

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE: AP Studio Art

Grades: 11-12

ADOPTED DATE: JUNE, 2015

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
 - **Develop a pride in work and a feeling of self-worth, self-reliance, and**
 - **Self-discipline.**
 - **Acquire and use the skills and habits involved in critical and constructive thinking.**
 - **Develop a code of behavior based on moral and ethical principles.**
 - **Work with others cooperatively.**
 - **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
 - **Acquire a knowledge and understanding of the physical and biological sciences.**
 - **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
 - **Appreciate and understand literature, art, music, and other cultural activities.**
 - **Develop an understanding of the historical and cultural heritage.**
 - **Develop a concern for the proper use and/or preservation of natural resources.**
 - **Develop basic skills in sports and other forms of recreation**

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course has been developed to accommodate students who have expressed an interest in completing the AP Drawing Exam.

The purpose of Advanced Placement Studio Art Drawing is to foster the creative and systematic exploration of formal and conceptual issues relating to the rendered art form. The obtaining of higher level drawing skills will be developed through the ongoing process of art making, which facilitates students' informed, critical decision making abilities.

Upon completion of this course, students will have a thorough understanding of the elements and principles of art, particularly in relation to drawing. This is a college level course, which will be taught at a faster, more rigorous pace than the normal high school art course, with higher level thinking skills and outside projects and research. It will help students prepare for college and will provide students with the opportunity to place out of certain college courses. Students who participate in this course will develop drawing portfolios that meet the requirements of the AP Board, which may be submitted to the AP College Board for review; a requirement for successful completion of the Advanced Placement Exams.

Recommended Textbooks

AP Studio Poster

AP Scoring Guidelines; Available online

***Discovering Drawing* Worcester, Ma: Davis Publications, Inc., 2000**

Nathan Goldstein *The Art of Responsive Drawing* 2006: Prentice Hall

**Mittler and Howze *Creating and Understanding Drawing* Mission Hills, CA:
Glencoe/McGraw-Hill, 1995**

Nicolaides Kiman *The Natural Way to Draw* 1990: Houghton, Mifflin

Rosalind Ragans *Art Talk* Second Edition: Glencoe

Course Proficiencies

Students will be able to...

Develop a Drawing Portfolio that is at college-level, which will display mastery of the following skills:

- **Conceptualization:** exploration of concepts through planning, experimentation and repetition of practical applications.
- **Design:** coordination of the elements and principles of art in development of significant art works.
- **Manipulation of Materials:** Use of a wide range of media and mark-making techniques at a highly proficient level, understanding the advantages and limitations of each medium; exploiting materials to achieve optimum aesthetics and expressive value.
- **Use of informed and critical decision making** when developing personal visual approaches and adopting concepts into ones artwork.
- **Critique:** building a body of work through introspection, participation in class critiques, individual student-teacher critiques and instructional conversations.
- **Utilization of Writing:** defend, explore, detail and critique ones work and the work of others artists through essay.
- **Incorporation of concepts** from historical and contemporary references, alternative formats and other cultures into ones artwork.
- **Creation of a body of work** that expresses one visual concept in a meaningful, informative and technically adept manner.
- **Organization of artwork** into a professionally presented portfolio, both digitally and physically.

Curriculum Units

Unit 1: **Overview/Requirements**

Unit 2: **Concentration**

Unit 3: **Breadth**

Unit 4: **Critique/Commentary**

Unit 5: **Quality**

Unit 6: **Preparation of the Portfolio for AP Exam**

Pacing Guide

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Overview	2 weeks
<u>Unit 2:</u> Concentration	15-18 weeks
<u>Unit 3:</u> Breadth	6-8 weeks
<u>Unit 4:</u> Critique/Commentary	3 weeks
<u>Unit 5:</u> Quality	3-5 weeks
<u>Unit 6:</u> Preparation of the Portfolio	3-4 weeks

