

Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

AP[®] Studio Art: 2-D Design Portfolio

COURSE OF STUDY

Business Department

Written by:

**Michael Palma, Rachele Omenson,
and David Johnson**

Date:

May 2012

Supervisor:

Glenn Smith

Approved by:

Dr. Brian Repici, Director of Curriculum & Instruction

AP[®] Studio Art: 2-D Design Portfolio Syllabus

Course Overview

AP Studio Art is offered to students who are seriously interested in pursuing art for career options and personal growth. The Students should desire to learn a mastery in the concept, composition, and execution of their visual idea. There will be no written exam in AP Studio Art. All work is done with the intention of submitting a portfolio at the end of the year for evaluation. The students will be encouraged to solve formal and conceptual visual problems on a daily basis. Art making will become an ongoing everyday process for the students to develop an artistic voice through diligence and repetition. The students will be exposed to a significant amount of different media for them to obtain technical versatility. Students are expected to become original and independent thinkers who contribute to their culture through innovatively and aesthetically designed art.

The AP Studio Art course will focus on the following needs of its students.

1. Developing a sense of Quality in a student's work.
2. A Concentration on a particular visual subject or problem chosen by the student.
3. Developing a Breadth of experience in a variety of techniques and media.

Class Content

Development of AP 2-D Design Portfolio

Section I: Quality

This section of the portfolio should be the five best works the student has created within two years. All work must be shipped to the college board to be evaluated. The work cannot be any larger than 18" x 24" and must be hard backed and two-dimensional. After spring break the students are instructed to identify the pieces to be submitted for the Quality section of the portfolio.

Section II: Concentration

This Section of the portfolio is twelve digital images of students works based on a single visual concept. The student may use whole images and up to three close up details of their works. The students will be expected to use the elements and principles of 2-D design to invoke ideas and create an artistic voice. Students should investigate, question, discover, and evolve within their visual concept throughout the year. During the first marking period the students will be shown examples of, and learn to identify, an artistic evolution of an idea in a historical artist body of work. The student will then be required to write a paper about a chosen artist in history that interprets how that artist used 2-D design elements and principles to explore a topic in-depth. Once the student understands how to identify a concentration they will be required to create their own. A series of sketches, writings, and materials list will be handed to the instructor by the student that describes a plan of action in creating their concentration and their use of 2-D design to achieve a strong body of work. All concentrations will be decided upon before the second marking period to give the student ample time to complete all twelve images. Once completed the student will write another paper that explores their own 2-D design process in creating their concentration. The paper should include explanations for creative decisions and the evolution of their concentration as their ideas changed during the working process in the studio.

The following are examples of concentration topics. The students are not limited to these choices:

A series of pieces using different medias representing the zodiac and its meaning.

A series of illustrations based on phobias.

A series of paintings and drawings that studies the effects of light on landscape.

A series of works that uses an emotional/significant moment in a student's life as inspiration.

Political cartoons using cartoons to communicate current events.

Design and execute a children's book or graphic novel.

A series of graphic design products for a imaginary business.

Series of figure drawings that use color and composition to intensify artistic expression.

Series of self-portraits using various media and environments to invoke mood.

Series of works using various media that is inspired by friends moods and personalities.

Series of works based on a significant social/political issue that holds meaning to the student.

Section III: Breadth

Breadth is a series of 12 different complete works that show a mastery of varied media, technique, and subject. No detail images are permitted. Students should choose works that are strong in their use of elements and principles of design. These works will be turned into twelve digital images to be submitted to the college board.

Media can include but is not limited to the following:

- Linoleum/wood print
- Collage/assemblage
- Oil/acrylic paint
- Gouache/water color paint
- Pen and Ink
- Digital photography
- Graphic design
- Graphite/color pencils
- Charcoal/pastel
- Scratch board
- Markers

The goal for the first semester is to finish eight Breadth pieces and four concentration. It is important for students to not fall behind, there will be no class studio time set aside to make up late work. If a student does not have the required twenty-nine pieces for the portfolio they will not be allowed to submit to the college board.

Evaluation Process

Group Critique

Students will evaluate their works in progress and finished in weekly class critiques. The students will be expected to participate and use provided artistic vocabulary when talking about their work and their peers. Students will be coached to keep all opinions positive, constructive, and

based on elements and principles of 2-D design and how they pertain to the presented art. Weekly critiques are necessary to give the students current and frequent feedback about their progress and if modifications are needed.

Individual Critique

The students work will be assessed with the use of the following rubric after a one on one critique with the instructor. The students will be given a number from 1 being the worst to 6 being the best in each content area. This number system is intentionally made to simulate the evaluation process of the college board so the students will become acquainted with what to expect when they send their portfolios. All work is reviewed through the following content areas and how it relates to the elements and principles of two-dimensional design. Students will be expected to not submit any work to the college board that does not score at least a 4 in class. Work that scores 3 or less should be reworked before submission. The numerical grade equivalents are as followed: 6=A 5=A- to B+ 4=B to B- 3=C 2=D 1=F

	Poor	Weak	Moderate	Good	Strong	Excellent
Decision Making and Compositional Intention	1	2	3	4	5	6
Originality and Invention	1	2	3	4	5	6
Risk and Experimentation	1	2	3	4	5	6
Evocative and Engages the viewer	1	2	3	4	5	6
Technical Competence Skill with Material/Media	1	2	3	4	5	6
Overall Accomplishment	1	2	3	4	5	6

If the student does not score above a 3 in all categories, the following questions must be answered on the back of the above rubric.

1. Is there anything significant in your use of the art elements(line, shape, color, value, texture)?
2. What elements seem to dominate the piece and does it help convey your intentions with this work or deter from it?
3. Describe the quality of the technical execution of the media. What stands out positively and negatively?
4. Is the work unified? Can the piece be viewed as a whole and not a combination of parts? Would you use terms like balance, rhythm, movement, variety, contrast to describe your work?

5. Does the symbolism invoke meaning other than representational draftsmanship?
6. What is your opinion of your work? Did you successfully achieve the message you wanted the viewer to interpret?

Homework

The students will not be assigned individual homework assignments. Students are expected to be working continuously throughout the year to achieve a large body of work for the college board assessment. Due to this significant amount of work the students should be constantly updating and working in their sketchbooks. Sketch books will be checked on a bi-weekly basis to review sketches and design notes on current and upcoming projects. A homework grade will be given bi-weekly based on this progress.

Open Studio

The students are required to participate in open studio for two hours a week. The Art Studio will be open after school almost every Tuesday, Wednesday, and Thursday from 2:05pm to 3:30pm. The Art Studio also will be open during the school day to AP students with permission from the instructor. A schedule will be posted monthly of the available open studio times. Students will use the open studio time to work on projects independently and to attend focused class sessions on figure drawing, still life, and/or particular mediums. It is important for the students to come to open studio prepared to work so they may accrue the required two hours every week.

Exhibitions and Competitions

All students must submit work to the Annual Triton Regional High School Gallery Show. They are to be present at the show to explain to the public about their work. Students will be encouraged to compete in all types of competitions for prizes and scholarship money. Students are encouraged to take part in competitions, but they are not required to do so, and students grades will not be effected by outcomes.

