

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN

Grade 12

Visual Arts Department

2018

Curriculum Writing Team

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The College Board's Advanced Placement Program (AP), specifically the Studio Art course, enables students to pursue college-level studies while still in high school. The course culminates in a rigorous exam (portfolio), providing willing and academically prepared students the opportunity to earn college credit, advanced placement, or both. Taking this AP course also demonstrates to college admissions officers that students have sought out the most rigorous coursework available to them. Performing well on an AP exam means more than just the successful completion of a course; it can be a gateway to success in college and beyond. AP Studio Art strives to encourage critical thinking and problem solving, emergence of technical competence, original ideas, work that has intent, purpose and direction, evidence of decision making, risk taking, effort, developing a student voice, and time management – all skills so necessary in the 21st century citizen.

AP Studio Art: 2-D Design is a full-year course for self-disciplined and committed students who are seriously interested in the practical experience of 2-D art. It is for those who would like to have a college-level foundation art experience, and who wish to develop mastery in the concept, composition, and execution of their ideas. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will address three major components in their portfolios: Quality, Concentration, and Breadth. At the end of the course, students will submit their portfolios to the College Board for assessment and possible college credit.

The 2-D Design portfolio has its emphasis on design and is intended to address a very broad interpretation of two-dimensional design issues. This type of design requires purposeful decision making about how to use the elements and principles of art in an integrative way. The elements of design (line, shape, illusion of space, illusion of motion, pattern and texture, value and color) are a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include unity/variety, balance/emphasis/rhythm, and proportion/scale.

For this portfolio, students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These can include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, drawing, and printmaking. A variety of approaches to representation, abstraction, humor, and expression may be part of the student's portfolio. Students should keep in mind that a variety of media should be utilized in their portfolios. After class demonstrations, students will choose what to work on and how they wish to proceed.

This course is a college-level course that significantly extends the high school art program; it offers an extensive study of the techniques that allow the student to develop a mature and individual style of his/her own through a complete understanding of skill-building and making informed decisions about the direction of his/her art. Prior experiences in studio art courses and/or design courses that address conceptual, technical, and critical thinking skills can support student success in AP Studio Art.

COURSE GOALS

The following course goals derive from the 2014 College Board Course Description for Advanced Placement Studio Art.

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through artmaking.

The following course goals derive from the 2014 National Core Arts Standards for Visual Arts.

NCAS.VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
NCAS.VA:Cr.1.2.IIIa	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
NCAS.VA:Cr2.1.IIIa	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

NCAS.VA:Cr2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
NCAS.VA:Cr3.1.IIIa	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
NCAS.VA:Pr4.1.IIIa	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1b. Students build networks and customize their learning environments in ways that support the learning process.
ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. 2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Innovative Designer (Standard 4)	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

COURSE ENDURING UNDERSTANDINGS

The following course enduring understandings derive from the 2014 National Core Arts Standards for Visual Arts.

Students will understand that . . .

- creativity and innovative thinking are essential life skills that can be developed.

- artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- artists consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation.

COURSE ESSENTIAL QUESTIONS

The following essential questions derive from the 2014 National Core Arts Standards for Visual Arts.

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- the artistic elements of quality, concentration, and breadth, and the application of those in creating a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process.

Students will be able to . . .

- apply the elements and principles of design, including line, shape, form, color, texture, space, balance, contrast, emphasis, pattern, rhythm, variety, and unity.

COURSE SYLLABUS

Course Name

Advanced Placement Studio Art: 2-D Design

Level

Advanced Placement

Prerequisites

Completion of two art courses at the high school level.

Materials Required

None

General Description of the Course

AP Studio Art: 2-D Design provides an opportunity for students to pursue and receive credit for college-level coursework. Each AP Studio Art student will develop mastery in the concept, composition, and execution of their ideas in a two-dimensional format that includes, but is not limited to, painting, drawing, graphic design, interior design, weaving, fashion design, and photography. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will address three major components in their portfolios: Quality, Concentration, and Breadth. At the end of the course, students will submit their portfolios to the College Board for assessment and possible college credit. All three components are required and carry equal weight. There is no preferred or unacceptable style or content.