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the requirements for the AP Studio/Drawing Portfolio?</p> <p>What are the three areas of work students must complete for their portfolios?</p> <p>What importance does the commentary play in one's portfolio?</p>	<p>NJSLS 1.4. 12.A.1,2. 1.1.12.D.1</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>Students will be able to understand the benchmarks and challenges that the AP Drawing portfolio presents.</p> <p>Students will be able to know the different work needed for each section of their portfolio; Concentration, Breadth and Quality.</p>	<p>Handouts of guidelines and information from the AP College Board.</p> <p>Presentation of timeline to complete different areas of exam.</p> <p>Review previous work to see what meets the criteria for the portfolio.</p> <p>Begin first draft of a commentary.</p>	<p>Written assignments on what constitutes an AP Portfolio.</p> <p>Brainstorming to begin ideas for concentration.</p> <p>One on one meeting to see that each student understands requirements and is prepared to start their work.</p> <p>Students are required to keep a written journal where they will write about their experiences and new ideas.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What ideas can one pursue for their concentration?</p> <p>What challenges can this in depth exploration of a subject present?</p> <p>What goals, time frame should be developed?</p> <p>What choices as far as both technical and creative skill must I make?</p>	<p>NJSLS 1.1.12,D1,D2 1,3.12D.1 1.3.12.D.5</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Students will be able to select an idea to explore for their concentration.</p>	<p>Students will begin to brainstorm what are possible people, places or things to draw. They will work in groups and share concept ideas and strategies.</p> <p>Students will plan and execute a storyline and exploration of one of their ideas.</p> <p>Students will begin their drawing study by focusing on the process of investigation, growth and discovery.</p> <p>Students will continue to sketch their idea until a completed investigation encompasses 12 final works of art.</p>	<p>Several critiques will take place. One on one critique with teacher. A group critique will take place.</p> <p>Written essay by student explaining the development of their concentration.</p> <p>Exploration of new directions and ideas.</p> <p>A beginning commentary on what their goals are and their own creative process.</p> <p>Work will be graded when finished on both technical and creative skills.</p>

	<p>Students will be able to use previous technical and creative skills in their development of their central idea and also be developing new skills.</p>		
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Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What constitutes the Breadth section of the AP Studio/Drawing Exam?</p> <p>What different techniques can I use to show a broad understanding of the field of drawing?</p> <p>What work have I produced that could be considered as a Breadth piece?</p> <p>What new ideas can I draw that would define my artistic vision and show the integration of</p>	<p>NJSLS 1.3.12.D.5 1.4,12A.1 1.1.12.D.2 CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>A hand out of ideas for this section will be provided.</p> <p>Students then will create their own list of Breadth pieces that they will create.</p> <p>Students will use techniques such as expressive line; washes, dry point, modeled form and other mark making styles to demonstrate that they have mastered different drawing proficiencies, both technically and creatively.</p>	<p>Critique by teacher.</p> <p>Student self-evaluation.</p> <p>Written report by students describing the different techniques used.</p> <p>12 completed renderings will be graded as a body of work.</p>

<p>art elements and design?</p>	<p>Students will be able to showcase a variety of skill and creative ability by using different drawing techniques and styles.</p> <p>Students will be able to complete the required 12 finished drawings for this section of the AP portfolio.</p> <p>Students will be able to work in both black and white drawing techniques and color rendering for this section.</p>	<p>Students will work to complete the 12 pieces required for this section.</p>	
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Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does my selection of my final images communicate visually what I have been exploring for the past several months?</p> <p>How will my journal assist me in writing my</p>	<p>NJSLS 1.3,12.D.1 1.2,12.D.2 1.1,12.D.1 CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and</p>	<p>Students will write several drafts throughout the school year.</p> <p>They will revise and re-write their commentary until it is a descriptive analysis of their artistic choices and the path that</p>	<p>Teacher will evaluate their written drafts and offer suggestions on their compositions.</p> <p>Final commentary will be read aloud to the class during a critique of the student's concentration.</p>