Copyright

All work done by the students must be original. If a student uses a published image as reference for their work there must be significant changes for it to be considered original. To maintain artistic integrity, the students will be encouraged to take their own pictures for reference and work from observation as much as possible. Any work deemed to be plagiarized will not be graded and returned to the student.

Summer Assignments

Summer Projects

Self Portrait

Create a self portrait using charcoal from observation. You will need a mirror, a light source (i.e. lamp, candle, flashlight, etc.), and Charcoal pencils/sticks of various densities. It must be done on 18in x 24in Canson paper. Your portrait must be lit to portray a particular mood. (happy, sad, angry, etc.) You must use a full range of value and design an interesting composition. Make sure to add a background. No floating heads.

Magnify a small object

Draw a small object very big using most of the space on a large piece of paper. You will need charcoal pencils/sticks of various densities and a small object. It must be done on 18in x 24in Canson paper. You must use a full range of value and design an interesting composition. Draw as many details as you can.

Still Life of White Object and Glass

Create a still life using only white objects and colorless glass objects. Make sure to arrange the still life in an interesting manner using many different objects. Light the still life with a light source. You will need White and Black Charcoal pencils/sticks of various densities. It must be done on 18in x 24in grey Canson paper. Your still life must have a full range of value that uses your paper for one of the middle grays. Both black and white charcoal should be equally used. Make sure you use contrast to the best of your ability. Do not forget to include the shadows.

Sketch Book

Students will attain a sketch book to complete a series of sketch book assignments during the summer. The sketch book must contain at least fifty pages and have pages sized 8in x 10in or larger. Your sketch book should be used as a visual journal of your experiences throughout the summer. Feel free to write, draw, glue, scribble, type, collage, ink, paint, etc. in this sketch book. Your sketch book should portray a sense of critical thinking about design and personal work progress.

Guidelines for sketch book assignments

- Use the entire page of the sketch book. Do not be afraid to have your drawings go off the edges. Any drawing smaller than an open hand will not be accepted for grading. The bigger the better.
- All art made should use the principles of perspective to show depth.
- All art made should use a full range of value unless stated otherwise.
- Do not draw from photographs, magazines, or other published works, it is plagiarism. You may only draw from pictures when it is specifically stated. Drawing from observation trains you to change the three-dimensional world around us into a two-dimensional piece of art.
- Put the date on every page when you finish an assignment.

- Finish an assignment even if you don't like the outcome. Artist learn from their mistakes as well as a success.
- No cute, pretty, fan boy/girl, anime, video game, comic, manga, or trite images. This is a sketch book for a college class and is not intended for recreational use. Expect your art in this sketch book to be judged by instructors and peers.
- Avoid showing your sketch book to people who are not artist or art students/teachers. Do not invite criticism unless you are confident you can shoulder the burden of negative comments.

The students must complete the following thirty sketch book assignments throughout the summer.

1. Draw a self portrait using a mirror which shows an understanding of contrast and value.
2. Draw a landscape of your backyard that portrays a certain time of day.
3. Draw an interior of one of the rooms in where you live using only natural light from a window. No artificial light from lamps or other electrical equipment.
4. Draw a family pet from observation or draw a family pet you wish you had from a reference.
5. Create a collage out of a magazine that inspires you.
6. Create a color wheel using collage.
7. Create a still life of your most precious objects. Use a lamp or flashlight to light the still life. Draw the still life.
8. Go outside and find an interesting object. Draw that object.
9. Make a contour line drawing of a pile of one hundred objects. Pick the object from the following list. (paperclips, pencils, thumbtacks, coins, screws, nuts, bolts, hangers.)
10. Design your own business card.
11. Design a poster for your favorite band, movie, or game.
12. Draw what happened to you in a dream.
13. Draw what you are eating from observation.
14. Make a map of your town that shows interesting locations, bodies of water, and differences in terrain.
15. Create a observational landscape drawing of a place you had to travel to.
16. Draw your favorite 2-D or 3-D piece during your visit to a gallery or art museum.
17. Take Ten photos of someone that portray the most interesting things about them. Print the photos out and put them in your sketch book in order of importance.
18. Draw a form of transportation from observation.
19. Create a contour line drawing of kitchen tools arranged in a still life.
20. Create an image of how you feel using only color. No drawing anything recognizable.
21. Create an image of yourself or friend on T.V.
22. Draw your hands or feet in three different poses on one page. Make sure you create an interesting composition.
23. Take a picture of three different things, and then take a picture of each things opposite. Print them out and put them in your sketch book. Write about why you choose what you did.
24. Write a whole page about why you are an artist.
25. Create an image that illustrates a poem or song lyric.

26. Decide which comic or cartoon character you dislike the most and redesign it so that you would find it appealing.
27. Create a piece of art in recognition of the most important person in your life. Write on the back why you choose that person.
28. Draw a full body self portrait from observation using a mirror.
29. Make a drawing of where you live. (i.e. your house, apartment, townhome, etc...)
30. Design your own money.

Art Museum or Gallery Visit

Students will visit an art museum and/or art gallery sometime during the summer. The student will be required to bring in evidence of their trip. Examples of evidence are limited to the following: a receipt of admittance fee with date of purchase, a pin or wrist band that has the gallery or museum logo, a picture of yourself in front of or in a recognizable part of the museum or gallery printed out. No other evidence will be accepted for credit. Each student must type a double spaced one page paper about their museum/gallery experience and how it relates to them wanting to be an artist.

All summer assignments are due at the end of the second week of school. If students do not finish assignments before they are due they are still required to finish the work so it can be considered for the AP Portfolio later in the year.

Materials Needed For Class

You must have these items or you will be considered unprepared for class.

Sketch book (Its must be at least 8x10 and have fifty or more pages. You may use the one you worked on during the summer.)

A Carrying Case or Tool Box to hold you personnel art supplies (Make sure it can be locked up! Art supplies are expensive and need to be protected from theft.)

Materials Suggested to have in your box

You are not required to have these materials but should consider obtaining them if you are serious about going to college for art.

Pencils	Ruler	Digital Camera	Exacto Blade
Erasers	Color Pencils	Flash Drive	Masking Tape
Brushes	Markers	Charcoal	Glue Stick
Pens	Sharpener	Wash Cloth	Sand Paper