Assured Assessments

Formative Assessments:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessments:

- Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understandings similar to those developed in college foundation courses. By the end of the course, each student must have completed a minimum of 24 pieces, a minimum required for College Board review and assessment.
- In early May, each student submits actual works and digital images of works. These works should demonstrate artistic growth and development. Each student also submits an artist statement describing the ideas investigated and explaining how the ideas evolved as the student created his/her body of work. All portfolios are ultimately assessed by at least seven highly experienced studio art educators who apply standard scoring criteria in three categories:

- Section I: Selected Works (Quality): 5 actual works; 33% of Portfolio Score. Student should demonstrate mastery of design in concept, composition, and execution. Should include works exhibiting the synthesis of 2-D form, technique, and content. Works may come from the Sustained Investigation (Concentration) or Range of Approaches (Breadth) Sections, but do not have to.
- Section II: Sustained Investigation (Concentration): 12 digital images, some of which may be details or process images; 33% of Portfolio Score. Student should describe an in-depth explanation of a particular 2-D design concern. Must not include images of the work included in the Range of Approaches (Breadth) Section.
- Section III: Range of Approaches (Breadth): 12 digital images, 1 each of 12 different works; 33% of Portfolio Score. Student should demonstrate understanding of 2-D design issues. Must not include images of the work included in the Sustained Investigation (Concentration) Section.
- All works submitted for evaluation may have been produced in art classes or on students' own time, and may cover a period of time longer than a single school year.
- Any work that makes use of photographs, published images, or other artists' work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, or concept of the source. Students' personal, unique artistic vision should be clearly evident.

UNIT 1

Breadth

Unit Goals

At the completion of this unit, students will:

- Creatively and systematically investigate formal and conceptual issues.
- Make art in an ongoing process involving informed and critical decision making.
- Develop technical skills and become more familiar with the functions of the visual elements.
- Become more independent thinkers contributing inventively and critically to their culture through artmaking.

NCAS.VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on their existing artwork.
NCAS.VA:Cr.1.2.IIIa	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
NCAS.VA:Cr2.1.IIIa	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
NCAS.VA:Cr2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
NCAS.VA:Cr3.1.IIIa	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
NCAS.VA:Pr4.1.IIIa	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
ISTE Empowered Learner (Standard 1)	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1b. Build networks and customize their learning

environments in ways that support the learning process.

ISTE Digital Citizen
(Standard 2)

Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE Innovative Designer
(Standard 4)

Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

4a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

ISTE Creative Communicator
(Standard 6)

Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

6b. Create original works or responsibly repurpose or remix digital resources into new creations.

Unit Essential Questions

- How do I identify and develop ideas and themes that have strong personal relevance?
- How can I advance my technical, design, idea-generation, and expressive skills, incorporating the elements and principles of design in my work?
- What constitutes a strong portfolio, and how can I build it? What does the Breadth portion of my art portfolio involve?
- How can I demonstrate creative problem-solving and higher-level thinking throughout the development of my body of work?

Scope and Sequence

- In general, Breadth should include, but not be limited to, the following subjects and mediums in order to display a mastery of techniques: drawing, painting, design (fabric, graphic, interior), mixed media, typography, digital imaging, photography, collage, weaving, illustration, printmaking, text-based imagery, and calligraphy.
- Students should be able to demonstrate their knowledge and mastery of the elements and principles of art and design in their work.

Assured Assessments

Formative Assessment:

Formative assessment will be ongoing and will include self critiques, peer critiques, and regular teacher and peer feedback on artwork in progress.

Summative Assessment:

To demonstrate Breadth, each student will complete 12 images of works, in a timely manner, to include in his/her submitted portfolio. All works will answer the Unit Essential Questions.

Resources

Supplemental

- “AP Central: AP Studio Art: 2-D Design: The Course.”
<https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design?course=ap-studio-art-2-d-design>. Web.

Time Allotment

- Approximately the first two marking periods of the year

UNIT 2 Concentration

Unit Goals

At the completion of this unit, students will:

- Creatively and systematically investigate formal and conceptual issues.
- Make art in an ongoing process involving informed and critical decision making.
- Develop technical skills and become more familiar with the functions of the visual elements.
- Become more independent thinkers contributing inventively and critically to their culture through artmaking.

NCAS.VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on their existing artwork.
NCAS.VA:Cr.1.2.IIIa	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
NCAS.VA:Cr2.1.IIIa	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
NCAS.VA:Cr2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
NCAS.VA:Cr3.1.IIIa	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
NCAS.VA:Pr4.1.IIIa	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
ISTE Empowered Learner (Standard 1)	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1b. Build networks and customize their learning

environments in ways that support the learning process.

ISTE Digital Citizen
(Standard 2)

Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE Innovative Designer
(Standard 4)

Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

4a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

ISTE Creative Communicator
(Standard 6)

Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

6b. Create original works or responsibly repurpose or remix digital resources into new creations.

