# 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-VA EK 2.1A-VA | Anchor 2 Anchor 7 |  |
| 270 min. |  | 1.2 Generating original ideas Part 1: Designing Thumbnails around prompts. Anchor work Serra's *Verblist* Part 2: Prompt Tapestry Part 3: Peer-to-Peer Dialogue Part 4: Stem Sentence Reflection Formative Learning Checkpoint | EK 2.1B-VA EK 4.1B-VA EK 4.2A-VA | Anchor 2 Anchor 3 |  |
| 450 min. |  | **Learning Cycle 2: Visual Communication with Symbols** 2.1 Creating symbols to visually communicate a theme Part 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-VA EK 2.1A-VA | Anchor 3 Anchor 7 |  |
| 450 min. |  | 2.2 Exploring the medium  Part 1: Fibers stations experimentation  Part 2: Using fibers as mixed media experimentation Part 3: Media reflection and planning their work  Part 4: Analysis and Interpretation of Kyle Meyer’s *Unidentified 48* | EK 2.1A-VA EK 2.2B-VA EK 5.1A-VA | Anchor 1 |  |
| 270 min. |  | 2.3 Visually communicating a theme Part 1: Create a fabric surface pattern Part 2: Academic conversation in class critique Summative Learning Checkpoint | EK 2.1B-VA EK 3.1A-VA EK 3.2A-VA EK 4.1A-VA EK 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 Materials  Part 1: Introduction and Gathering Materials  Part 2: Considering Material Choices  Part 3: Peer-to-Peer Dialogue About Ideas  Observe & Interpret Auguste Rodin *The Burghers of Calais* | 2.2A-VA  2.2B-VA  3.1-VA  3.2A-VA  3.2B-VA  5.1A-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 1.2: Material Exploration  Part 1: Experimenting with Materials  Part 2: Analysis and Interpretation of the Anchor Works  Part 3: Returning to Materials  Intro to Sculpture  Q&D Andy Goldsworthy Sculpture & Video | 2.2A-VA  2.2B-VA  3.1-VA  3.2A-VA  3.2B-VA  5.1A-VA |  |  |
| 45 min. |  | Pre-AP Model Lesson 1.3: Further Experimentation  Part 1: Introducing Serra’s *Verblist*  Part 2: Adding a Material  Part 3: Experimenting with Two Materials | 2.2A-VA  2.2B-VA  3.1-VA  3.2A-VA  3.2B-VA  5.1A-VA |  |  |
| 180 min. |  | Pre-AP Model Lesson 1.4: Creating Final Sculptures  Part 1: Beginning Final Sculptures  Part 2: Considering Metaphor  Part 3: Titling the Work  Assess and Reflect | 2.2A-VA  2.2B-VA  3.1-VA  3.2A-VA  3.2B-VA  5.1A-VA |  |  |
| 45 min. |  | Final Critique & Reflection | EK 5.2A-VA | Anchor 6 Anchor 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-VA EK 2.2B-VA | Anchor 2 Anchor 4 Anchor 5 |  |
| 45 min. |  | Part 3: 3rd Perceptual Drawing Skill: Relationships. Focus on proportion and perspective. | EK 2.2A-VA EK 2.2B-VA | Anchor 2 |  |
| 45 min. |  | Part 4: Experimentation with various drawing media. Focus on line quality and gesture line. | EK 2.2A-VA EK 2.2B-VA | Anchor 2 |  |
| 45 min. |  | Part 5: 2nd Perceptual Drawing Skill: Space. Focus on cross contour composition. | EK 2.2A-VA EK 2.2B-VA EK 4.1B-VA | Anchor 2 Anchor 3 |  |
| 45 min. |  | Part 6: 4th Perceptual Drawing Skill: Light & Shadow. Explore charcoal as a medium, and value. Media Value Experimentation Formative Learning Checkpoint | EK 2.2A-VA EK 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-VA EK 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-VA EK3.1C-VA EK 3.2A-VA EK 4.1A-VA EK 4.1B-VA | Anchor 2 Anchor 3 Anchor 6 |  |
| 45 min. |  | Drawing Critique & Reflection Summative Learning Checkpoint | EK 5.2A-VA | Anchor 6 Anchor 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-VA EK3.1A-VA | Anchor 11 |  |
| 45 min. |  | Part 2: Watercolor & color theory review Skill building: creation of push-pull painting | EK 2.1A-VA | Anchor 3 Anchor 5 Anchor 6 |  |