<p>commentary?</p> <p>How will a critique help me to produce a commentary that reflects my artistic endeavor?</p>	<p>persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>Students will be able to write a commentary in their own words that describes the creative process that they explored while completing the concentration section of their portfolios.</p> <p>Students will answer in their essay two questions presented by the AP College Board. Students will be able to write about their challenges, setbacks and successes.</p> <p>They will tell the story of goal- setting and the means that they used to achieve those goals.</p>	<p>led to the selection of their final 12 rendered images for the Concentration section of their AP Portfolios.</p>	
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the criteria for a work of Quality for the AP Studio Exam?</p> <p>How do I select 5 pieces of art to send to the examiners?</p> <p>How is the work to be presented to the AP Examiners?</p>	<p>NJSLS 1.4.12.A.1 1.1.12.D.2 1.2.12.A.2 CRP2. Apply appropriate academic and technical skills.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>Student will be able to understand that the Quality Section of the AP exam is looking for work that demonstrates excellence in original artwork/drawing.</p> <p>Students will be able to select their 5 best</p>	<p>Students will begin to select their best work from either their concentration or their breadth sections.</p> <p>They will choose 5 final works that they will then mount or mat for presentation to the AP Board.</p> <p>Students will be able to professionally mat their 5 pieces of work ranging in size from an 8"x10" to an 18"x24" drawing.</p>	<p>Student's 5 best drawings will be matted by students and presented to the teacher for an evaluation.</p> <p>Students will be graded on their selection and presentation of their Quality Section for the AP Studio Art Exam.</p>

	renderings and prepare to send them as the third requirement for the exam.		
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Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do I prepare to send my drawings and written commentary to the AP Board for grading?</p> <p>How do I register online in order to submit my Concentration and Breadth Sections?</p> <p>How will my artwork/drawings be labeled and safely sent?</p>	<p>NJSLS 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>Students will be able to prepare their portfolios for shipping.</p> <p>Students will be able to have mounted all artwork</p>	<p>Students will digitally photograph their 12 Concentration and 12 Breadth Sections and upload them onto the computer.</p> <p>They will then send them via email to the teacher for final approval.</p> <p>If approved, digital images will be forwarded to the AP School Coordinator who then sends the portfolio on to the Exam Board.</p>	<p>Teacher will evaluate each section of the AP Portfolio. The three sections are: Concentration, Breadth and Quality.</p> <p>If any section is incomplete or needs to be reworked the portfolio is returned to the student for further work and then re-submitted to the teacher.</p>

	<p>for Quality being sent via mail.</p> <p>Students will learn how to digitally photograph their Concentration and Breadth Sections and submit them on the computer.</p>		
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New Jersey Student Learning Standards
Academic Area

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts, philosophies, judgment, and analysis to works in dance, music, theatre and visual art.

New Jersey Scoring Rubric

Students will be assessed by the following means:

Critique with fellow classmates.

Critique, one on one with the teacher.

The requirements for both the AP Studio Art Portfolio and the New Jersey Core Curriculum Standards.

Benchmarks for students to reach during the course of the year.

Written essays on their area of concentration and what they are trying to achieve.

Grading of drawings in progress as they relate to both technical and creative skill in each content area.

Students will be required to keep a journal to record their experiences and their own artistic journey.

Students will use self-reflection to evaluate their work answering specific questions on their progress.

Course Description 2D

This course has been developed to accommodate students who have expressed an interest in completing the AP Drawing Exam.

The purpose of Advanced Placement Studio Art 2-D Design is to foster the creative and systematic exploration of formal and conceptual issues relating to the two-dimensional art form. The obtaining of highly proficient design skills will be developed through the ongoing process of art making, which facilitates students' informed, critical decision making abilities.

Upon completion of this course, students will have a thorough understanding of the elements and principles of art and will be capable of creating well executed artworks in one or more medium. This is a college level course, which will be taught at a faster, more rigorous pace than the normal high school art course, with higher level thinking skills and outside projects and research. It will help students prepare for college and will provide students with the opportunity to place out of certain college courses. Students who participate in this course will develop portfolios which investigate two dimensional design issues, meeting the requirements of the AP

Board, which may be submitted to the AP College Board for review; a requirement for successful completion of the Advanced Placement Exams.