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ Expectations and Studio Management</p>	<p>Unit Summary: This first AP Art unit is to introduce students to the challenging nature of advanced level art production and to familiarize the students with the trials associated with production of works of art in a demanding time frame. The demanding time frame and challenging assignments will mirror expectations of collegiate level work and prepare the students for high learning in 2D design. Students will investigate various mediums and grounds in the art making process while they become reacquainted with art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will develop an aesthetic that they will use to generate a 2D portfolio for the college board throughout the year. The students will be informed and held accountable for the proper care of supplies and studio space to promote a safe, organized, and creative art environment.</p>
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s): How much work will I be required to do in the pursuit of a career in 2D Design? How can I implement the art elements and principles of 2D design into my work? How will developing a personal aesthetic change the way I view and create art? Will keeping my studio and supplies organized and clean promote better personal art creation?</p>	<p>Enduring Understanding(s): A portfolio is necessary in pursuing further education or employment in the arts. The amount of work due and the specific timeline for an assignment will have a significant effect on the mediums and grounds used. Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating an aesthetic judgment on the work. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success. An Organized and clean studios helps to promote good art making habits.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding how a person recognizes and prefers certain uses of elements and principles of design in art work is how they develop a personal aesthetic</p> <p><i>Intent</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. • Establish sense of voice in the execution and development of the work. <p>2. All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful.</p> <p><i>Composition</i></p> <ul style="list-style-type: none"> • Generate multiple solutions to compositions • Combine multiple drawing/design issues in the work. • Demonstrate use of Eastern and Western design principles in composition • Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color. • Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety. • Create illusion of depth through angle of view and perspective. <p><i>Form</i></p> <ul style="list-style-type: none"> • Analyze proportions and shapes within a form or among forms. • Synthesize information to create form or illusion of form. • Use value and/or color to create or enhance the illusion of form. • Develop creative imagery. 	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p> <p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p> <p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p>3. Create three projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio requiring the student to show a fundamental competence and range of understanding in visual concerns (and methods).</p> <p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"> • Develop visual literacy • Define and recognize vocabulary terms. • Recognize tools and processes. • Recognize, identify, and define elements and principles and explain how they are used in a work of art. • Recognize traditional Eastern and Western design aesthetics. • Demonstrate use of media and techniques. • Demonstrate the use of creative and critical thinking methods in the design process. • Reference historical, contemporary, or cultural styles and art movements in works of art. • Demonstrate proper care of tools and supplies <p><i>Presentation</i></p>	

- Demonstrate professionalism in presentation of artwork

Inter-Disciplinary Connections:

Language Arts:

LA.9-12.3.1.12.F.1 - *[Progress Indicator]* - Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

LA.9-12.3.1.12.H.1 - *[Progress Indicator]* - Select appropriate electronic media for research and evaluate the quality of the information received.

Students will engage with the following text:

Once a week the teacher and students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects. These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

School Arts Magazine

The Artist's Magazine

Time Magazine

National Geographic

Local Newspaper

The Art Newspaper

artistsnetwork.com

philamuseum.org

2dartistmag.com

moma.org

metmuseum.org

Students will write:

Weekly individual critiques on peers' projects.

Short answers to questions about current artist and artist of historical significance.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create three projects that incorporate the elements and principles of 2D design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

Students will participate in a overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

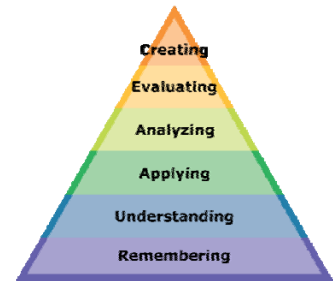
Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of all portfolio requirements of the College Board.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

One on one critiques and class group critiques that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

The students will be made aware of art contest for monetary and scholarship prizes. These contest will be displayed throughout the year in a designated location in the art room. All students are welcome to participate in these contest as a way to improve their 2D art skills and bolster their portfolios for the College Board. The students may come after school to receive extra guidance from the teacher in the pursuit of these contest. These works will be graded and held to the same standards of all other AP assignments.

Summative Assessments:

A Unit Art Show will be held in the LMC where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

Performance Assessments:

Produce a 2-D Design that incorporates a figure and emphasis the use of contour lines with various line qualities, thicknesses and pressures.

Produce a Still Life using objects that represent opposition/opposites. The 2-D Design must have a full range of

value and an interesting view point that increases tension in the piece.

Produce a 2-D Design that uses repeated shapes and geometric designs to create pattern/texture. The piece must use color in some way and there should be an established and obvious mood to the piece.

Accommodations/Modifications:

- Provide or implement adaptive devices or modification to current devices to increase usability
- Provide written or visual aids when auditory learning is compromised.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ Concentration</p> <p>Grade Level(s): 11-12</p>	<p>Unit Summary: This Unit is designed to introduce students to the college boards expectations and guidelines for the AP portfolio's concentration section. The focus of the projects and lessons will be on understanding what an artistic concentration is and how to create a body of work with a concentration in mind. Students will continue to investigate various mediums and grounds in the art making process while they become more competent with the use of art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal concentration which they will use to generate twelve pieces of artwork for their 2D portfolio for the college board throughout the year. The students will identify and write about concentrations of historical artist and write a short paper that describes their own intentions in creating their concentrations.</p>
<p>Essential Question(s): How do I recognize a concentration in a body of art by current artist and those throughout history? How do I create my own concentration? How will developing a personal aesthetic contribute to making a personal concentration? Will taking part in written and group critiques make my personal concentration better? How can I implement the art elements and principles of 2D design while communicating a concentration? How much work is required by the college board for a completed concentration?</p>	<p>Enduring Understanding(s): For a concentration to be successful it must have coherence, quality of concept, quality of technique, mastery of craft, an evocative original theme, and a degree of development and investigation that is evident in the work.</p> <p>The amount of work due and the specific timeline for an assignment will have a significant effect on your choice of concentration and what mediums, grounds, and technique you will implement in its creation.</p> <p>Recognizing the art elements and principles of design in various artwork and how they combine to communicate a body of work unified by and underlying idea that has visual coherence\ concentration.</p> <p>Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to a chosen concentration.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that a person's personal aesthetic will have a direct influence on the creation of their concentration and the viewers aesthetic will affect how he\she views that concentration.</p>	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p>
<p><i>Intent</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. • Demonstrate a cohesive connection between pieces in the Concentration. • Establish form/content relationships within each piece in the Concentration. • Establish sense of voice in the execution and development of the work. • Establish depth of idea and use of multiple design/drawing issues in the work. 	<p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p>2. Creating a coherent concentration that communicates an original theme is dependent upon the proper use of elements and principles of 2D design and how they relate to your concentration to be successful.</p>	<p>3. 1.1.12.D.1</p>
<p><i>Technique</i></p> <ul style="list-style-type: none"> • Demonstrate skill and exploration with media. • Create interest and express personal style through mark making and expressive use of media. 	<p>1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p><i>Composition</i></p> <ul style="list-style-type: none"> • Generate multiple solutions to compositions • Combine multiple drawing/design issues in the work. • Demonstrate use of Eastern and Western design principles in composition • Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color. • Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety. • Create illusion of depth through angle of view and perspective. 	
<p><i>Form</i></p> <ul style="list-style-type: none"> • Analyze proportions and shapes within a form or among forms. • Synthesize information to create form or illusion of form. • Use value and/or color to create or enhance the illusion of form. • Develop creative imagery. 	
<p><i>Critique</i></p> <ul style="list-style-type: none"> • Analyze the effectiveness of a work of art. • Participate in self-assessment processes. • Participate in group, peer critiques. 	

3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.

Tools, processes, concepts, vocabulary terms, and historical references

- Develop visual literacy
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies

Presentation

- Demonstrate professionalism in presentation of artwork.

Inter-Disciplinary Connections:

Social Studies

SOC.9-12.6.2.12.D - [Strand] - *History, Culture, and Perspectives*

Language Arts:

LA.K-12.K-5.a - *To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

Mathematical:

MA.K-12.5.A - *Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.*

Students will engage with the following text:

Once a week the teacher and students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects. These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

School Arts Magazine

The Artist's Magazine

Time Magazine

National Geographic

Local Newspaper

The Art Newspaper

artistsnetwork.com

philamuseum.org

2dartistmag.com

moma.org

metmuseum.org

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

A two page paper on describing a concentration of a famous artist and how it relates to your personal concentration.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create four projects that incorporate the elements and principles of 2D design.

