

**AP Studio Art 2-D- High
School**

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**Fair Lawn
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Fair Lawn, NJ**

Fair Lawn School District

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Committee Credits

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Course Synopsis

AP Studio Art 2-D Design Portfolio is an intensive, advanced course which involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 2-D Design Portfolio students should demonstrate their understanding of design principles as applied to a two dimensional surface. Any 2-D process or medium may be submitted. A substantial amount of work will be required outside of class. While the production of art is the primary focus of the class there is a strong emphasis on critical and analytical thinking. Students engage in in-depth critiques, read critical and art historical selections, and write reviews of student works and master works. Students who take this course must produce a portfolio of slides for use in the college admissions process for Advanced Placement.

The historical and cultural aspects of drawing and painting are also explored throughout the course. When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey Student Learning Standards.

Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience. We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline; responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Fine Art Mission Statement

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and

to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

New Jersey Student Learning Standards

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to:

<http://www.state.nj.us/education/cccs/standards/1/index.html>

Curricula Writing: The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned the New Jersey Student Learning Standards and the Common Core State Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are

taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

Course Benchmarks

1. Continue to build upon skills learned in Drawing and Painting Honors and/or Honors Graphic Design.
2. Promote a sustained investigation of all three aspects of portfolio development – Quality, Concentration, and Breadth – as outlined in the AP Studio Art Course Description or AP Studio Art Poster throughout the duration of the course. (Note: The body of work submitted for the portfolio can include art created prior to and outside of the AP Studio Art Course.)
3. Develop mastery (ie.”quality”) in concept, composition, and execution of 2-D design.
4. Develop a body of work investigating a strong underlying visual idea in 2-D design that grows out of a coherent plan of action or investigation (i.e., a “Concentration”).
5. Develop a variety of concepts and approaches in 2-D design so that the students are able to demonstrate a range of abilities and versatility with technique, problem solving, and ideation (i.e., “Breadth”). Such conceptual variety can be demonstrated through either the use of one or the use of several media.
6. Emphasize art making as an ongoing process that involves the student in informed and critical decision making.
7. Participate in group and individual student critiques and instructional conversations with the teacher, enabling the students to learn to analyze and discuss their own artworks and those of their peers.
8. Understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ work, the course teaches students how to develop their own work so that it moves beyond duplication.

Scope and Sequence

Marking Period 1

Unit I – Overview of Course Requirements

Timeframe, Deadlines, Critiques, Homework, Classwork, Artistic Integrity

The student will develop an understanding of the requirements of the course as per College Board requirements and classroom standards.

Unit II – Summer Work/Critique

Summer Assignments

The student will continue to develop an understanding for self, peer and teacher critique during the creating process as well as when work has been completed as it pertains to required summer assignments.

Unit III –College Board Portfolio Requirements

Breadth, Concentration and Quality

The student will develop an understanding of the portfolio requirements as set by College Board for each of the three sections of the exam: Breadth, Concentration and Quality.

Unit IV –Homework/Critique

Homework Requirements and Scheduled Critiques

The student will develop an understanding of the homework requirements for the course and schedule of weekly individual critiques.

Unit V – The Creative Process

Photographing Work for Submission

The student will be able to demonstrate knowledge of how to photograph, crop and save work as it is completed to an AP specific folder/flash drive for eventual submission to College Board.

Unit VI – The Creative Process

Breadth

The student will begin to demonstrate a mastery of a variety of techniques and skills, incorporating the Elements and Principles, utilized in the development of work required of the Breadth section of the exam.

Marking Period 2

Unit VII – The Creative Process

Breadth – Continued Development

The student will continue to demonstrate a mastery of a variety of techniques and skills, incorporating the Elements and Principles, utilized in the development of work required of the Breadth section of the exam.

Unit VIII – The Creative Process

Concentration

The student will begin to demonstrate a mastery of an exploration of a conceptual visual theme utilized in the development of work required of the Concentration section of the exam.

Unit IX –Critique

End of Marking Period Portfolio Evaluation

The student will begin to demonstrate knowledge of presenting completed exam portfolio work.

Marking Period 3

Unit X– The Creative Process

Concentration – Continued Development

The student will continue to demonstrate a mastery of artistic growth out of a coherent plan of action or investigation utilized in the development of work required of the Concentration section of the exam.

Unit XI – The Creative Process

Breadth - Completion

The student will complete the requirements of the Breadth section of the exam.

Unit XII – The Creative Process

Quality

The student will begin to demonstrate a mastery of a variety of techniques and skills utilized in the development of work required of the Quality section of the exam.

Unit XIII –Critique

End of Marking Period Portfolio Evaluation

The student will continue to demonstrate knowledge of presenting completed exam portfolio work.

Marking Period 4

Unit XIV – Written Component

Concentration Questions

The student will be able to demonstrate how to properly answer the two questions in reference to the Concentration section of the exam.