Unit Essential Questions

- What constitutes a strong portfolio, and how can I build it? What does the Concentration portion of my art portfolio involve?
- How can I choose a Concentration consisting of a group of independent works that share a single theme: for example, an in-depth study of a particular visual problem or a variety of ways of handling what I think is an interesting subject?
- How can I agree upon a direction and scope with my teacher, then independently work on a body of work investigating a strong visual idea to successfully communicate my Concentration?
- How can I clearly and simply state the central idea of my Concentration, and explain how the work in my Concentration demonstrates my intent and the exploration of my idea?

Scope and Sequence

- Concentration demonstrates a sustained, in-depth, and multi-perspective investigation of a student-selected subject or theme in one or multiple media, focusing on investigation and exploration and growth of the artist. This should be broad enough to leave room to explore and flexible enough to grow with the ideas that will come from critiques and personal research.

- Students will be encouraged to explore a personal interest as exhaustively as possible in any medium chosen. The Concentration should develop and grow out of an idea or plan of action that has been given considerable time, effort, and thought.
- Students will be asked to write about their Concentrations throughout the year, and a written statement will be part of the portfolio.

Assured Assessments

Formative Assessment:

Formative assessment will be ongoing and will include self critiques, peer critiques, and regular teacher and peer feedback on artwork in progress.

Summative Assessment:

To demonstrate Concentration, each student will complete 12 images of works exploring in depth a single visual concern or interest, in a timely manner, to include in his/her submitted portfolio. All works will answer the Unit Essential Questions.

Resources

Supplemental

- “AP Central: AP Studio Art: 2-D Design: The Course.”
<https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design?course=ap-studio-art-2-d-design>. Web.

Time Allotment

- Approximately the third marking period of the year

UNIT 3 Quality

Unit Goals

At the completion of this unit, students will:

- Creatively and systematically investigate formal and conceptual issues.
- Make art in an ongoing process involving informed and critical decision making.
- Develop technical skills and become more familiar with the functions of the visual elements.
- Become more independent thinkers contributing inventively and critically to their culture through artmaking.

NCAS.VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on their existing artwork.
NCAS.VA:Cr.1.2.IIIa	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
NCAS.VA:Cr2.1.IIIa	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
NCAS.VA:Cr2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
NCAS.VA:Cr3.1.IIIa	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
NCAS.VA:Pr4.1.IIIa	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
ISTE Empowered Learner (Standard 1)	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1b. Build networks and customize their learning

environments in ways that support the learning process.

ISTE Digital Citizen
(Standard 2)

Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE Innovative Designer
(Standard 4)

Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

4a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

ISTE Creative Communicator
(Standard 6)

Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

6b. Create original works or responsibly repurpose or remix digital resources into new creations.

Unit Essential Questions

- What constitutes a strong portfolio, and how can I build it? What does the Quality portion of my art portfolio involve?
- What is my plan of action to implement purposeful decision making in concept, composition, and execution of 2-D design, resulting in five quality works?
- How can I choose five quality works that show in-depth understanding of and engagement with 2-D design issues in their concept, composition, and execution? How can I determine my most successful five works with respect to form and content as the result of demonstrating technical skills and the understanding and implementation of the elements and principles that relate to my portfolio from my Breadth and/or Concentration units?

Scope and Sequence

- Quality is the result of student demonstration and mastery of technical skills and the understanding and implementation of the elements and principles that relate to the student's portfolio. Works can be chosen from the student's Breadth and/or Concentration sections.
- Students will be asked to include a written statement providing critical information for evaluating the Quality artwork.

Assured Assessments

Formative Assessment:

Formative assessment will be ongoing and will include self critiques, peer critiques, and regular teacher and peer feedback on artwork in progress.

Summative Assessment:

To demonstrate Quality, each student will complete 5 works that he/she feels are his/her most successful with regard to form and content, in a timely manner, to include in his/her submitted portfolio. All works will answer the Unit Essential Questions.

Resources

Supplemental

- “AP Central: AP Studio Art: 2-D Design: The Course.”
<https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design?course=ap-studio-art-2-d-design>. Web.

Time Allotment

- Approximately the first four weeks of the fourth marking period of the year

UNIT 4

Portfolio Assembly and Submission

Unit Goals

At the completion of this unit, students will:

- Make art in an ongoing process involving informed and critical decision making.

NCAS.VA:Pr4.1.IIIa

Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

ISTE Digital Citizen
(Standard 2)

Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Unit Essential Questions

- How can I select artwork that best exhibits a synthesis of form, technique, and content?
- How can I prepare digital images for submission for the Breadth and Concentration sections, and actual works for the Quality section?