Students will learn to recognize concentrations in current and historical art and be responsible to write a paper that describes a concentration by an artist in detail.

Students will be responsible for the creation of their own concentration and how it will be communicated in their work through the use of art elements and principles of design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of the portfolio requirements for the concentration section of the college board AP portfolio.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Critiques that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

The students will be made aware of art contest for monetary and scholarship prizes. These contest will be displayed throughout the year in a designated location in the art room. All students are welcome to participate in these contest as a way to improve their 2D art skills and bolster their portfolios for the College Board. The students may come after school to receive extra guidance from the teacher in the pursuit of these contest. These works will be graded and held to the same standards of all other AP assignments.

Summative Assessments:

A Unit Art Show will be held in the LMC where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

Performance Assessments:

Produce a 2-D Design that is a Self-Portrait that incorporates themes from one of the Concentration Ideas but is not overtaken by it. The piece should be unified and have established harmony.

Produce a Architectural, Land Scape 2-D Design that incorporates Perspective and shows an understanding of

space/size and balance. The Place should have emotional significance.

Produce a Mix Media Representational Landscape 2-D Design that uses multiple types of found materials in its construction. The Landscape should be viewed as a whole with no medium taking over. Use your ideal personal heaven or hell as inspiration for your location.

Produce a Mono-Chromatic 2-D Design that provokes a sense of movement. The viewers eye should jump around dynamically across the piece. The design may be abstract, but may not be non-objective.

Write a Two page paper that describes a historical artist's concentration and uses details from that artist's body of work to prove it.

Accommodations/Modifications:

- **Provide or implement adaptive devices or modification to current devices to increase usability**
- **Provide written or visual aids when auditory learning is compromised.**

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ <u>Breadth</u></p>	<p>Unit Summary: This Unit is designed to introduce students to the college boards</p>
<p>Grade Level(s): 11-12</p>	<p>expectations and guidelines for the AP portfolio's Breadth section. The focus of the projects and lessons will be on understanding what breadth is and how to create various artworks with breadth in mind. Students will intensively study various mediums and grounds in the art making process while using the art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to explore a large variety of mediums which they will use to create twelve pieces of artwork that show a mastery of those mediums for their 2D portfolio breadth section for the college board throughout the year. The students will identify and write about breadth in historical artist artwork as well as write a short paper that describes their own intentions in creating breadth in their own work.</p>
<p>Essential Question(s): How do I recognize a breadth in a body of art by current artist and those throughout history? How can I implement the art elements and principles of 2D design while creating a variety of work that shows breadth? How will my personal aesthetic help me sort through my personal work to pick a range of pieces that proves my artistic competence and breadth? How much work is required by the college board for the breadth section of the portfolio? Will taking part in written and group critiques and viewing other artist breadth help me better define my own?</p>	<p>Enduring Understanding(s): For a portfolio to have successful breadth it must demonstrate the student's ability to incorporate 2D design principles that include unity\variety, balance, emphasis, contrast, rhythm, repetition, proportion\scale, and figure-ground relationship. The amount of work due and the specific timeline for a assignment will have a significant effect on your choice mediums, grounds, and technique, which will have a direct effect on your content for the breadth section of your portfolio. Recognizing the art elements and principles of design in various artwork and understand how their relationships and use in the work helps create breadth and shows artistic versatility and competence. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how your aesthetic is a tool to help you create breadth in a body of work.</p>

Deleted: Unit 3

Deleted:

Deleted: .

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that a person's personal aesthetic will have a direct influence on the creation of the breadth in the work and the viewers aesthetic will affect how he\she views that diversity.</p>	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p>
<p><i>Intent/Concept</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. • Demonstrate an understanding of assignment parameters • Establish sense of voice in the execution and development of the work. • Establish depth of idea and use of multiple design/drawing issues in the work. 	<p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p>2. Creating a thorough and diverse breadth in your body of work is dependent upon the proper use of elements and principles of 2D design and how they relate to your various medium, technique and ground choices.</p>	<p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p><i>Technique</i></p> <ul style="list-style-type: none"> • Demonstrate skill and exploration with media. • Create interest and express personal style through mark making and expressive use of media. 	
<p><i>Composition</i></p> <ul style="list-style-type: none"> • Generate multiple solutions to compositions • Combine multiple drawing/design issues in the work. • Demonstrate use of Eastern and Western design principles in composition • Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color. • Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety. • Create illusion of depth through angle of view and perspective. 	
<p><i>Form</i></p> <ul style="list-style-type: none"> • Analyze proportions and shapes within a form or among forms. • Synthesize information to create form or illusion of form. • Use value and/or color to create or enhance the illusion of form. • Develop creative imagery. 	
<p><i>Critique</i></p> <ul style="list-style-type: none"> • Analyze the effectiveness of a work of art. • Participate in self-assessment processes. • Participate in group, peer critiques 	
<p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"> • Develop visual literacy 	

- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies

3. Create three projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.

Presentation

- Demonstrate professionalism in presentation of artwork.

Inter-Disciplinary Connections:

Social Studies:

SOC.9-12.6.2.12.D - History, Culture, and Perspectives

SOC.9-12.6.3.12.3 - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

English:

ELL.9-12.R.G - Apply basic reading comprehension skills using context to construct meaning.

ELL.9-12.W.B - (Resulting in a Formal Product or Publication) Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.

Students will engage with the following text:

Once a week the teacher and students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects. These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

School Arts Magazine

[The Artist's Magazine](#)
[Time Magazine](#)
[National Geographic](#)
[Local Newspaper](#)
[The Art Newspaper](#)

[artistsnetwork.com](#)
[philamuseum.org](#)
[2dartistmag.com](#)
[moma.org](#)
[metmuseum.org](#)

Deleted: Current Periodicals and newspaper publications on a weekly basis

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create three projects that incorporate the elements and principles of 2D design.

Students will learn to recognize breadth in their own work and the work of current and historical artist.

Students will be responsible for the creation of their own breadth in their AP portfolio and how it will be communicated in their work through the use of art elements and principles of design to show artistic competence and versatility.

Deleted:

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

Students will participate in a overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of the portfolio requirements for the breadth section of the college board AP portfolio.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Critiques that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

~~The students will be made aware of art contest for monetary and scholarship prizes. These contest will be displayed throughout the year in a designated location in the art room. All students are welcome to participate in these contest as a way to improve their 2D art skills and bolster their portfolios for the College Board. The students may come after school to receive extra guidance from the teacher in the pursuit of these contest. These works will be graded and held to the same standards of all other AP assignments.~~

Summative Assessments:

~~A Unit Art Show will be held in the LMC where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.~~

Accommodations/Modifications:

Deleted: A Unit Art Show were all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Performance Assessments:

Produce a 2-D Design that incorporates a figure in motion and emphasis the rhythm that can be created through the relationships of the various elements of design. Use this rhythm of elements to create a focal point of interest in your artwork.