Recommended Textbooks

AP Studio Poster

AP Scoring Guidelines; Available online

Robin Landa *Graphic Design Solutions*, second edition 2001: Delmar Publications. Albany, NY

Wucius Wong *Principles of Two-Dimensional Design* 1993: John Wiley and Sons, Inc. New York, NY

Wucius Wong *Principles of Color Design*, second edition 1997: John Wiley and Sons, Inc. New York, NY

Rosalind Ragans *Art Talk* Second Edition: Glencoe

Course Proficiencies

Students will be able to...

Create a body of work that meets the requirements of the AP Studio Art Exam.

Create work that will also meet the New Jersey State Core Curriculum Standards.

Complete the Section on Concentration which is an in-depth, personal commitment to a particular artistic/design concern.

Complete the Section on Breadth with twelve two-dimensional images that demonstrate the student's proficiency in both technical and creative skill.

Make a selection of five quality pieces from their work and mat them for presentation.

Write a commentary describing in detail their original design concept and the means in which they completed their task. Complete all requirements for the AP Studio portfolio and be able to digitally send their body of work to AP Exam Board.

Curriculum Units

Unit 1: **Overview/Requirements**

Unit 2: **Concentration**

Unit 3: **Breadth**

Unit 4: **Critique/Commentary**

Unit 5: **Quality**

Unit 6: **Preparation of the Portfolio for AP Exam**

Pacing Guide

Content

Number of Days

Unit 1: Overview

2 weeks

Unit 2: Concentration

15-18 weeks

Unit 3: Breadth

6-8 weeks

Unit 4: Critique/Commentary

3 weeks

Unit 5: Quality

3-5 weeks

Unit 6: Preparation of the Portfolio

3-4 weeks

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the requirements for the AP Studio/2D-Design Portfolio?</p> <p>What are the three areas of work students must complete for their portfolios?</p> <p>What importance does the commentary play in one's portfolio?</p>	<p>NJSLS 1.4. 12.A.1,2. 1.1.12.D.1</p> <p>Students will be able to understand the benchmarks and challenges that the AP 2D-Design portfolio presents.</p> <p>Students will be able to know the different work needed for each section of their portfolio; Concentration, Breadth, and Quality.</p>	<p>Handouts of guidelines and information from the AP College Board.</p> <p>Presentation of timeline to complete different areas of exam.</p> <p>Review previous work to see what meets the criteria for the portfolio.</p> <p>Begin first draft of a commentary.</p>	<p>Written assignments on what constitutes an AP Portfolio.</p> <p>Brainstorming to begin ideas for concentration.</p> <p>One on one meeting to see that each student understands requirements and is prepared to start their work.</p> <p>Students are required to keep a written journal where they will write about their experiences and new ideas.</p>

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Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What ideas can one pursue for their concentration?</p> <p>What challenges can this in depth exploration of a subject present?</p> <p>What goals, time frame should be developed?</p> <p>What choices as far as both technical and creative skill must I make?</p>	<p>NJSLS 1.1.12,D1,D2 1,3.12D.1 1.3.12.D.5</p> <p>Students will be able to select an idea to explore for their concentration.</p> <p>Students will be able to use previous technical and creative skills in their development of their central idea and also be developing new skills.</p>	<p>Students will begin to brainstorm what are possible people, places or things to draw, paint or otherwise create a design around.</p> <p>Students will plan and execute a storyline and exploration of one of their ideas.</p> <p>Students will begin their 2D Design study by focusing on the process of investigation, growth and discovery.</p> <p>Students will continue to develop their idea until a</p>	<p>Several critiques will take place. One on one critique with teacher. Group critique.</p> <p>Written essay by student explaining the development of their concentration.</p> <p>Exploration of new directions and ideas.</p> <p>A beginning commentary on what their goals are and their own creative process.</p> <p>Work will be graded when finished on both technical</p>