Scope and Sequence

- Students will assemble and submit their final portfolios, including written statements, in accordance with the guidelines of the College Board (outlined below).

Assured Assessments

Formative Assessment:

Formative assessment will be ongoing and will include self critiques, peer critiques, and regular teacher and peer feedback on artwork in progress.

Summative Assessment:

In early May, each student submits actual works and digital images of works. These works should demonstrate artistic growth and development. Each student also submits an artist statement describing the ideas investigated and explaining how the ideas evolved as the student created his/her body of work. All portfolios are ultimately assessed by at least seven highly experienced studio art educators who apply standard scoring criteria in three categories:

- Section I: Selected Works (Quality): 5 actual works; 33% of Portfolio Score. Student should demonstrate mastery of design in concept, composition, and execution. Should

include works exhibiting the synthesis of 2-D form, technique, and content. Works may come from the Sustained Investigation (Concentration) or Range of Approaches (Breadth) Sections, but do not have to.

- Section II: Sustained Investigation (Concentration): 12 digital images, some of which may be details or process images; 33% of Portfolio Score. Student should describe an in-depth explanation of a particular 2-D design concern. Must not include images of the work included in the Range of Approaches (Breadth) Section.
- Section III: Range of Approaches (Breadth): 12 digital images, 1 each of 12 different works; 33% of Portfolio Score. Student should demonstrate understanding of 2-D design issues. Must not include images of the work included in the Sustained Investigation (Concentration) Section.
- All works submitted for evaluation may have been produced in art classes or on students' own time, and may cover a period of time longer than a single school year.
- Any work that makes use of photographs, published images, or other artists' work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, or concept of the source. Students' personal, unique artistic vision should be clearly evident.

Resources

Supplemental

- “AP Central: AP Studio Art: 2-D Design: The Course.”
<https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design?course=ap-studio-art-2-d-design>. Web.

Time Allotment

- Approximately the first four weeks of the fourth marking period of the year

UNIT 5

Sketchbook Journal

Unit Goals

At the completion of this unit, students will:

- Creatively and systematically investigate formal and conceptual issues.
- Make art in an ongoing process involving informed and critical decision making.
- Develop technical skills and become more familiar with the functions of the visual elements.
- Become more independent thinkers contributing inventively and critically to their culture through artmaking.

NCAS.VA:Cr.1.2.IIIa

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

NCAS.VA:Cr2.1.IIIa

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

Unit Essential Questions

- How can I use my sketchbook journal to develop my AP Studio Art portfolio, especially in the Breadth section?
- How can I explore my personal voice using various media and imagery selection throughout the year?
- How can my sketchbook show involvement and ownership, with work that shows experimentation, research, and discovery in both technique and media?

Scope and Sequence

- The sketchbook is an integral part of the AP Portfolio process. Entries, whether ideas jotted down, inspiration from an event, written word, photograph, or any other outlet tucked into the journal, experimentation with various and unexpected media, drawings, or doodles will be ongoing throughout the year from the first day of the course. These entries will be the basis or inspiration for further development in the Breadth, Concentration, and/or Quality sections of students' portfolios.

Assured Assessments

Formative Assessment:

Formative assessment will be ongoing. Sketchbooks will be reviewed weekly throughout the course, and student/teacher conferences will be held to review the development of the sketchbook research and information. Assessment will be based on students' involvement with each assignment, and imagery development.

Summative Assessment:

Sketchbook entries will be the basis or inspiration for further development in the Breadth, Concentration, and/or Quality sections of students' portfolios.

Resources

Supplemental

- “AP Central: AP Studio Art: 2-D Design: The Course.”
<https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design?course=ap-studio-art-2-d-design>. Web.

Time Allotment

- Continuously throughout school year

UNIT 6

Photography Journal

Unit Goals

At the completion of this unit, students will:

- Creatively and systematically investigate formal and conceptual issues.
- Make art in an ongoing process involving informed and critical decision making.
- Develop technical skills and become more familiar with the functions of the visual elements.
- Become more independent thinkers contributing inventively and critically to their culture through artmaking.

NCAS.VA:Cr.1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

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

NCAS.VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

ISTE Empowered Learner
(Standard 1) Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
1b. Build networks and customize their learning environments in ways that support the learning process.

ISTE Digital Citizen
(Standard 2) Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE Innovative Designer Use a variety of technologies within a design process to

(Standard 4)	identify and solve problems by creating new, useful, or imaginative solutions. 4a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. 6b. Create original works or responsibly repurpose or remix digital resources into new creations.