Deleted:

Produce a Still Life using objects that represent your concentration. The 2-D Design must have a full range of

value and an interesting view. The still life must focus on creating a balance and unity using art elements of design.

Produce a 2-D Design that illustrates a holiday theme for a greeting card to be used by the central office of the school district. Your art must emphasize figure-ground relationships through the use of art elements of design

Accommodations/Modifications:

- Provide or implement adaptive devices or modification to current devices to increase usability
- Provide written or visual aids when auditory learning is compromised.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ Quality</p> <p>Grade Level(s): 11-12</p>	<p>Unit Summary: This Unit is designed to introduce students to the college boards expectations and guidelines for the AP portfolio's Quality section. The focus of the projects and lessons will be on understanding individually what a student's artistic strengths are and how to best use those strengths to create five pieces of artwork that represent the students' best qualities in making art. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advance level possible. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criterion which they will use to pick five pieces of artwork for their quality section of their 2D portfolio for the college board throughout the year. The students will identify and write about the successful use of elements and principles of design in historical and personal work.</p>
<p>Essential Question(s): How do I recognize quality in my work? How can I implement the art elements and principles of 2D design into my work in a way that is going to allow me to achieve a quality piece? How will developing a personal aesthetic contribute to making an informed decision on the five quality pieces in a portfolio? How much work is required by the college board for a completed Quality section of the portfolio? How do I keep my supplies and finished work organized and clean so it is ready for submission at the end of the year?</p>	<p>Enduring Understanding(s): The amount of work due, the college board's guidelines for submission, and the specific timeline for a assignment will have a significant effect on your choice of mediums, grounds, and technique you will implement in the creation of you quality work. Recognizing the art elements and principles of design in various artwork and how they combine to create works that best exhibit a synthesis of form, technique, and content. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing quality in a work of art. Organized and clean storage techniques are critical in facilitating early submission of your quality art work and guarantees the longevity of your work.</p>

Deleted: Unit 4

Deleted: criteria

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that the college board's judge's personal aesthetic will have a direct influence on how they grade your work and you should adapt your aesthetic with this in mind to tailor your quality section of your portfolio to be successful.</p> <p><i>Intent</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. <p>2. Creating a quality section of five pieces in your portfolio that communicates a synthesis of form, technique, and content through the mastery of the elements and principles of 2D design.</p> <p><i>Technique</i></p> <ul style="list-style-type: none"> • Demonstrate skill and exploration with media. • Create interest and express personal style through mark making and expressive use of media. <p><i>Composition</i></p> <ul style="list-style-type: none"> • Generate multiple solutions to compositions • Combine multiple drawing/design issues in the work. • Demonstrate use of Eastern and Western design principles in composition • Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color. • Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety. • Create illusion of depth through angle of view and perspective. <p><i>Form</i></p> <ul style="list-style-type: none"> • Analyze proportions and shapes within a form or among forms. • Synthesize information to create form or illusion of form. • Use value and/or color to create or enhance the illusion of form. • Develop creative imagery. <p>3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.</p>	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p> <p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p> <p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>

Inter-Disciplinary Connections:

LA.K-12. - Integration of Knowledge and Ideas

LA.K-12. - Presentation of Knowledge and Ideas

LA.9-12.3.1.H - Inquiry and Research

LA.9-12.3.1.12.H.1 - Select appropriate electronic media for research and evaluate the quality of the information received.

Students will engage with the following text:

Once a week the teacher and students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects. These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

[School Arts Magazine](#)

[The Artist's Magazine](#)

[Time Magazine](#)

[National Geographic](#)

[Local Newspaper](#)

[The Art Newspaper](#)

[artistsnetwork.com](#)

[philamuseum.org](#)

[2dartistmag.com](#)

[moma.org](#)

[metmuseum.org](#)

Deleted: Current Periodicals and newspaper publications on a weekly basis

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create four projects that incorporate the elements and principles of 2D design.

Students will learn to recognize quality in current and historical art and how it relates to the use of 2D art elements and principles of design.

Students will be responsible for the creation of their own quality art work and how it will be communicated in their work through the use of art elements and principles of design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

Students will participate in a overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of the portfolio requirements for the Qualiyt section of the college board AP portfolio.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Deleted:

Deleted:

Deleted:

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

~~One on one critiques and class group critiques~~ that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Deleted: c

Deleted: gage

Accommodations/Modifications:

~~The students will be made aware of art contest for monetary and scholarship prizes. These contest will be displayed throughout the year on a designated location in the art room. All students are welcome to participate in these contest as a way to improve their 2D art skills and bolster their portfolios for the College Board. The students may come after school to receive extra guidance from the teacher in the pursuit of these contest. These works will be graded and held to the same standards of all other AP assignments.~~

Deleted: ¶

Summative Assessments:

A Unit Art Show were all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

Performance Assessments:

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the quality section of the college board portfolio.

Produce a 2-D Design that is a Self-Portrait that incorporates themes from inspiration you have gathered from the art museum visit but is not overtaken by it. The piece should be unified and have established harmony.

Produce a illustrated 2-D Design that modernizes a historical fantasy. Focus on the principles of harmony and dominance to engage the viewer and help communicate the story.

Produce a 2-D Design that uses the element color in multiple ways to create contrast and mood. The piece should include the color theory elements of tints, shades, intensity, compliments, warm, and cool.

Accommodations/Modifications:

- **Provide or implement adaptive devices or modification to current devices to increase usability**
- **Provide written or visual aids when auditory learning is compromised.**