Unit XV –The Creative Process

Concentration – Completion

The student will demonstrate a mastery of artistic growth out of a coherent plan of action or investigation utilized in the completion of work required of the Concentration section of the exam.

Unit XVI – The Creative Process

Quality - Completion

The student will be able to demonstrate a mastery of a variety of techniques and skills utilized in the completion of work required of the Quality section of the exam.

Unit XVII – Critique and Submission

Final Portfolio Review and Submission of Exam

The student will be able to demonstrate knowledge of presenting the completed exam portfolio for critique by teacher and submission to College Board.

Unit XVIII – Art Criticism

Critical Analysis

The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

Unit I – Overview of Course Requirements

Timeframe, Deadlines, Critiques, Homework, Classwork, Artistic Integrity

Goal 1: The student will develop an understanding of the requirements of the course as per College Board requirements and classroom standards.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 1.1. Students will begin to develop a general understanding of the requirements and expectations of the course. (1.1,1.2)
- 1.2. Students will begin to develop a general understanding of the sequence of the course (1.1, 1.2)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What are the general requirements of the course?

Enduring Understandings

Students must complete a 29 piece portfolio, participate in weekly critiques, commit to completing work outside of the classroom and create work that is their own and not copied from another source.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Presentation and discussion of the sequence of the course and general requirements.
(Knowledge)

Students will have the opportunity to ask questions about the general requirements and sequencing of the course. Students will read and sign an AP contract stating that they understand deadlines, required homework, artistic integrity, etc. *(synthesis, application)*

Unit II Summer Work/Critique

Summer Assignments

Goal 2: The student will continue to develop an understanding of self, peer and teacher critique during the creating process as well as when work has been completed as it pertains to required summer assignments.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 2.1. Students will be able to present their completed summer assignments.
(1.1,1.2,1.3,1.4)
- 2.2. Students will be able to communicate in a clear manner the ideas behind their summer assignments.(1.1,1.2,1.3,1.4)
- 2.3. Students will be able to critique their own and their peers summer assignments.
(1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does the art criticism process help an artist improve their work?

How does the art criticism process help us to understand and make judgments about an artwork?

Enduring Understandings

Critiques can improve an artists approach to their work – they see their work through someone else’s eyes.

Communicating about art can increase technical skill and problem solving abilities.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Summer Assignments completed by current AP Studio students.

Learning Activities

Each student will set up a display containing the 6 works of art completed during the summer. Students will then be given the opportunity to present and discuss their body of work, followed by a group discussion/critique. *(knowledge, application)* materials and present to the class how each is utilized. *(knowledge, application)*

Unit III College Board Portfolio Requirements

Breadth, Concentration and Quality

Goal 3: The student will develop an understanding of the portfolio requirements as set by College Board for each of the three sections of the exam: Breadth, Concentration and Quality.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 3.1. Demonstrate an understanding of the physical requirements of the portfolio and exam. (1.1,1.2,1.3)
- 3.2. Demonstrate an understanding of the grading process for the exam. (1.1, 1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How many works of art must students complete for portfolio/exam submission?

Enduring Understandings

The AP Studio Art exam requires that students submit a total of 29 works. The exam has three sections: Quality (5 works), Concentration (12 works), Breadth (12 works).

Instructional Tools / Materials / Technology / Resources / Learning Activities /

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Interdisciplinary Activities / Assessment Model

Instructional Tools:

Power Point

Resources:

College Board Website – AP Studio Art Drawing and 2-D Portfolio Examples

Learning Activities:

Presentation and discussion of AP Studio Art requirements and portfolio examples.

(Knowledge)

Students will be shown a variety of past AP portfolios. Students will then grade each portfolio based on the College Board mini rubric. Students will then compare their grade to the actual grade received. **(synthesis, application)**

Unit IV Homework/Critique

Homework Requirements and Scheduled Critiques

Goal 4: The student will develop an understanding of the homework requirements for the course and schedule of weekly individual critiques.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 4.1. Develop an understanding of the homework requirements of the course. (1.1,1.2,1.3)
- 4.2. Develop an understanding of the critique schedule. (1.1,1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How often will critiques take place?

How many hours per week are students expected to spend on homework?

Enduring Understandings

Critiques will take place every Monday-Thursday. Each student will be assigned a specific day of the week for teacher/student individual critiques.

Students are expected to commit to spending at least 4 hours per week on home work.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Presentation and discussion of critique schedule and homework expectations.

(Knowledge)

Students will sign up for critique scheduling. *(synthesis, application)*

Unit V -The Creative Process

Photographing Work for Submission

Goal 5: The student will be able to demonstrate knowledge of how to photograph, crop and save work as it is completed to an AP specific folder/flash drive for eventual submission to College Board.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 5.1. Demonstrate how to photograph their art work. (1.1,1.2,1.3)
- 5.2. Demonstrate how crop and size photographs for submission. (1.1,1.2,1.3)
- 5.3. Demonstrate how organize completed photographs into a folder. (1.1, 1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

Why is it so important for your artwork to be photographed properly?
Why is it essential for an artist to have knowledge of photography?