| 90 min. |  | **Learning Cycle 1.2 Portraiture** Part 1: Introduction to portraiture Generic v. expressive portraits | EK 2.1A-VA | Anchor 3 Anchor 5 Anchor 6 |  |
| 90 min. |  | Part 2: Contemporary tempera icon Experimentation with skin tone mixing  Experimentation with wet media  Formative Learning Checkpoint | EK 2.1A-VA EK 4.1B-VA | Anchor 3 Anchor 5 Anchor 6 |  |
| 45 min. |  | **Pre-AP Learning Cycle 2: Art as Source**  Pre-AP Model Lesson 1.5: Contemporary Artists and Historical Sources  Part 1: Analysis and Interpretation of Sherman and Botticelli  Part 2: Artists and Appropriation | 1.1A-VA  1.1B-VA  1.2A-VA  1.2B-VA  3.1B-VA  3.2A-VA |  |  |
| 360 min. |  | Pre-AP Model Lesson 1.6: Reinterpreting an Art Historical Source  Part 1: Introduction and Portrait Research  Part 2: Portrait Prompt  Part 3: Finishing Work and Peer Critique  Assess and Reflect | 1.1A-VA  1.1B-VA  1.2A-VA  1.2B-VA  3.1B-VA  3.2A-VA |  |  |
| 360 min. |  | **Learning Cycle 3: Pop Art** Part 1: Skill building: color schemes and color choice Part 2: Analysis & Interpretation of Sonny Assu’s *Breakfast Series* Part 3: Pop art inspired work | EK 2.1B-VA EK 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 Art  Part1: Examining an Artist’s Works  Part 2: Considering Everyday Source Material  Part 3: Documenting Everyday Objects and Routines  Linear Perspective Bootcamp | 3.1C-VA  4.1A-VA  4.1B-VA  4.2A-VA |  |  |
| 45 min. |  | Pre-AP Model Lesson 1.8: Everyday Actions as Source Material  Part 1: Analysis and Interpretation of Dana Schutz’s *Sneeze 3*  Part 2: Everyday Source Material  Part 3: Documenting Everyday Gestures or Rituals  Q&D Where do you dwell perspective drawing | 3.1C-VA  4.1A-VA  4.1B-VA  4.2A-VA |  |  |
| 90–135 min. |  | Pre-AP Model Lesson 1.9: Selecting a Source and Planning Your Work  Part 1: Introducing the Sketchbook as Source  Part 2: Writing Proposals  Part 3: Proposal Presentations | 3.1C-VA  4.1A-VA  4.1B-VA  4.2A-VA |  |  |
| 225 min. |  | Pre-AP Model Lesson 1.10: Making a Final Work  Part 1: Studio Work  Part 2: Peer Feedback  Part 3: Finishing Work and Reflection | 3.1C-VA  4.1A-VA  4.1B-VA  4.2A-VA |  |  |
|  |  | **Performance Assessment**  Part 1: Student-Selected Work  Part 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 Prompts  Part 1: Responding to Packet Prompts  Part 2: Reflection and Discussion  Part 3: Identifying Categories of Constraints | 2.1B-VA  2.2A-VA  2.2B-VA  3.1B-VA  4.1B-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 2.2: 30 Drawings in 30 Minutes  Part 1: Completing 30 Drawings in 30 Minutes  Part 2: Reflection and Discussion  Part 3: Revisiting Categories of Constraints | 2.1B-VA  2.2A-VA  2.2B-VA  3.1B-VA  4.1B-VA |  |  |
| 90 min. |  | 2.1 Intro to Printmaking & Emphasis Part 1: Analyzing & Interpreting Elizabeth Catlett’s *Harriet* Q&D Composition Photography Challenge | EK 2.1B-VA EK 4.1B-VA | Anchor 5 |  |
| 135 min. |  | Pre-AP Model Lesson 2.3: Emoji Storytelling  Part 1: Four Emoji Prompts  Part 2: Reflection and Discussion  Part 3: Discussion and Mapping of Constraints  Monoprint | 2.1B-VA  2.2A-VA  2.2B-VA  3.1B-VA  4.1B-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 Task  Part 3: Reflecting on the Task  Assess and Reflect  Collagraph | 2.1B-VA  2.2A-VA  2.2B-VA  3.1B-VA  4.1B-VA |  |  |
| 135 min. |  | **Pre-AP Learning Cycle 2: Structures of Artistic Practice**  Pre-AP Model Lesson 2.5: Identifying Creative Constraints  Part 1: Finding Constraints in Three Artists’ Examples  Part 2: Research and Comparison  Part 3: Analyzing One’s Own Work  Assess and Reflect  Experimentation with mark making | 1.1B-VA  1.2B-VA |  |  |