Black Horse Pike Regional School District Curriculum Template

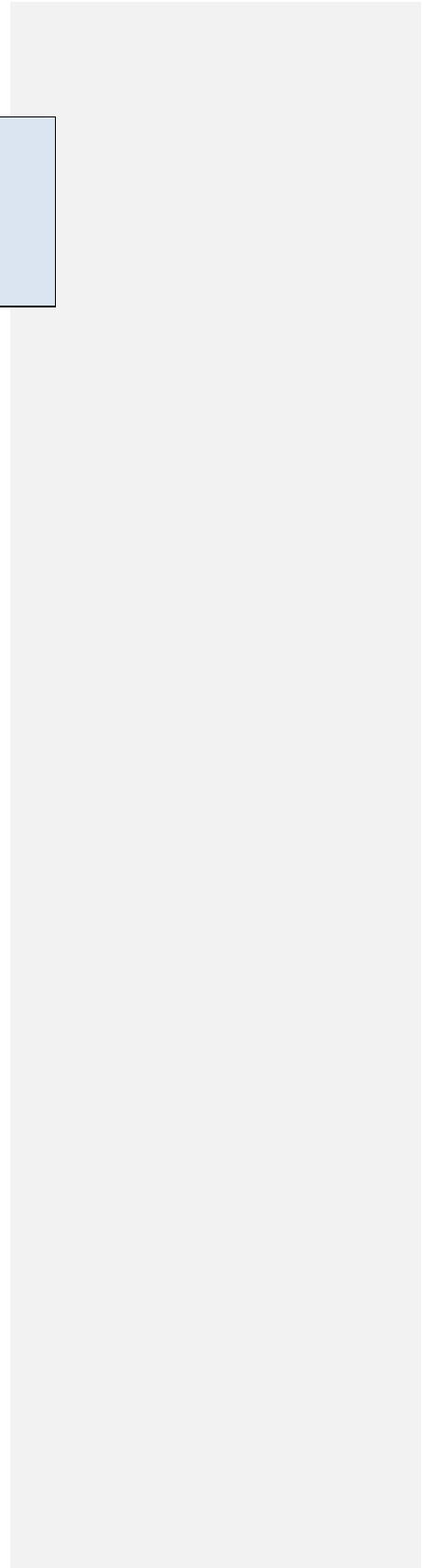
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/<u>Building Digital Portfolio</u></p> <p>Grade Level(s): 11-12</p>	<p>Unit Summary: This Unit is designed to introduce students to the guidelines and methods on how to take visual documentation of their work using a digital camera, creating a digital portfolio of that work using Photoshop and the computer, and how to send it to the college board for review using internet explorer. Students will continue to study various mediums and grounds in the art making process while they perfect their use of art elements and principles of design. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advance level possible. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to pick twenty-nine pieces of artwork for their 2D portfolio for the college board to submit in April.</p>
<p>Essential Question(s): What are the college boards expectations and guidelines for turning in my portfolio? How do I use the digital camera, computer, and its various programs to facilitate the creation of my online portfolio for the college board? How do I review my body of work to recognize my strengths and weaknesses in my use of the art elements and principles of design? How will developing a personal aesthetic contribute to making an informed decision on the twenty-nine pieces to be turned in for the portfolio? How do I keep my supplies and finished work organized and clean so it is accessible during my selection process of my portfolio?</p>	<p>Enduring Understanding(s): A portfolio of twenty-nine pieces of art work is necessary in pursuing submission to the college board review for AP credit. Recognizing the importance of various technologies in creating digital portfolios for submitting to higher education or employment. Understanding the proper use of equipment in a digital design studios and its relationship to the fine arts. Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating a aesthetic judgment on the work to come to a decision of whether to keep it in a personal portfolio or not. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing the twenty-nine pieces of art to use for the college board portfolio. Organized and clean storage techniques are critical in facilitating early submission of your twenty-nine pieces of art work and guarantees the longevity of your work.</p>

Deleted: Unit 5



PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that the college board's judge's personal aesthetic will have a direct influence on how they grade your work and you should adapt your aesthetic with this in mind to tailor your portfolio to be successful.</p> <p><i>Critique</i></p> <ul style="list-style-type: none"> Analyze the effectiveness of a work of art. Participate in self-assessment processes. 	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p>
<p>2. Create a successful digital portfolio that shows competence in the use of digital cameras, photo editing programs, and basic computer skills.</p> <p><i>Technique</i></p> <ul style="list-style-type: none"> Demonstrate skill and exploration with media. <p>Create interest and express personal style through mark making and expressive use of media.</p>	<p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p>3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.</p>	<p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>

Inter-Disciplinary Connections:

<p>Technology: TEC.9-12.8.1.12 A - Basic Computer Tools and Skills TEC.9-12. - The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>Social Studies: SOC.9-12.6.1.12.D - History, Culture, and Perspectives</p>

Students will engage with the following text:

Current Periodicals and newspaper publications on a weekly basis

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create four projects that incorporate the elements and principles of 2D design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

Students will be responsible for the creation of their own twenty-nine piece portfolio through the use of art elements and principles of design.

Students will use digital photography skills and photo editing programs on the computer to set up their digital portfolio for the college board.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

Students will participate in a overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

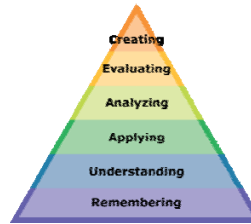
Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of all portfolio requirements of the collegeboard.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Critiques that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

Summative Assessments:

A Unit Art Show where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

Performance Assessments:

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.

Produce a 2-D Design with three random descriptive words in mind. Other than these words the student has freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.

Produce a 2-D Design that revisits and incorporates themes from your decided Concentration but is not overtaken by it. The piece should be unified and have established harmony.

Accommodations/Modifications:

- Provide or implement adaptive devices or modification to current devices to increase usability
- Provide written or visual aids when auditory learning is compromised.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

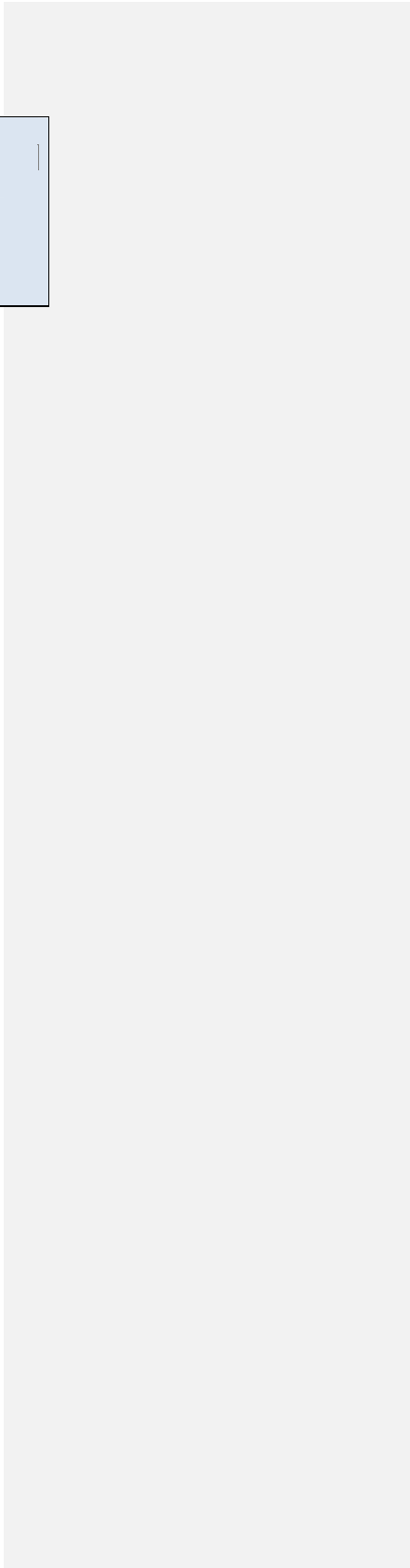
PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ <u>Independent Study</u></p>	<p>Unit Summary: This Unit is designed for students to use as an independent study to focus on creating work for their college board portfolio. The students will build up their art work in the three required portfolio sections concentration, breadth, and quality. The students will also write a description of their concentration to be submitted digitally with their college board portfolio. The focus of the projects and lessons will be as open as possible let each student work under their chosen strengths and to have very limited restrictions to help create a diverse portfolio. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advance level possible. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to pick twenty-nine pieces of artwork for their 2D portfolio for the college board throughout the year. The students will identify and write about the successful use of elements and principles of design in historical and personal work.</p>
<p>Grade Level(s): 11-12</p>	<p>Enduring Understanding(s): A portfolio of twenty-nine pieces of art work is necessary in pursuing submission to the college board review for AP credit. Recognize the importance of personal accountability in the arts as a profession and the relevance of adapting a set schedule to work in the art studio to complete work in a timely and advanced manner. Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating a aesthetic judgment on the work to come to a decision of whether to keep it in a personal portfolio or not. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing the twenty-nine pieces of art to use for the college board portfolio. Organized and clean storage techniques are critical in facilitating early submission of your twenty-nine pieces of art work and guarantees the longevity of your work.</p>
<p>Essential Question(s): How do I manage my work independently without constant supervision or review from a supervisor or teacher? How do I review my body of work to recognize my strengths and weaknesses in my use of the art elements and principles of design? How will developing a personal aesthetic contribute to making an informed decision on the twenty-nine pieces to be turned in for the portfolio? How do I keep my supplies and finished work organized and clean so it is accessible during my selection process of my portfolio?</p>	<p>Enduring Understanding(s): A portfolio of twenty-nine pieces of art work is necessary in pursuing submission to the college board review for AP credit. Recognize the importance of personal accountability in the arts as a profession and the relevance of adapting a set schedule to work in the art studio to complete work in a timely and advanced manner. Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating a aesthetic judgment on the work to come to a decision of whether to keep it in a personal portfolio or not. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing the twenty-nine pieces of art to use for the college board portfolio. Organized and clean storage techniques are critical in facilitating early submission of your twenty-nine pieces of art work and guarantees the longevity of your work.</p>