		completed investigation encompasses 12 final works of art.	and creative skills.
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Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What constitutes the Breadth section of the AP Studio/2D-Design Exam?</p> <p>What different techniques can I use to show a broad understanding of the field of two dimensional design?</p> <p>What work have I produced that could be considered as a Breadth piece?</p> <p>What new ideas can I base a design upon that would define my artistic vision and show the integration of art elements and design?</p>	<p>NJSLS 1.3.12.D.5 1.4,12A.1 1.1.12.D.2</p> <p>Students will be able to showcase a variety of skills and creative ability by using different design techniques and styles and media.</p> <p>Students will be able to complete the required 12 finished two dimensional artworks for this section of the AP portfolio.</p> <p>Students will be able to work in both traditional mark-making methods and digital imaging for this</p>	<p>A hand out of ideas for this section will be provided.</p> <p>Students then will create their own list of Breadth two dimensional artworks that they will create.</p> <p>Students will employ principles such as; contrast, rhythm, focal point, balance, pattern and harmony to demonstrate that they have mastered different design techniques, both technically and creatively.</p> <p>Students will work to complete the 12 pieces required for this section.</p>	<p>Critique by teacher.</p> <p>Student self-evaluation.</p> <p>Written report by students describing the different techniques used.</p> <p>Finished 12 2D artworks will be graded as a body of work.</p>

	section.		
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Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does my selection of my final images communicate visually what I have been exploring for the past several months?</p> <p>How will my journal assist me in writing my commentary?</p> <p>How will a critique help me to produce a commentary that reflects my artistic endeavor?</p>	<p>NJSLS 1.3,12.D.1 1.2,12.D.2 1.1,12.D.1</p> <p>Students will be able to write a commentary in their own words that describes the creative process that they explored while completing the concentration section of their portfolios.</p> <p>Students will answer in their essay two questions presented by the AP College Board. Students will be able to write about their challenges, setbacks and successes. They will tell the story of</p>	<p>Students will write several drafts throughout the school year.</p> <p>They will revise and re-write their commentary until it is a descriptive analysis of their artistic choices and the path that led to the selection of their final 12 two dimensional images for their Concentration section of their AP Portfolio.</p>	<p>Teacher will evaluate their written drafts and offer suggestions on their compositions.</p> <p>Final commentary will be read aloud to the class during a critique of the student's concentration.</p>

	goal setting and the means that they used to achieve those goals.		
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the criteria for a work of Quality for the AP Studio Exam?</p> <p>How do I select 5 pieces of art to send to the examiners?</p> <p>How is the work to be presented to the AP Examiners?</p>	<p>NJSLS 1.4.12.A.1 1.1.12.D.2 1.2.12.A.2</p> <p>Student will be able to understand that the Quality Section of the AP exam is looking for work that demonstrates excellence in original artwork/two dimensional design.</p> <p>Students will be able to select their 5 best artworks and prepare to send them as the third requirement for the exam.</p>	<p>Students will begin to select their best work from either their concentration or their breadth sections.</p> <p>They will choose 5 final works that they will then mount or mat for presentation to the AP Board.</p> <p>Students will be able to professionally mat their 5 pieces of work ranging in size from an 8"x10" to an 18"x 24" artwork.</p>	<p>Student's 5 best design pieces will be matted by students and presented to the teacher for an evaluation.</p> <p>Students will be graded on their selection and presentation of their Quality Section for the AP Studio Art Exam.</p>

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Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do I prepare to send my art work and written commentary to the AP Board for grading?</p> <p>How do I register online in order to submit my Concentration and Breadth Sections?</p> <p>How will my artwork/digital images be labeled and safely sent?</p>	<p>NJSLS 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3</p> <p>Students will be able to prepare their portfolios for shipping.</p> <p>Students will be able to have mounted all artwork for Quality being sent via mail.</p> <p>Students will learn how to submit their Concentration and Breadth Sections digitally on the computer.</p>	<p>Students will upload their 12 Concentration and 12 Breadth Sections onto the computer.</p> <p>They will then send them via email to the teacher for final approval.</p> <p>If approved, digital images will be forwarded to the AP School Coordinator who then sends the portfolio on to the Exam Board.</p>	<p>Teacher will evaluate each section of the AP Portfolio. The three sections are: Concentration, Breadth and Quality.</p> <p>If any section is incomplete or needs to be reworked the portfolio is returned to the student for further work and then re-submitted to the teacher.</p>