Enduring Understandings

Photographing artwork with the correct lighting and from the correct angle is extremely important, as these photographs are the only representation of the works of art that are being submitted to College Board for review. It is essential for all artists to know how to properly photograph their own work.

Instructional Tools / Materials / Technology / Resources / Learning Activities /

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Interdisciplinary Activities / Assessment Model

Resources:

Photography Tips Handout

Large Group Learning Activities: The teacher will demonstrate how to set up artwork for photographing, to include proper lighting and angle. The teacher will then demonstrate how to upload, crop, size and save the photo to an AP specific folder on the classroom computer. (*knowledge*)

Individual Learning Activity:

Students will then have a chance to practice photographing one of their own works of art, cropping, sizing and saving the completed work to a folder. (*application, synthesis*)

Unit VI The Creative Process

Breadth

Goal 6: The student will be able to demonstrate a mastery of a variety of techniques and skills, incorporating the Elements and Principles, utilized in the development of work required of the Breadth section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

6.1. Begin to demonstrate an understanding that it is required to submit 12 actual works with a maximum size of 18" x 24". (1.1, 1.2, 1.3)

6.2. Begin to demonstrate an understanding that the work may utilize one or more media that demonstrates a variety of concepts and approaches to art. (1.1,1.2, 1.3)

6.3. Begin to demonstrate an understanding that they will develop a portfolio of college level artwork that shows evidence of mastery in concept, composition and execution. (1.1,1.2, 1.3, 1.4)

6.4 Build and improve their work through self-reflection, individual student critiques with the teacher, and group critiques with the teacher. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does my artwork demonstrate my highest level of accomplishment?

What elements and principles are reflected in my work?

Enduring Understandings

Every piece of artwork should demonstrate a student's highest level of accomplishment and skills.

Every piece of artwork should incorporate the elements and principles.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

A variety of art mediums/materials.

Large Group Learning Activities:

Continued group discussion and critique of breadth work in progress. (*knowledge*)

Individual Learning Activity:

Students will individually explore ideas using an ongoing process of experiments, practice, and planning. Students will individually experiment with a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Breadth section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit VII The Creative Process

Breadth – Continued Development

Goal 7: The student will continue to demonstrate a mastery of a variety of techniques and skills, incorporating the Elements and Principles, utilized in the development of work required of the Breadth section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 7.1. Continue to demonstrate an understanding that it is required to submit 12 actual works with a maximum size of 18” x 24”. (1.1, 1.2, 1.3)
- 7.2. Continue to demonstrate an understanding that the work may utilize one or more media that demonstrates a variety of concepts and approaches to art. (1.1,1.2, 1.3)
- 7.3. Continue to demonstrate an understanding that they will develop a portfolio of college level artwork that shows evidence of mastery in concept, composition and execution. (1.1,1.2, 1.3, 1.4)
- 7.4 Continue to build and improve their work through self-reflection, individual student critiques with the teacher, and group critiques with the teacher. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does my artwork continue to demonstrate my highest level of accomplishment?
What elements and principles are reflected in my work?

Enduring Understandings

Every piece of artwork should demonstrate a student’s highest level of accomplishment and skills.

Every piece of artwork should incorporate the elements and principles.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

A variety of art mediums/materials.

Large Group Learning Activities:

Continued group discussion and critique of breadth work in progress. (*knowledge*)

Individual Learning Activity:

Students will continue to individually explore ideas using an ongoing process of experiments, practice, and planning. Students will continue to individually experiment with a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Breadth section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit VIII The Creative Process

Concentration

Goal 8: The student will begin to demonstrate a mastery of an exploration of a conceptual visual theme utilized in the development of work required of the Concentration section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 8.1. Begin to demonstrate an understanding that it is required to submit 12 actual works with a maximum size of 18" x 24". (1.1, 1.2, 1.3)
- 8.2. Begin to demonstrate an understanding that the work can be in one or more media that demonstrates a strong underlying visual idea or theme that shows a progression. (1.1,1.2,1.3)
- 8.3. Begin to demonstrate an understanding that they will develop a portfolio of college level artwork that shows evidence of mastery in concept, composition and execution. (1.1,1.2, 1.3, 1.4)
- 8.4. Begin to build and improve their work through self-reflection, individual student critiques with the teacher, and group critiques with the teacher. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does my artwork demonstrate my highest level of accomplishment?

What is the central idea of my concentration?

How does the work in my concentration demonstrate the exploration of your idea?

Enduring Understandings

Every piece of artwork should demonstrate a student's highest level of accomplishment and skills.

The Concentration section of the exam requires that the student show a central idea or visual theme within the 12 pieces of work. The work should show a progression which

demonstrates the exploration of this idea.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

A variety of art mediums/materials.

