



## Typical Activities

- Masterclasses with professionals
- Trips to view professional works
- Participation in the FCPS Youth Art Month
- Art Show in a Downtown Frederick Gallery
- Visits to colleges and universities
- Coaching for college portfolio preparation
- AFA Showcases

## Audition Requirements

- Online Application at [www.fcpsartsacademy.org](http://www.fcpsartsacademy.org)
- Art Portfolio Review
- Interview

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Frederick County Public Schools

# Visual Art Focus

## Description

The Visual Arts Focus caters to students with a passion for art who demonstrate an interest to excel. Prior training is valued, however, emphasis is placed on a student's potential to grow as an artist. Students should be able to physically and verbally express their passion for their chosen medium, show a strong desire to work diligently on technique, display a willingness to accept and learn from critique, and exhibit flexibility.

Academy Visual Art Focus students will study Art History, studio techniques, and will participate in group discussions that emphasize skills in discussing and critiquing art through research based analysis. In addition, students always have the freedom to explore new mediums while refining their craft in their chosen area. In the third year of the Academy Dance Focus, students will complete both an Internship and Capstone project that allows them to extend and demonstrate what they have learned throughout their time at the Academy.

## Course Sequence

### Year 1

#### Journeys Through Art Styles

Students pursue college-level art styles, theories, and applications. Working with slides, notes, research, and supplementary texts and materials, students will be able to identify, analyze, interpret, and evaluate artworks. Students explore the chronological development of art from early beginnings through the modern world. \*

*NOTE: First Year Seniors will take FCC Art 104 instead of Journeys.*

#### AP Studio Art

Students pursue college-level art studio studies following a curriculum provided by the Educational Testing Service (ETS). Working independently, they develop a drawing portfolio (including slides that must be taken by the student) to be submitted to the ETS for evaluation (using a 1-5 scoring rubric) and possible college credit. Students who earn a portfolio score of 3 or higher may receive three college credits.

#### Visual Art Thesis

This research driven course is designed to provide all AFA Visual Arts students with an understanding of how to document, practice, experiment, and revise their art making. Students will learn to formulate questions based on their own experience and ideas, and guiding questions should be documented and further developed by students throughout their art making. Through process documentation, students will gain new insights and learning on a wide range of subject matters. Students will also make connections and interconnections, ask and answer new research questions, explore old research questions in new ways, and build an understanding across similarities and differences. From their process documentation of thinking and making, students will be required to select images and writing to include in their final AP Portfolio.

#### Advanced 2-D Art

Students design and produce a wide variety of advanced individual and independent artworks in all phases of drawing and painting, advancing their personal artistic vision and style. Students study various artists, the elements of art and principles of design, and apply aesthetic criteria when critiquing artwork. Assignments provide students an opportunity to develop a quality portfolio for use in pursuing college and university study or a career in the arts. There are visits by professional artists, the exploration of art careers, gallery and studio tours, and individual and group art shows. Artworks are to be maintained in a purchased portfolio. Idea sketches, handouts, notes, and written critiques and self-evaluations are organized in an artist's book, journal, or notebook.

### Year 2

#### FCC Art 104 (Art History I)

This course is high school based dual enrollment through Frederick Community College. Taught by an AFA staff member, Students pursue college-level western art history studies. Working with slides, notes, research, and a variety of college level art history texts and supplementary materials, students are able to identify, analyze, interpret, and judge artworks from all phases of civilization. Students who enroll for Dual Enrollment credit and pass the course receive 3 college credits.

#### AP Studio Art II

#### Visual Art Thesis II

#### Advanced 2-D Art II

### Year 3

#### Theories and Practices in Content

In this course, students complete final studies in selected disciplines of their focus area and complete projects and tasks that prepare the student for the post-secondary experience. Project based learning takes place with the guidance of the instructor and should demonstrate an understanding of current trends, opposing viewpoints, career pathways, and best practices of the selected topics through research, collaboration, interaction with professionals, field study, and presentations. Artifacts from projects and current issues in the arts will be addressed through regular discussion groups with other third year AFA students.

#### AFA Internship

Students explore career opportunities that they may consider studying in a post-secondary setting. Students are placed for one semester with adult mentors to explore the responsibilities, benefits, advantages, and disadvantages of a career choice. Each school's Transition Education Teacher-Coordinator serves as a conduit between the school and internship site. Each student will be paired with a faculty advisor. An approved project is completed during the internship and requires the demonstration of both oral and written communication skills.

#### AFA Capstone Project

The capstone experience may be connected to the mentor/internship; a research project; a career-related project; an arts, media or information resource design portfolio; the preparation and performance at a competition/festival/exhibition; or leadership of a school/community initiative. The capstone experience must be planned and approved in accordance with a teacher mentor and/or business partner upon completion of the application. Students must complete and submit an Application a Capstone Experience Description and a Capstone Experience Agreement. Capstone experiences will be assessed by the mentor teacher, and/or a small group consisting of academy leaders, teachers and/or professionals from the community.