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New Jersey Student Learning Standards
Academic Area

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts, philosophies, judgment, and analysis to works in dance, music, theatre and visual art.

New Jersey Scoring Rubric

Students will be assessed by the following means:

Critique with fellow classmates.

Critique, one on one with the teacher.

The requirements for both the AP Studio Art Portfolio and the New Jersey Core Curriculum Standards.

Benchmarks for students to reach during the course of the year.

Written essays on their area of concentration and what they are trying to achieve.

Grading of two dimensional work in progress as it relates to both technical and creative skill in each content area.

Students will be required to keep a journal to record their experiences and their own artistic journey.

Students will use self-reflection to evaluate their work answering specific questions on their progress.

Course Description – 3D

This course has been developed to accommodate students who have expressed an interest in completing the AP 3D Design Exam.

The purpose of Advanced Placement Studio Art 3-D Design is to foster the creative and systematic exploration of formal and conceptual issues relating to the three-dimensional art form; exploration of depth and space. The obtaining of highly proficient design skills will be developed through the ongoing process of art making, which facilitates students' informed, critical decision making abilities.

Upon completion of this course, students will have a thorough understanding of the elements and principles of art as they relate specifically to the issues of working in three dimensions. Concerns such as mass, volume and form will be addressed as students develop as three dimensional designers. Content and style is completely open in this course of studies and media employed will not be limited to “traditional” materials. Students will be capable of creating well executed artworks in one or more medium and will explore a vast range of materials. They will work in clay, metals and wood and will be encouraged to fabricate with found objects including but not limited to rubber, plastics, paper, glass and natural materials. Students will be educated in the practice of sketching their three dimensional concepts onto paper at their inception and translation of those initial renderings into three dimensional forms.

This is a college level course, which will be taught at a faster, more rigorous pace than the normal high school art course, with higher level thinking skills and outside projects and research. It will help students prepare for college and will provide students with the opportunity to place out of certain college courses. Students who participate in this course will develop portfolios which investigate three dimensional design issues, meeting the requirements of the AP Board, which may be submitted to the AP College Board for review; a requirement for successful completion of the Advanced Placement Exams.

Recommended Textbooks

AP Studio Poster

AP Scoring Guidelines; Available online

Judith Collins *Sculpture Today* 2007: Phaidon Press

Stephen Lueckins *Principles of Three Dimensional Design, Objects, Space and Meaning* 2002: Pearson

Rosalind Ragans *Art Talk* Second Edition: Glencoe

Wucius Wong *Principles of Three Dimensional Design* 1977: John Wiley and Sons

Louis Wolchok *The Art of Three Dimensional Design* 1959: Dover Publications

Course Proficiencies

Students will be able to...

Create a body of work that meets the requirements of the AP Studio Art Exam.

Create work that will also meet the New Jersey State Core Curriculum Standards.

Complete the Section on Concentration which is an in-depth, personal commitment to a particular artistic/design concern.

Complete the Section on Breadth, creating eight three-dimensional artworks that demonstrate the student's proficiency in both technical and creative skill.

Make a selection of five quality pieces from their work and photograph ten digital images, two views of each piece, for inclusion in the Quality Section of the AP Exam.

Write a commentary describing in detail their original design concept and the means in which they completed their task.

Complete all requirements for the AP Studio portfolio and be able to digitally send their body of work to AP Exam Board.