Large Group Learning Activities:

Continued group discussion and critique of concentration work in progress. (*knowledge*)

Individual Learning Activity:

Students will individually explore ideas using an ongoing process of experiments, practice, and planning. Students will individually experiment with a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Concentration section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit IX Critique

End of Marking Period Portfolio Evaluation

Goal 9: The student will be able to demonstrate knowledge of presenting completed exam portfolio work.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 9.1. Students will be able to present the Breadth and Concentration pieces that have been completed thus far. (1.1,1.2,1.3,1.4)
- 9.2. Students will be able to present the correctly cropped and sized photographs of the Breadth and Concentration pieces that have been completed thus far. (1.1, 1.2, 1.3, 1.4)
- 9.3. Students will be able to communicate in a clear manner the ideas and progression behind their completed work thus far. (1.1,1.2,1.3,1.4)
- 9.4. Students will be able to critique their own and their peers exam ready work. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does the art criticism process help an artist improve their work?

How does the art criticism process help us to understand and make judgments about an artwork?

How can one create a portfolio that meets the standards of the exam?

Enduring Understandings

Critiques can improve an artists approach to their work – they see their work through someone else’s eyes.

Communicating about art can increase technical skill and problem solving abilities.

A professional portfolio contains a variety of artwork representing a variety of techniques and skills. Each piece of art in the portfolio should have clean edges, no wrinkles, no smudges or stains.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Individual student portfolios.

Learning Activities

Students will present their entire body of work from this course to the teacher and peers for critique. (*knowledge, application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit X The Creative Process

Concentration – Continued Development

Goal 10: The student will continue to demonstrate a mastery of an exploration of a conceptual visual theme utilized in the development of work required of the Concentration section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

10.1. Continue to demonstrate an understanding that it is required to submit 12 actual works with a maximum size of 18” x 24”. (1.1, 1.2, 1.3)

10.2. Continue to demonstrate an understanding that the work can be in one or more

media that demonstrates a strong underlying visual idea or theme that shows a progression. (1.1,1.2,1.3)

10.3. Continue to demonstrate an understanding that they will develop a portfolio of college level artwork that shows evidence of mastery in concept, composition and execution. (1.1,1.2, 1.3, 1.4)

10.4 Continue to build and improve their work through self-reflection, individual student critiques with the teacher, and group critiques with the teacher. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does my artwork demonstrate my highest level of accomplishment?

What is the central idea of my concentration?

How does the work in my concentration demonstrate the exploration of your idea?

Enduring Understandings

Every piece of artwork should demonstrate a student's highest level of accomplishment and skills.

The Concentration section of the exam requires that the student show a central idea or visual theme within the 12 pieces of work. The work should show a progression which demonstrates the exploration of this idea.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

A variety of art mediums/materials.

Large Group Learning Activities:

Continued group discussion and critique of concentration work in progress. (*knowledge*)

Individual Learning Activity:

Students will individually explore ideas using an ongoing process of experiments, practice, and planning. Students will individually experiment with a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Concentration section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XI - The Creative Process

Breadth – Completion

Goal 11: The student will demonstrate a mastery of a variety of techniques and skills, incorporating the Elements and Principles, utilized in the development of work required of the Breadth section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

11.1. Demonstrate an understanding that it is required to submit 12 actual works with a maximum size of 18” x 24”. (1.1, 1.2, 1.3)

11.2. Demonstrate an understanding that the completed work may utilize one or more media that demonstrates a variety of concepts and approaches to art. (1.1,1.2, 1.3)

11.3. Demonstrate an understanding that they will complete a portfolio of college level artwork that shows evidence of mastery in concept, composition and execution. (1.1,1.2, 1.3, 1.4)

11.4 Demonstrate an understanding of how to present all completed work for exam submission. (1.1, 1.2, 1.3, 1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does my completed artwork demonstrate my highest level of accomplishment?

What elements and principles are reflected in my work?

Enduring Understandings

Every piece of artwork should demonstrate a student’s highest level of accomplishment and skills.

Every piece of artwork should incorporate the elements and principles.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Completed work from Breadth section of the portfolio.

Large Group Learning Activities:

Group discussion and critique of completed breadth work. (*knowledge*)

Individual Learning Activity:

Students will complete the exploration of their ideas having used the ongoing process of experiments, practice, and planning. Students will complete their individual exploration of a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Breadth section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XII The Creative Process

Quality

Goal 12: The student will begin to demonstrate a mastery of a variety of techniques and skills utilized in the development of work required of the Quality section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 12.1. Begin to demonstrate an understanding that they will submit 5 actual works (maximum size of 18" x 24") in one or more media that demonstrates their highest level of accomplishment in art. (1.1, 1.2, 1.3)
- 12.2. Begin to demonstrate an understanding that they will develop a portfolio of college level art work that shows evidence of mastery in concept, composition and execution. (1.1,1.2,1.3)
- 12.3. Begin to demonstrate an understanding of how to present all completed work in the Quality section for exam submission. (1.1, 1.2, 1.3, 1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does my artwork demonstrate my highest level of accomplishment?

What elements and principles are reflected in my work?