Unit Essential Questions

- How can I use my photography journal to develop my AP Studio Art portfolio?
- How can technology support and enhance the artistic process, from concept development to art-making, documentation, critique, and presentation?
- How can I explore my personal voice using digital media and software throughout the year?
- How can my photography show involvement and ownership, with work that shows experimentation, research, and discovery in both technique and media?

Scope and Sequence

- The photography journal – pictures taken on a weekly basis around an assigned theme – is an integral part of the AP Portfolio process. Themes will be open-ended enough for students to develop their own style and mode of expression. The photography journal is an ongoing process using informed and critical decision making to assemble a body of work. The photographs will be the basis or inspiration for further development in the Breadth, Concentration, and/or Quality sections of students’ portfolios.
- Students will be introduced to new photographers and digital artists, artists as points of departure to create work reflecting their spirit and vision. By exploring photographic and digital media with the camera and the computer, students will be able to develop a body of work reflecting a range of problem solving and ideation, and to develop versatility with techniques demonstrating their abilities.

Assured Assessments

Formative Assessment:

Formative assessment will be ongoing. Photographs will be reviewed weekly throughout the course, and student/teacher conferences will be held to review the development of the photographic research and information. Assessment will be based on students’ involvement with each assignment, and imagery development.

Summative Assessment:

Photography journal entries will be the basis or inspiration for further development in the Breadth, Concentration, and/or Quality sections of students' portfolios.

Resources

Supplemental

- “AP Central: AP Studio Art: 2-D Design: The Course.”
<https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design?course=ap-studio-art-2-d-design>. Web.

Time Allotment

- Continuously throughout school year

COURSE CREDIT

One credit in art
One class period daily for a full year

PREREQUISITES

Completion of two art courses at the high school level.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

SCHOOL-WIDE RUBRICS

Rubric 3: Problem-Solving through Critical Thinking

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> Student demonstrates clear understanding of the problem and the complexities of the task. 	<ul style="list-style-type: none"> Student demonstrates sufficient understanding of the problem and most of the complexities of the task. 	<ul style="list-style-type: none"> Student demonstrates some understanding of the problem but requires assistance to complete the task. 	<ul style="list-style-type: none"> Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	<ul style="list-style-type: none"> Student gathers compelling information from multiple sources including digital, print, and interpersonal. 	<ul style="list-style-type: none"> Student gathers sufficient information from multiple sources including digital, print, and interpersonal. 	<ul style="list-style-type: none"> Student gathers some information from few sources including digital, print, and interpersonal. 	<ul style="list-style-type: none"> Student gathers limited or no information.
Reasoning and Strategies X_____	<ul style="list-style-type: none"> Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies. 	<ul style="list-style-type: none"> Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies. 	<ul style="list-style-type: none"> Student demonstrates some critical thinking skills to develop a plan integrating some strategies. 	<ul style="list-style-type: none"> Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st-century technology skills. 	<ul style="list-style-type: none"> Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st-century technology skills. 	<ul style="list-style-type: none"> Solution shows some understanding of the problem and its components. Solution shows some use of 21st-century technology skills. 	<ul style="list-style-type: none"> Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st-century technology skills.

Rubric 4: Social and Civic Expectations

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> Highly self-directed Consistently displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Self-directed Displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Occasionally self-directed At times displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Rarely self-directed Seldom displays ethical conduct in the classroom and on campus
Respects Others X_____	<ul style="list-style-type: none"> Sensitive and considerate to others 	<ul style="list-style-type: none"> Considerate to others 	<ul style="list-style-type: none"> At times considerate to others 	<ul style="list-style-type: none"> Insensitive to others
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner 	<ul style="list-style-type: none"> Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted 	<ul style="list-style-type: none"> At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions 	<ul style="list-style-type: none"> Demonstrates intolerance and lacks social interaction skills
Cultural Understanding X_____	<ul style="list-style-type: none"> Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives

Rubric 5: Independent Learners and Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work. 	<ul style="list-style-type: none"> Student demonstrates initiative by generating appropriate questions, creating original projects/work. 	<ul style="list-style-type: none"> Student demonstrates some initiative by generating questions, creating appropriate projects/work. 	<ul style="list-style-type: none"> Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	<ul style="list-style-type: none"> Student is analytical, insightful, and works independently to reach a solution. 	<ul style="list-style-type: none"> Student is analytical, and works productively to reach a solution. 	<ul style="list-style-type: none"> Student reaches a solution with direction. 	<ul style="list-style-type: none"> Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	<ul style="list-style-type: none"> Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st-century skills. 	<ul style="list-style-type: none"> Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st-century skills. 	<ul style="list-style-type: none"> Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st-century skills. 	<ul style="list-style-type: none"> Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st-century skills.