Deleted: Unit 6

--	--



PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that the college board's judge's personal aesthetic will have a direct influence on how they grade your work and you should adapt your aesthetic with this in mind to tailor your portfolio to be successful.</p>	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p>
<p><i>Intent/Concept</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. • Demonstrate an understanding of assignment parameters • Establish sense of voice in the execution and development of the work. • Establish depth of idea and use of multiple design/drawing issues in the work. 	<p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p>2. All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful.</p>	<p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"> • Develop visual literacy • Define and recognize vocabulary terms. • Recognize tools and processes. • Recognize, identify, and define elements and principles and explain how they are used in a work of art. • Recognize traditional Eastern and Western design aesthetics. • Demonstrate use of media and techniques. • Demonstrate the use of creative and critical thinking methods in the design process. • Reference historical, contemporary, or cultural styles and art movements in works of art. 	
<p><i>Form</i></p> <ul style="list-style-type: none"> • Analyze proportions and shapes within a form or among forms. • Synthesize information to create form or illusion of form. • Use value and/or color to create or enhance the illusion of form. • Develop creative imagery. 	
<p>3. Create four projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.</p>	
<p><i>Prepare images and statement for AP submission</i></p> <ul style="list-style-type: none"> • Modify images according to AP guidelines. • Submit images on AP website, including media, and size. • Respond to questions regarding the focus of the Concentration • Select work • Mat or mount all 2D Quality work. 	

Inter-Disciplinary Connections:

WORK.9-12.9.2.12 A.1 - Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.

WORK.9-12.9.1.12 B.2- Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

Students will engage with the following text:

Once a week the teacher and students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects. These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

[School Arts Magazine](#)

[The Artist's Magazine](#)

[Time Magazine](#)

[National Geographic](#)

[Local Newspaper](#)

[The Art Newspaper](#)

[artistsnetwork.com](#)

[philamuseum.org](#)

[2dartistmag.com](#)

[moma.org](#)

[metmuseum.org](#)

Deleted: Current Periodicals and newspaper publications on a weekly basis

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

A two paragraph description of a concentration to be turned in with your digital portfolio for the college board.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create four projects that incorporate the elements and principles of 2D design.

Students will describe their concentration in written form to be submitted for the college board portfolio.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

Students will be responsible for the creation of their own twenty-nine piece portfolio through the use of art elements and principles of design.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

Students will participate in a overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of all portfolio requirements of the College Board.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

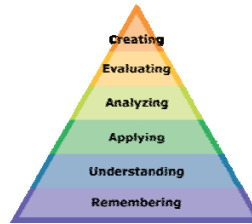
Deleted:

Deleted: c

Deleted: b

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Critiques that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

~~The students will be made aware of art contest for monetary and scholarship prizes. These contest will be displayed throughout the year in a designated location in the art room. All students are welcome to participate in these contest as a way to improve their 2D art skills and bolster their portfolios for the College Board. The students may come after school to receive extra guidance from the teacher in the pursuit of these contest. These works will be graded and held to the same standards of all other AP assignments.~~

Deleted:

Summative Assessments:

~~A Unit Art Show will be held in the LMC where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.~~

Deleted: A Unit Art Show were all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

Performance Assessments:

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.

Deleted:

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of

design should be pushed to the limit so the piece may be submitted into the college board portfolio.

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be submitted into the college board portfolio.

A two paragraph description of a concentration to be turned in with your digital portfolio for the college board.

Submission of College Board AP Portfolio

Accommodations/Modifications:

- Provide or implement adaptive devices or modification to current devices to increase usability
- Provide written or visual aids when auditory learning is compromised.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ Art Show</p>	<p>Unit Summary: This Unit is designed to introduce students to the guidelines and</p>
<p>Grade Level(s): 11-12</p>	<p>methods on how to create and run an art show for the Triton High School Annual Art Show. Students will continue to study various mediums and grounds in the art making process while they perfect their use of art elements and principles of design. Students should create their work with the idea of making an impact at the art show in mind. Students will use the mediums and grounds they feel they have mastered in the art making process while using the art elements and principles of design at the most advance level possible to create a showstopper piece of work. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal criteria which they will use to select the work for the art show acting as jury.</p>
<p>Essential Question(s): How do you create and run a successful art show that includes a large body of work? How can I implement the art elements and principles of 2D design into my work in a way that will make my work stand out amongst my peers and be best in the art show? How will developing a personal aesthetic contribute to making an informed decision on which pieces of artwork of my peers should be included in the art show and which should not? How do I keep the show supplies and finished work organized and clean so it is accessible during the juried selection process?</p>	<p>Enduring Understanding(s): The amount of work due and the specific timeline for a assignment will have a significant effect on the mediums and grounds used. Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating a aesthetic judgment on the work to come to a decision of whether to submit it for the juried art show. Through the critical examination of the art elements and principles of design in peers work the students will create a rubric to judged the work for submission into the art show. The will develop a group aesthetic that will help create the mood or theme for the large body of work. Organized and clean storage techniques are critical in facilitating the submission and judging of a juried art show.</p>

Deleted: Unit 7

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that the student body's personal aesthetic will have a direct influence on how the art show will be juried and you should adapt your aesthetic with this in mind to tailor your work to be chosen and successful.</p> <p><i>Intent/Concept</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. • Demonstrate an understanding of assignment parameters • Establish sense of voice in the execution and development of the work. • Establish depth of idea and use of multiple design/drawing issues in the work. 	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p>
<p>2. All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful.</p> <p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"> • Develop visual literacy • Define and recognize vocabulary terms. • Recognize tools and processes. • Recognize, identify, and define elements and principles and explain how they are used in a work of art. • Recognize traditional Eastern and Western design aesthetics. • Demonstrate use of media and techniques. • Demonstrate the use of creative and critical thinking methods in the design process. • Reference historical, contemporary, or cultural styles and art movements in works of art. 	<p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p> <p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>
<p>3. Create four projects that show understanding of the elements and principles of 2D art and create them with the intention of submitting them in the annual school art show at triton.</p> <p><i>Prepare AP Art Show</i></p> <ul style="list-style-type: none"> • Write statement describing Concentration focus. • Design show plan for placement of pieces. • Prepare artwork for display, including titles and written information. • Anticipate and prepare for professional interaction with audience. 	