How does my artwork fulfill the requirements for the Quality section of the exam?

Enduring Understandings

Every piece of artwork should demonstrate a student's highest level of accomplishment and skills.

Every piece of artwork should incorporate the elements and principles.

Every piece of artwork should be of the highest level of accomplishment and skill.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

A variety of art mediums/materials.

Large Group Learning Activities:

Continued group discussion and critique of quality work in progress. (*knowledge*)

Individual Learning Activity:

Students will individually explore ideas using an ongoing process of experiments, practice, and planning. Students will individually experiment with a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Quality section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XIII Critique

End of Marking Period Portfolio Evaluation

Goal 13: The student will be able to demonstrate knowledge of presenting completed exam portfolio work.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 13.1. Students will be able to present the Breadth, Concentration and Quality pieces that have been completed thus far. (1.1,1.2,1.3,1.4)
- 13.2 Students will be able to present the correctly cropped and sized photographs of the Breadth and Concentration pieces that have been completed thus far. (1.1, 1.2, 1.3, 1.4)
- 13.3 Students will be able to present matted/mounted Quality pieces that have been completed thus far. (1.1, 1.2, 1.3, 1.4)
- 13.4. Students will be able to communicate in a clear manner the ideas and progression behind their completed work thus far. (1.1,1.2,1.3,1.4)
- 13.5. Students will be able to critique their own and their peers exam ready work. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does the art criticism process help an artist improve their work?

How does the art criticism process help us to understand and make judgments about an artwork?

How can one create a portfolio that meets the standards of the exam?

Enduring Understandings

Critiques can improve an artists approach to their work – they see their work through someone else’s eyes.

Communicating about art can increase technical skill and problem solving abilities.

A professional portfolio contains a variety of artwork representing a variety of techniques and skills. Each piece of art in the portfolio should have clean edges, no wrinkles, no smudges or stains.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Individual student portfolios.

Learning Activities

Students will present their entire body of work from this course to the teacher and peers for critique. (*knowledge, application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XIV Written Component

Concentration Questions

Goal 14: The student will be able to demonstrate how to properly answer the two questions in reference to the Concentration section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 14.1. Students will be able to clearly answer the 2 required questions in reference to the Concentration section of the exam. (1.4)
- 14.2 Students will be able to answer the required questions utilizing proper grammar, spelling and sentence structure. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What is the central idea of your concentration?

How does the work in your concentration demonstrate the exploration of your idea?

Enduring Understandings

The idea of the concentration must be explained in a brief written statement. The statement must be clear and concise.

The written statement must include the use of proper art terminology (elements and principles) and must refer to specific images.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Examples of Concentration statements from past AP students.

Learning Activities

Students will complete a rough draft of their Concentration statements for review by the teacher. The teacher will then meet with each individual student to discuss and revise.

(knowledge, application, synthesis)

Assessment

Project Grading is based on the Concentration Statement Rubric.

Unit XV – The Creative Process

Concentration – Completion

Goal 15: The student will demonstrate a mastery of an exploration of a conceptual visual theme utilized in the development of work required of the Concentration section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 15.1. Demonstrate an understanding that it is required to submit 12 actual works with a maximum size of 18” x 24”. (1.1, 1.2, 1.3)
- 15.2. Demonstrate an understanding that the completed work can be in one or more media that demonstrates a strong underlying visual idea or theme that shows a progression. (1.1,1.2,1.3)
- 15.3. Demonstrate an understanding that they will complete a portfolio of college level

artwork that shows evidence of mastery in concept, composition and execution. (1.1,1.2, 1.3, 1.4)

15.4 Demonstrate an understanding of how to present all completed work for exam submission. (1.1, 1.2, 1.3, 1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does the completed artwork demonstrate my highest level of accomplishment?

What is the central idea of my concentration?

How does the work in my concentration demonstrate the exploration of your idea?

Enduring Understandings

Every piece of completed artwork should demonstrate a student's highest level of accomplishment and skills.

The Concentration section of the exam requires that the student's completed work show a central idea or visual theme. The completed work should show a progression that demonstrates the exploration of this idea.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Completed work from Concentration section of the portfolio.

Large Group Learning Activities:

Group discussion and critique of completed concentration work. (*knowledge*)

Individual Learning Activity:

Students will complete the exploration of their ideas having used the ongoing process of experiments, practice, and planning. Students will complete their individual exploration of a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Concentration section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XVI The Creative Process

Quality - Completion

Goal 16: The student will be able to demonstrate a mastery of a variety of techniques and skills utilized in the development of work required of the Quality section of the exam.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 16.1. Demonstrate an understanding that they will submit 5 actual works (maximum size of 18" x 24") in one or more media that demonstrates their highest level of accomplishment in art. (1.1, 1.2, 1.3)
- 16.2. Demonstrate an understanding that they will develop a portfolio of college level art work that shows evidence of mastery in concept, composition and execution. (1.1,1.2,1.3)
- 16.3. Demonstrate an understanding of how to present all completed work in the Quality section for exam submission. (1.1, 1.2, 1.3, 1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does the completed artwork demonstrate my highest level of accomplishment?