| 90 min. |  | **Pre-AP Learning Cycle 3: Developing New Work**  Pre-AP Model Lesson 2.6: Making a Plan  Part 1: Experiments in Visual Journals  Part 2: Oblique Strategies  Part 3: Choosing a Direction  Developing printmaking thumbnails | 3.2A-VA  3.2B-VA  4.1A-VA  4.1B-VA  4.2A-VA  5.1A-VA |  |  |
| 90 min. |  | Pre-AP Model Lesson 2.7: Presenting Proposals  Part 1: Writing a Short Pitch  Part 2: Presenting Ideas for Peer Feedback  Part 3: Revising Proposals and Preparing Materials | 3.2A-VA  3.2B-VA  4.1A-VA  4.1B-VA  4.2A-VA  5.1A-VA |  |  |
| At least 360 min. |  | Pre-AP Model Lesson 2.8: Creation and Revision  Part 1: Working Sessions  Part 2: Group Feedback  Part 3: Finalizing the Work  Single color linocut | 3.2A-VA  3.2B-VA  4.1A-VA  4.1B-VA  4.2A-VA  5.1A-VA |  |  |
|  |  | **Performance Assessment**  Part 1: Written Reflection  Part 2: Final Student Work (and Process Documentation) |  |  |  |
| 270 min. |  | Plexiglass Intaglio | EK 3.2A-VA | Anchor 3 Anchor 5 Anchor 6 |  |
| 90 min. |  | Q&D Geometric Tape Murals Observe and Interpret Diego Rivera’s Detroit Murals | EK 2.1B-VA EK 4.1B-VA | Anchor 5 |  |
| 45 min. |  | Assessment & Reflection  Printmaking Exhibition & Artist Statement Summative Learning Checkpoint | EK 4.1A-VA EK 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-VA EK 2.1A-VA EK 2.2B-VA EK 3.1A-VA EK 4.1B-VA | Anchor 5 Anchor 7 Anchor 8 |  |
| 270 min. |  | **Learning Cycle 1.2 Acrylic & Vector gradation painting.**  Part 1: Monochromatic rendering Part 2: Complementary color rendering Part 3: Peer-to-peer mini critique | EK 2.1A-VA EK 2.2B-VA EK 4.1A-VA | Anchor 5 |  |
| 360 min. |  | **Learning Cycle 2.1 Representing texture** Part 1: Photographing source images Part 2: Multiple perspective texture rendering Formative Learning Checkpoint | EK 2.1A-VA EK 2.2B-VA EK 3.1B-VA | Anchor 5 Anchor 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-VA EK 3.1A-VA EK 3.2B-VA EK4.1A-VA | Anchor 10 |  |
| 45 min. |  | Pretty, ugly critique and media reflection Summative 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 sketchbook Part 2: En plein air painting Part 3: Observe and Interpret Frederic Edwin Church's *Icebergs* | EK 1.1B-VA EK 1.2A-VA EK 2.1A-VA | Anchor 1 Anchor 2 |  |
| 270 min. |  | **Learning Cycle 1.2 Landscapes** Part 1: Traditional compositions Part 2: Monochromatic, triadic, and complementary color scheme mini paintings Formative Learning Checkpoint | EK 1.2B-VA EK 2.2B-VA EK 3.2A-VA | Anchor 1 Anchor 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-VA EK4.1A-VA | Anchor 6 |  |
| 45 min. |  | Landscape painting critique and reflection Summative 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 & architecture Part 2: Analysis & Interpretation: Buckminster Fuller’s *Dymaxion House* Part 3: 2pt & 3pt perspective Part 4: Sky line gesture drawings | EK 1.1B-VA EK 1.2A-VA EK 1.2B-VA | Anchor 7 |  |
| 180 min. |  | **Learning Cycle 1.2 Designing with purpose in mind** Part 1: Building thumbnails Part 2: Peer-to-peer discussion about city skyline | EK 3.1A-VA EK 3.1C-VA EK 4.2A-VA | Anchor 10 |  |
| 90 min. |  | Part 3: Iteration 2—Introduction of restrictive footprint | EK 2.1B-VA EK 2.2B-VA EK 3.1A-VA EK 5.1A-VA | Anchor 2 |  |
| 90 min. |  | Part 4: Iteration 3—Designing with culture in mind | EK 2.1B-VA EK 2.2B-VA EK 3.1A-VA EK 5.1A-VA | Anchor 2 |  |
| 270 min. |  | Part 5: Building 3d Model | EK 2.1B-VA EK 2.2B-VA EK 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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