Inter-Disciplinary Connections:

English:

ELL.9-12.S.B - Demonstrate the effective use of a variety of questions and responses including literal, inferential,

and evaluative forms to communicate through speaking.

ELL.9-12.S.B.4 - Question to clarify others' opinions.

ELL.9-12.L.A - - Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

MA.K-12.4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

Students will engage with the following text:

Current Periodicals and newspaper publications on a weekly basis

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

A rubric which will be based on a group decided aesthetic and used to jury the Annual Art Show.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create four projects that incorporate the elements and principles of 2D design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

Students will participate in a Annual Art Show where they will go over the aesthetic quality of their work and the work of their peers that was completed this unit.

Students will keep their portfolio work stored in archival drawers for future use.

Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of all Annual Art Show requirements and responsibilities.

The students will create a criteria for the art work for the juried art show at the end of the unit.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Critiques that will take place during the creation of each project to gauge the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

Summative Assessments:

A Annual Art Show where all projects will be put up and viewed by the public. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases. Emphasis will be on if the work was successful on a personal and professional bases.

Accommodations/Modifications:

Performance Assessments:

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be selected for the juried annual art show.

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be selected for the juried annual art show.

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be selected for the juried annual art show.

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may be selected for the juried annual art show.

Create and run the Annual Triton Regional High School Art Show.

Accommodations/Modifications:

- Provide or implement adaptive devices or modification to current devices to increase usability
- Provide written or visual aids when auditory learning is compromised.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: 2D AP ART/ Review and Final Work</p>	<p>Unit Summary: This unit is designed to review the AP Art students' quality of submitted work. Students will follow the guide lines set by the teacher to create a final piece that shows use of the advanced knowledge they have learned throughout the year about 2D art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to scrutinize the large variety of artwork which they used to create their AP portfolios for the college board to decide what twelve pieces they want to show for their end of the year exit portfolios. The students will be informed and held accountable for the proper care of supplies and studio space to promote a safe, organized, and clean environment to close the classroom for the year.</p>
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s): How do I review my body of work to recognize my strengths and weaknesses in my use of the art elements and principles of design to help in the process of creating an exit portfolio? How do I show evidence of all I have learned through my art making? How will developing a personal aesthetic contribute to making an informed decision on the twelve pieces to be turned in for the exit portfolio? Will keeping my studio and supplies organized and clean promote better personal art creation?</p>	<p>Enduring Understanding(s): An exit portfolio of twelve pieces of art work is necessary to encourage reflection of the art making process and personal growth of abilities and vision. Recognize the importance of personal accountability in the arts as a profession and the relevance of adapting and learning from a large body of work through reflection and critical thinking about decision made in the art making process. Recognizing the art elements and principles of design or their absence in a piece of art is integral in generating a aesthetic judgment on the work to come to a decision of whether to keep it in your exit portfolio or not. Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to recognizing the twelve pieces of your exit portfolio An organized and clean studio promotes good art making habits.</p>

Deleted: Unit 8

Deleted: This Unit is designed to review the work of the students that they were expected to complete in AP ART.

Deleted: o

Deleted: s

Deleted: helps to

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that the teacher's personal aesthetic will have a direct influence on how he grades your work and you should adapt your aesthetic with this in mind to tailor your exit portfolio to be successful.</p> <p><i>Intent/Concept</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of artistic integrity with regard to image, idea, and composition • Develop mood and intention through idea, composition, color and value, and use of media. • Demonstrate an understanding of assignment parameters • Establish sense of voice in the execution and development of the work. • Establish depth of idea and use of multiple design/drawing issues in the work. <p>2. All art incorporates and is dependent upon the masterful use of elements and principles of 2D design to be successful.</p> <p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"> • Develop visual literacy • Define and recognize vocabulary terms. • Recognize tools and processes. • Recognize, identify, and define elements and principles and explain how they are used in a work of art. • Recognize traditional Eastern and Western design aesthetics. • Demonstrate use of media and techniques. • Demonstrate the use of creative and critical thinking methods in the design process. • Reference historical, contemporary, or cultural styles and art movements in works of art. <p>3. Create a comprehensive project that shows all the understanding of the elements and principles of 2D art and you have acquired this year.</p> <ul style="list-style-type: none"> • Prepare images and statement for AP submission • Modify images according to AP guidelines. • Submit images on AP website, including media, and size. • Respond to questions regarding the focus of the Concentration. • Write statement describing Concentration focus. 	<p>1. 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2</p> <p>2. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p> <p>3. 1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p>

Formatted: Font: Calibri

Inter-Disciplinary Connections:

Life Skills:
WORK.9-12.9.2.12 F – Safety
WORK.9-12.9.2.12 B - Self-Management
WORK.9-12.9.1.12.A - Critical Thinking & Problem Solving

Language Arts:

LA.9-12.3.3 - [Standard] - All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Students will engage with the following text:

Once a week the teacher and students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects. These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

[School Arts Magazine](#)

[The Artist's Magazine](#)

[Time Magazine](#)

[National Geographic](#)

[Local Newspaper](#)

[The Art Newspaper](#)

[artistsnetwork.com](#)

[philamuseum.org](#)

[2dartistmag.com](#)

[moma.org](#)

[metmuseum.org](#)

Deleted: Current Periodicals and newspaper publications on a weekly basis

Students will write:

Weekly individual critiques on peers projects.

Short answers to questions about current artist and artist of historical significance.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will create a project that shows mastery of the elements and principles of design.

Students will be responsible for the creation of their own twelve piece exit portfolio through the use of art elements and principles of design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio. The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies and how to correctly close down the studio for the summer.

Students will participate in a overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Students will take home all work and store for future use.

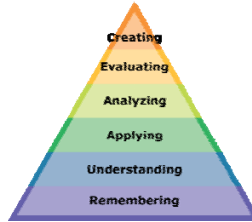
Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of all exit portfolio requirements.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

Critiques that will take place during the creation of each project to gage the students choices in developing elements and principles of design with their chosen medium and ground.

Accommodations/Modifications:

~~The students will be made aware of art contest for monetary and scholarship prizes. These contest will be displayed throughout the year in a designated location in the art room. All students are welcome to participate in these contest as a way to improve their 2D art skills and bolster their portfolios for the College Board. The students may come after school to receive extra guidance from the teacher in the pursuit of these contest. These works will be graded and held to the same standards of all other AP assignments.~~

Deleted: |

Summative Assessments:

~~A Unit Art Show will be held in the LMC where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.~~

Deleted: A Unit Art Show were all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

|

Performance Assessments:

Produce a 2-D Design with complete freedom of choice on style and content. The elements and principles of design should be pushed to the limit so the piece may show all you have learned this year to the best of your abilities

Submit an exit portfolio of twelve pieces that show the growth of your abilities and focuses on what you believe to be your artistic successes.

Accommodations/Modifications:

- Provide or implement adaptive devices or modification to current devices to increase usability
- Provide written or visual aids when auditory learning is compromised.

Formatted: Font color: Black

Formatted: Font color: White