What elements and principles are reflected in my completed work?

How does my completed artwork fulfill the requirements for the Quality section of the exam?

Enduring Understandings

Every piece of artwork should demonstrate a student's highest level of accomplishment and skills.

Every piece of artwork should incorporate the elements and principles.

Every piece of artwork should be of the highest level of accomplishment and skill.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Completed work from the Quality section of the portfolio.

Large Group Learning Activities:

Group discussion and critique of completed quality work. (*knowledge*)

Individual Learning Activity:

Students will complete the exploration of their ideas having used the ongoing process of experiments, practice, and planning. Students will complete their individual exploration of a variety of concepts and approaches to demonstrate their abilities and versatility with problem solving, ideation, media, and techniques creating artwork that meets the requirements of the Quality section of the portfolio. (*application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XVII Critique

Final Portfolio Review and Submission of Exam

Goal 17: The student will be able to demonstrate knowledge of presenting the completed exam portfolio for critique by teacher and submission to College Board.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 17.1. Students will be able to present all completed Breadth, Concentration and Quality pieces. (1.1,1.2,1.3,1.4)
- 17.2 Students will be able to present all of the completed cropped and sized photographs of the Breadth and Concentration pieces. (1.1, 1.2, 1.3, 1.4)
- 17.3 Students will be able to present all of the completed matted/mounted Quality pieces. (1.1, 1.2, 1.3, 1.4)
- 17.4. Students will be able to present the completed answers to the 2 required questions in reference to the Concentration section of the exam. (1.4)
- 17.5. Students will be able to critique their own and their peers completed exam portfolio. (1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does the art criticism process help an artist improve their work?

How does the art criticism process help us to understand and make judgments about an artwork?

How can one create a portfolio that meets the standards of the exam?

Enduring Understandings

Critiques can improve an artists approach to their work – they see their work through someone else’s eyes.

Communicating about art can increase technical skill and problem solving abilities.

A professional portfolio contains a variety of artwork representing a variety of techniques and skills. Each piece of art in the portfolio should have clean edges, no wrinkles, no smudges or stains.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Completed individual student portfolios.

Learning Activities

Students will present their completed body of work from this course (29 pieces) to the teacher and peers for critique. (*knowledge, application, synthesis*)

Assessment

Project Grading is based on the College Board rubric.

Unit XVIII Art Criticism

Critical Analysis

Goal 18: The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 18.1. Identify appropriate vocabulary to explain individual paintings (1.1,1.3, 1.4)
- 18.2. Identify the elements of art and principles of design and apply them to individual paintings (1.3)
- 18.3. Create a written critical analysis of a painting (1.1,1.3,1.4) (English Language New Jersey Student Learning Standards – W.9-10.1, W.11-12.1. W.9-10.2, W.11-12.2.)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How do the elements and principles support each other in a final painting composition?

How does the art criticism process help an artist improve their work?

How does the art criticism process help us to understand and make judgments about an artwork?

Enduring Understandings

Critiques can improve an artists approach to their work – they see their work through someone else’s eyes.

Communicating about art can increase technical skill and problem solving abilities.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

The Critique Handbook: The Art Student's Sourcebook and Survival Guide , Kendall Buster and Paula Crawford, 2009

Learning Activities:

Distribute guide to critiquing art – activate prior knowledge (Describe, Analyze, Interpret, Judge) (*knowledge*)

Class Activity:

Given a collection of images specific to a period of art, groups of students will produce arguments for why their collection has the strongest examples of each period or style of art (*evaluation, analysis, comprehension*)

Individual activity: Students will compare and contrast the aesthetic value of a painting in the context in which it was created. Students will create a written critical analysis, in paragraph form, using the following guidelines for organization:

- I. Describe
- II. Analyze
- III. Interpret
- IV. Evaluation (*evaluation, analysis, comprehension*)

Differentiation:

The artwork could be student-generated or a masterwork.
The analysis could include cultural or cross-curricular links.

Assessment

How to Critique and Write about Art

The following steps—description, analysis, interpretation and evaluation—are the steps in a formal critique. It is called the Feldman method. It is an established critique method that has been used by students and professionals alike for over 50 years.

Please respond to the following sections in paragraph form, using complete sentences. Use the questions provided as a guide to provide you with information for your paragraphs.

Describe (first paragraph)

This stage is like taking inventory. You want to come up with a list of everything you see in the work. Stick to the facts. Imagine that you are describing the artwork to someone over the telephone.

LIST

Name of artist, title of project, or material used to define the project.

Since this is an in-class critique of another student's work, simply list their name.

For example, "This is a critique of Judy Blume's glass fused final project"

NOTE FIRST IMPRESSION

Make a note of your first spontaneous reaction to the artwork. By the end of the process you may understand your first impression better or you may even change your mind.

There are no wrong answers.