Curriculum Units

Unit 1: **Overview/Requirements**

Unit 2: **Concentration**

Unit 3 **Breadth**

Unit 4: **Critique/Commentary**

Unit 5: **Quality**

Unit 6: **Preparation of the Portfolio for AP Exam**

Pacing Guide- Course

Content

Unit 1: Overview

Unit 2: Concentration

Unit 3: Breadth

Unit 4: Critique/Commentary

Unit 5: Quality

Unit 6: Preparation of the Portfolio

Number of Days

2 weeks

15-18 weeks

6-8 weeks

3 weeks

3-5 weeks

3-4 weeks

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the requirements for the AP Studio/3D-Design Portfolio?</p> <p>What are the three areas of work students must complete for their portfolios?</p> <p>What importance does the commentary play in one's portfolio?</p>	<p>NJSLS 1.4. 12.A.1,2. 1.1.12.D.1</p> <p>Students will be able to understand the benchmarks and challenges that the AP 3D-Design portfolio presents.</p> <p>Students will be able to know the different work needed for each section of their portfolio; Concentration, Breadth, and Quality.</p>	<p>Handouts of guidelines and information from the AP College Board.</p> <p>Presentation of timeline to complete different areas of exam.</p> <p>Review previous work to see what meets the criteria for the portfolio.</p> <p>Begin first draft of a commentary.</p>	<p>Written assignments on what constitutes an AP Portfolio.</p> <p>Brainstorming to begin ideas for concentration.</p> <p>One on one meeting to see that each student understands requirements and is prepared to start their work.</p> <p>Students are required to keep a written journal where they will write about their experiences and new ideas.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What ideas can one pursue for their concentration?</p> <p>What challenges can this in depth exploration of a subject present?</p> <p>What goals, time frame should be developed?</p> <p>What choices as far as both technical and creative skill must I make?</p>	<p>NJSLS 1.1.12,D1,D2 1,3.12D.1 1.3.12.D.5</p> <p>Students will be able to select an idea to explore for their concentration.</p> <p>Students will be able to use previous technical and creative skills in their development of their central idea and also be developing new skills.</p>	<p>Students will begin to brainstorm what are possible people, places or things to sculpt, build or otherwise create a design around.</p> <p>Students will plan and execute a storyline and exploration of one of their ideas.</p> <p>Students will begin their 3D Design study by focusing on the process of investigation, growth and discovery.</p> <p>Students will continue to develop their idea until a completed investigation encompasses 12 final works of art.</p>	<p>Several critiques will take place. One on one critique with teacher. Group critique.</p> <p>Written essay by student explaining the development of their concentration.</p> <p>Exploration of new directions and ideas.</p> <p>A beginning commentary on what their goals are and their own creative process.</p> <p>Work will be graded when finished on both technical and creative skills.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What constitutes the Breadth section of the AP Studio/3D-Design Exam?</p> <p>What different techniques can I use to show a broad understanding of the field of three dimensional design?</p> <p>What work have I produced that could be considered as a Breadth piece?</p> <p>What new ideas can I base a design upon that would define my artistic vision and show the integration of art elements and design as they relate to depth and space.</p>	<p>NJSLS 1.3.12.D.5 1.4,12A.1 1.1.12.D.2</p> <p>Students will be able to showcase a variety of skills and creative ability by using different design techniques and styles and media, including found materials.</p> <p>Students will be able to complete the required 12 finished three dimensional artworks for this section of the AP portfolio.</p> <p>Students will be able to work in both traditional three dimensional methods such as ceramics and metal working and with innovative and creative techniques exploiting found and natural materials for this section.</p>	<p>A hand out of ideas for this section will be provided.</p> <p>Students then will create their own list of Breadth three dimensional artworks that they will create.</p> <p>Students will address issues pertaining to three dimensional design, such as; mass, volume, form and employ design elements and principles including but not limited to shape, pattern, texture, balance, rhythm and emphasis to demonstrate that they have mastered different design techniques, both technically and creatively.</p> <p>Students will work to complete the 8 pieces required for this section.</p>	<p>Critique by teacher.</p> <p>Student self-evaluation.</p> <p>Written report by students describing the different techniques used.</p> <p>Finished 10 to12 3D artworks will be graded as a body of work.</p>

