: Proposal Presentations | 3.1C-VA4.1A-VA4.1B-VA4.2A-VA |  |  |
| 225 min. |  | Pre-AP Model Lesson 1.10: Making a Final WorkPart 1: Studio WorkPart 2: Peer FeedbackPart 3: Finishing Work and Reflection | 3.1C-VA4.1A-VA4.1B-VA4.2A-VA |  |  |
|  |  | **Performance Assessment**Part 1: Student-Selected WorkPart 2: Written Reflection |  |  |  |

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Module 2: Structures

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 90 min. |  | **Pre-AP Learning Cycle 1: Creating Within Constraints**Pre-AP Model Lesson 2.1: Packet PromptsPart 1: Responding to Packet PromptsPart 2: Reflection and DiscussionPart 3: Identifying Categories of Constraints | 2.1B-VA2.2A-VA2.2B-VA3.1B-VA4.1B-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 2.2: 30 Drawings in 30 MinutesPart 1: Completing 30 Drawings in 30 MinutesPart 2: Reflection and DiscussionPart 3: Revisiting Categories of Constraints | 2.1B-VA2.2A-VA2.2B-VA3.1B-VA4.1B-VA |  |  |
| 90 min. |  | 2.1 Intro to Printmaking & EmphasisPart 1: Analyzing & Interpreting Elizabeth Catlett’s *Harriet*Q&D Composition Photography Challenge | EK 2.1B-VAEK 4.1B-VA | Anchor 5 |  |
| 135 min. |  | Pre-AP Model Lesson 2.3: Emoji StorytellingPart 1: Four Emoji PromptsPart 2: Reflection and DiscussionPart 3: Discussion and Mapping of ConstraintsMonoprint | 2.1B-VA2.2A-VA2.2B-VA3.1B-VA4.1B-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 2.4: Designing Creative Constraints (formative assessment)Part 1: Analyzing and Interpreting *Self-Portraits in the Flemish Style*Part 2: Designing a TaskPart 3: Reflecting on the TaskAssess and ReflectCollagraph | 2.1B-VA2.2A-VA2.2B-VA3.1B-VA4.1B-VA |  |  |
| 135 min. |  | **Pre-AP Learning Cycle 2: Structures of Artistic Practice**Pre-AP Model Lesson 2.5: Identifying Creative ConstraintsPart 1: Finding Constraints in Three Artists’ ExamplesPart 2: Research and ComparisonPart 3: Analyzing One’s Own WorkAssess and ReflectExperimentation with mark making | 1.1B-VA1.2B-VA |  |  |
| 90 min. |  | **Pre-AP Learning Cycle 3: Developing New Work**Pre-AP Model Lesson 2.6: Making a PlanPart 1: Experiments in Visual JournalsPart 2: Oblique StrategiesPart 3: Choosing a DirectionDeveloping printmaking thumbnails | 3.2A-VA3.2B-VA4.1A-VA4.1B-VA4.2A-VA5.1A-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 2.7: Presenting ProposalsPart 1: Writing a Short PitchPart 2: Presenting Ideas for Peer FeedbackPart 3: Revising Proposals and Preparing Materials | 3.2A-VA3.2B-VA4.1A-VA4.1B-VA4.2A-VA5.1A-VA |  |  |
| At least 360 min. |  | Pre-AP Model Lesson 2.8: Creation and RevisionPart 1: Working SessionsPart 2: Group FeedbackPart 3: Finalizing the WorkSingle color linocut | 3.2A-VA3.2B-VA4.1A-VA4.1B-VA4.2A-VA5.1A-VA |  |  |
|  |  | **Performance Assessment**Part 1: Written ReflectionPart 2: Final Student Work (and Process Documentation) |  |  |  |
| 270 min. |  | Plexiglass Intaglio | EK 3.2A-VA | Anchor 3Anchor 5Anchor 6 |  |
| 90 min. |  | Q&D Geometric Tape MuralsObserve and Interpret Diego Rivera’s Detroit Murals | EK 2.1B-VAEK 4.1B-VA | Anchor 5 |  |
| 45 min. |  | Assessment & Reflection Printmaking Exhibition & Artist StatementSummative Learning Checkpoint | EK 4.1A-VAEK 4.1B-VA | Anchor 5 |  |

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## Teacher Unit: Rendering Bootcamp