Analyze (second paragraph)

Try to figure out what the artist has done to achieve certain effects. You should refer to your first impressions and try to explain how the artwork achieves that reaction.

Q. Use the vocabulary you learned in class. For example, fusing, slumping, jump ring, contrast, positive and negative space, etc.

Q. How are the elements of art (color, shape, line, texture, space, form, value) and the principles of design (balance, contrast, emphasis, movement/rhythm, unity, variety) used in this artwork?

Q. What do you notice about the artist's choice of materials?

Q. What grabs your attention in the work? Refer to your first impression.

Interpret (third paragraph)

Try to figure out what the artwork is about. Your own perspectives, associations and experiences meet with "the evidence" found in the work of art. All art works are about something. Some art works are about color, their subject matter, and social or cultural issues. Some art works are very accessible — that is, relatively easy for the viewer to understand what the artist was doing. Other works are highly intellectual, and might not be as easy for us to readily know what the artist was thinking about.

Q. What is the theme or subject of the work? What mood or emotions does the artwork communicate?

Q. What is the work about; what do you think it means?

Q. Why do you think that artist created this work? (in this case, why did they choose this subject?)

Q. What do you think the artist's view of the world is?

Judgement/Evaluate (fourth paragraph)

This is a culminating and reflecting activity. You need to come to some conclusions about the artwork based on all the information you have gathered and on your interpretations. Evaluate the craftsmanship and technique.

Q. Does the work communicate an idea?

Q. Are you moved by the work?

Q. Have your thoughts or feelings about the artwork changed since your first impression? If so, how? What made you change your mind?

Q. If not, can you now explain your first reaction to the work?

Q. What have you seen or learned from this work that you might apply to your own art work or your own thinking?

Idea Sketch

After critiquing and evaluating this artwork, create several idea sketches and chose one to illustrate what the student could do to improve their work if they were to recreate it from start to finish. You are essentially resolving any problems with the project by redesigning the piece, keeping what you thought was strong in the piece and changing anything you thought was weak or suggesting another option on how to improve the piece or simply to do it differently. Your sketch must clarify the new direction and label areas where you might suggest using any non-traditional materials. Think about some of the other projects you saw during our class critique for inspiration.

Your sketch must have your name and period in the top left corner on a blank piece of paper. The illustration must be detailed, in color, that would show the visual changes on the entire piece. You may write descriptive words with arrows pointing to your sketch of materials or techniques you would use to help explain your idea. Use colored pencils to add color to your design, and color neatly as if you were going to present your work to the MoMA store catalogue trying to sell your idea to be produced professionally.

Refer to the rubric to determine expectations for 100% grade.

Appendix I:

Category	Written Critique Criteria				
	6	7	8	9	10
Description	Descriptions are not detailed or complete.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Detailed description of the subject matter and/or elements seen in a work are above and beyond requirements.
Analysis	Student has difficulty identifying the dominant elements.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes many dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.
Interpretation	Student has difficulty interpreting the meaning of the work.	Student expresses how the work makes him/her feel personally.	Student identifies the literal meaning of the work.	Forms a somewhat reasonable hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.	Forms an incredible hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.
Evaluation	Evaluates work as good or bad based on personal taste with little to no supporting details.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Uses 1-2 criteria to judge the artwork.	Uses 3-4 criteria to judge the artwork, such as composition, expression, creativity, design, medium, communication of ideas.	Uses more than 4 criteria to judge the artwork, such as composition, expression, creativity, design, medium, communication of ideas.
Mechanics and word usage	Grammar, Spelling, word usage is inappropriate; Several errors that severely detract from meaning. Little to no use of elements & principles of design terminology.	Grammar, Spelling, word usage is mostly appropriate; Few errors that do not detract from meaning. Some use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; Little to no errors. Use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; No errors. Good use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is above expectations; No errors. Incredible use of elements & principles of design terminology.
Total					

Graded Skills	Art work Criteria	
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**Keyword Mini-Rubric
Used in Scoring AP Studio Art Portfolio**

The following descriptors provide a summary of the characteristics judges look for as they grade each of three sections (Quality, Concentration and Breadth) of the three types of AP Art Portfolios (Drawing, 2-D or 3-D).

A more detailed rubric is available for review on the College Board website.