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Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does my selection of my final three dimensional pieces communicate visually what I have been exploring for the past several months?</p> <p>How will my journal assist me in writing my commentary?</p> <p>How will a critique help me to produce a commentary that reflects my artistic endeavor?</p>	<p>NJSLS 1.3,12.D.1 1.2,12.D.2 1.1,12.D.1</p> <p>Students will be able to write a commentary in their own words that describes the creative process that they explored while completing the concentration section of their portfolios.</p> <p>Students will answer in their essay two questions presented by the AP College Board. Students will be able to write about their challenges, setbacks and successes.</p> <p>They will tell the story of goal setting and the means that they used to achieve those goals.</p>	<p>Students will write several drafts throughout the school year.</p> <p>They will revise and re-write their commentary until it is a descriptive analysis of their artistic choices and the path that led to the selection of their final 12 three dimensional images for their Concentration section of their AP Portfolio.</p>	<p>Teacher will evaluate their written drafts and offer suggestions on their compositions.</p> <p>Final commentary will be read aloud to the class during a critique of the student's concentration.</p>

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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the criteria for a work of Quality for the AP Studio Exam?</p> <p>How do I select 5 pieces of three dimensional art to photograph and submit to the examiners?</p> <p>How is the work to be presented to the AP Examiners?</p>	<p>NJSLS 1.4.12.A.1 1.1.12.D.2 1.2.12.A.2</p> <p>Student will be able to understand that the Quality Section of the AP exam is looking for work that demonstrates excellence in original artwork/three dimensional design.</p> <p>Students will be able to select their 5 best 3D artworks and prepare to digitally photograph to views of each of them as the third requirement for the exam.</p>	<p>Students will begin to select their best three dimensional work from either their concentration or their breadth sections.</p> <p>They will choose 5 final works and they will then photograph two views of each piece for presentation to the AP Board.</p> <p>Students will be able to upload 10 digital images, two different views of five separate works, onto the AP Digital Submission Application, for the Quality Section of the AP Exam.</p>	<p>Student's 5 best 3D Design pieces will be chosen by students and presented to the teacher for an evaluation.</p> <p>Students will be graded on their selection and presentation of their Quality Section for the AP Studio Art Exam.</p>

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Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do I prepare to send images of my art work and written commentary to the AP Board for grading?</p> <p>How do I register online in order to submit my Concentration and Breadth and Quality Sections?</p> <p>How will digital images of my three dimensional artwork be sent?</p>	<p>NJSLS 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3</p> <p>Students will be able to prepare their portfolios for AP Digital Submission. Students will be able to have digitally photographed two views of 5 artworks for Quality, 2 views of 8 artworks for Breadth and 12 views of 10 to 12 Concentration pieces, all being sent via digital submission.</p>	<p>Students will upload their 12 images from the Concentration section, 16 images from the Breadth section (two views of 8 pieces) and 10 images from the Quality Section onto the computer.</p> <p>They will then send them via email to the teacher for final approval.</p> <p>If approved, digital images will be forwarded to the AP School Coordinator who then sends the portfolio on to the Exam Board.</p>	<p>Teacher will evaluate each section of the AP Portfolio. The three sections are: Concentration, Breadth and Quality.</p> <p>If any section is incomplete or needs to be reworked the portfolio is returned to the student for further work and then re-submitted to the teacher.</p>

	Students will learn how to submit their Concentration and Breadth and Quality Sections of the Three Dimensional Design Portfolio digitally on the computer.		
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New Jersey Student Learning Standards
Academic Area

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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

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Benchmarks for students to reach during the course of the year.

Written essays on their area of concentration and what they are trying to achieve.

Grading of three dimensional work in progress as it relates to both technical and creative skill in each content area.

Students will be required to keep a journal to record their experiences and their own artistic journey.

Students will use self-reflection to evaluate their work answering specific questions on their progress.