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 45 min. |  | **Learning Cycle 1.1 Graphite & Value**Part 1: Skill building: graduated tone rendering.Part 2: Analyze and Interpret Sarah Graham’s body of work | EK 1.1A-VAEK 2.1A-VAEK 2.2B-VAEK 3.1A-VAEK 4.1B-VA | Anchor 5Anchor 7Anchor 8 |  |
| 270 min. |  | **Learning Cycle 1.2 Acrylic & Vector gradation painting.** Part 1: Monochromatic renderingPart 2: Complementary color renderingPart 3: Peer-to-peer mini critique | EK 2.1A-VAEK 2.2B-VAEK 4.1A-VA | Anchor 5 |  |
| 360 min. |  | **Learning Cycle 2.1 Representing texture**Part 1: Photographing source imagesPart 2: Multiple perspective texture renderingFormative Learning Checkpoint | EK 2.1A-VAEK 2.2B-VAEK 3.1B-VA | Anchor 5Anchor 10 |  |
| 540 min. |  | **Learning Cycle 3.1 Color Pencil**Part 1: Color pencil blending chart Part 2: Peer-to-peer idea pitches Part 3: Pretty, ugly rendering | EK 1.2A-VAEK 3.1A-VAEK 3.2B-VAEK4.1A-VA | Anchor 10 |  |
| 45 min. |  | Pretty, ugly critique and media reflectionSummative Learning Checkpoint | EK 5.1A-VA | Anchor 5 |  |
| 45 min. |  | Q&D Color Pencil Watercolor Wash Mixed Media | EK 2.2B-VA | Anchor 2 |  |

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## Teacher Unit: Watercolor and Landscapes

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 450 min. |  | **Learning Cycle 1.1 Watercolor Medium**Part 1: Watercolor sketchbookPart 2: En plein air paintingPart 3: Observe and Interpret Frederic Edwin Church's *Icebergs* | EK 1.1B-VAEK 1.2A-VAEK 2.1A-VA | Anchor 1Anchor 2 |  |
| 270 min. |  | **Learning Cycle 1.2 Landscapes**Part 1: Traditional compositionsPart 2: Monochromatic, triadic, and complementary color scheme mini paintingsFormative Learning Checkpoint | EK 1.2B-VAEK 2.2B-VAEK 3.2A-VA | Anchor 1Anchor 2 |  |
| 270 min. |  | Part 3: Mixed Media Landscape | EK 3.2B-VA | Anchor 6 |  |
| 270 min. |  | **Learning Cycle 1.3 Landscape Painting** | EK 3.2A-VAEK4.1A-VA | Anchor 6 |  |
| 45 min. |  | Landscape painting critique and reflectionSummative Learning Checkpoint | EK 5.1A-VA | Anchor 5 |  |

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## Teacher Unit: Architecture

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 270 min. |  | **Learning Cycle 1.1 Working to a brief. Greta Thunberg's EPCOT**Part 1: Introduction to futurism & architecturePart 2: Analysis & Interpretation: Buckminster Fuller’s *Dymaxion House*Part 3: 2pt & 3pt perspectivePart 4: Sky line gesture drawings | EK 1.1B-VAEK 1.2A-VAEK 1.2B-VA | Anchor 7 |  |
| 180 min. |  | **Learning Cycle 1.2 Designing with purpose in mind**Part 1: Building thumbnailsPart 2: Peer-to-peer discussion about city skyline | EK 3.1A-VAEK 3.1C-VAEK 4.2A-VA | Anchor 10 |  |
| 90 min. |  | Part 3: Iteration 2—Introduction of restrictive footprint | EK 2.1B-VAEK 2.2B-VAEK 3.1A-VAEK 5.1A-VA | Anchor 2 |  |
| 90 min. |  | Part 4: Iteration 3—Designing with culture in mind | EK 2.1B-VAEK 2.2B-VAEK 3.1A-VAEK 5.1A-VA | Anchor 2 |  |
| 270 min. |  | Part 5: Building 3d Model | EK 2.1B-VAEK 2.2B-VAEK 5.1A-VA | Anchor 2 |  |
| 45 min. |  | Q&D Monumental Mini Installation Sculpture | EK 3.2B-VA | Anchor 10 |  |
| 45 min. |  | Performance Assessment: Presentation of city design and critique | EK 5.2A-VA | Anchor 11 |  |

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