QUALITY

- 6/5 - A EXCELLENT VERVE IMAGINATIVE INVENTIVE CONFIDENT
STRONG EVOCATIVE SUCCESSFUL
- 4-B GOOD SENSE OF PURPOSE TECHNICAL COMPETENCE
- 3-C MODERATE REAL EFFORT EMERGING
- 2-D WEAK AWKWARD SIMPLISTIC
- 1-F POOR TRITE COPIED

CONCENTRATION

- 6/5 - EXCELLENT ENGAGING RISK-TAKING EVOCATIVE ORIGINAL
STRONG EVIDENCE OF THOUGHT SENSE OF TRANSFORMATION
- 4-B GOOD A SENSE OF CONCENTRATION INCONSISTENT SOME GROWTH
- 3-C MODERATE LIMITED INVESTIGATION MINIMAL VOICE - NOT A CONCENTRATION
- 2-D WEAK NOT CONVINCING AS A CONCENTRATION
- 1-F POOR LITTLE COMPETENCE INCOHERENT COPIED

BREADTH

- 6/5 - A EXCELLENT AMBITIOUS RISK-TAKING INVENTIVE
STRONG COMPLEX CONFIDENT DIVERSE
- 4-B GOOD CLEAR EFFORT EMERGING
- 3-C MODERATE INCONSISTENT OBVIOUS TENTATIVE
- 2-D WEAK LITTLE ENGAGEMENT SIMPLISTIC MINIMAL
- 1-F POOR CONFUSED TRITE CLUMSY

Interdisciplinary Connections and Alignment to Technology standards

New Jersey Student Learning Standards

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – NJSLS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – NJSLS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – NJSLS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – NJSLS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – NJSLS 8.1; 8.2

21st-Century Life and Careers – NJSLS 9.1; 9.2

21st-Century Life and Careers – NJSLS 9.1; 9.2

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must

learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

New Jersey Student Learning Standards (Literacy/Math)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

Modifications for ELL, Special Education, Students at Risk, Gifted

What is an accommodation? An accommodation is an alteration in environment or equipment. Accommodations are changes in material or assessment administration and response format (e.g., setting, timing/scheduling, presentation, or response) that are not intended to alter in any significant way what the material or test measures but may influence the interpretation of assessment results. Accommodations do not change the curriculum so the same grading scale can be used. Due to the complexity of learning a second language, some students may require combining various types of accommodations to fully meet their linguistic needs. Appropriate accommodations should reduce the impact of language on the assessment but not give the English learner (EL) an “unfair advantage” over students not receiving accommodations.

What is a modification? A modification is a change in the curriculum or an alteration in what is being measured. Modifications are considered substantial changes in the way an assignment or a test (assessment) is given or taken (e.g. extended time on a speed test for reading fluency, spell checker on a spelling test, calculator on test of computation of basic four operations). Modifications of materials change the content or amount of content in the material.

ELs Accommodations and Modification in the Classroom:

Modification of *materials* includes

- decreasing the amount of work presented or required;
- using videos, illustrations, pictures, and drawings to explain or clarify.

Modification of *instruction* includes

- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers;
- taping classroom lectures;
- having peers take notes or providing a copy of the teacher's notes;
- providing study guides.

Special Education Accommodations, Modifications, Strategies, and Supplementary Aids

Accommodations refer to the teaching supports and services that the student may require to demonstrate learning. Accommodations do not lower grade level expectations, but rather provide opportunities for the student to access the curriculum and equalize the opportunity for learning.

Modifications are changes made to curricular expectations. Modifications lower grade level expectations by changing or modifying classwork or tests, or altering grading expectations.

Strategies refer to skills or techniques that a teacher uses to assist learning.

Supplementary aids and services are supports that help student to be educated in the LRE (least restrictive environment) with typical peers.

Accommodations, modifications, strategies, and supplementary aids and services should be individualized for optimum student success.

Examples of accommodations:

preferential seating
use of computer for written assignments
provide notes
allow student to orally clarify test responses
extended time for tests (up to 50%)
extended time for homework assignments (up to 50% or 100%)
test in small group or alternate setting
read/clarify test questions as needed
use private cue to refocus attention
provide written directions and benchmarks for long term assignments and projects

use alternative form for student to demonstrate course mastery (ex: narrative tape instead of written journal)

Examples of modifications:

Adjust length or complexity assignments to functional/instructional level of student
Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)
Pass/fail grading
Examples of teaching strategies
Emphasize multi-sensory presentation of data
Provide verbal as well as written directions
Emphasize mnemonics and memory tricks
Monitor homework planner
Encourage student to paraphrase to check comprehension
Give directions that are short and specific
Provide positive reinforcement

Examples of supplementary aids and services:

FM Unit
Assistive Technology (laptop, software, IPAD, IPOD, etc.)
1:1 paraprofessional
Enlarged keyboard
Books on tape
Enlarged print
Augmentative communication device

Students at Risk Accommodations and Modification in the Classroom:

Student differences are studied as a basis for planning

Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need

Focus on multiple forms of intelligence is evident

Multi-option assignments are frequently used

Time is used flexibly in accordance with student need

Multiple materials are provided

Multiple perspectives on ideas and events are routinely sought

The teacher facilitates students' skills at becoming more self-reliant learners

Students help other students and the teacher solve problems

Students work with the teacher to establish individual learning goals

Students are assessed in multiple ways

Gifted Students Accommodations and Modification in the Classroom:

Focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

Enable students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world

Encourage exposure to, selection, and use of appropriate and specialized resources

Promote self-initiated and self-directed learning and growth

Evaluations should stress higher level thinking skills, creativity, and excellence in performance.