



PISCATAWAY TOWNSHIP SCHOOLS

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AP 2D Art and Design 1 & 2

Content Area: Visual Art
Grade Span: Grades 11-12
Revised by: Lisa Lentini-Pombrio
Presented by:
Approval date: August 2020

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COURSE OVERVIEW

Description

Advanced Placement 2-D Design Portfolio 1 & 2

This course offers students a concentrated program that will enable them to apply for college credit in art. Students will expand their two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts. Emphasis is centered on studio work, the preparation of a portfolio, and the submission of the portfolio for Advanced Placement grade. During the year, students will be offered the opportunity to take the Advanced Placement General Art Examination for college credit.

Prerequisite: A final grade of 90 or higher in Photographic Design 1 and 2 or Graphic Design 1 and 2, and Teacher Recommendation

Goals

AP Art and Design courses address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work.

Big Idea 1: Investigate Materials, Processes, and Ideas

Learn how artists and designers decide what to make and why and how to make it.

- Reflecting on and documenting experiences to inform your art and design work
- Exploring materials, processes, and ideas to use in your work
- Connecting your work to art and design traditions
- Evaluating works of art and design

Big Idea 2: Make Art and Design

Study the processes and techniques that artists and designers use when they create work.

- Coming up with questions to guide you in creating works
- Using practice, experimentation, and revision
- Choosing and combining materials, processes, and ideas
- Using the elements and principles of 2-D art and design

Big Idea 3: Present Art and Design

Explore why and how artists and designers present their work to viewers.

- Explaining how you used materials, processes, and ideas in your work
- Describing how the work shows your skills
- Identifying the questions that guided you in creating your work
- Pointing out how your work shows experimentation, practice, and revision

Scope and Sequence

Time Frame	Topics/Events
Marking Period 1	<ul style="list-style-type: none"> • Introduction to AP course requirements and description • Develop a working definition of what constitutes an acceptable sustained investigation • Collaborate with other students to develop guiding questions. • Receive direction in planning a sequence of action for individual pieces. • Begin producing a body of work to fulfill exam requirements. • Begin to create and document sustained development • Utilize sketchbook to share ideas and process • Review and demonstrate how to photograph artwork properly and maintain digital files.
Marking Period 2	<ul style="list-style-type: none"> • Continue development of sustained investigation • Understand artistic integrity as it applies to work • Research historical, contemporary, and contextual references • Achieve quality in the completion of assignments that demonstrate confident use of design considerations such as composition, focal point, and use of space; meaningful and personal responses to stated assignment criteria; mastery of a variety of materials that are black/white, color, wet/dry; sensitive visual response to demonstrations of a variety of techniques • Begin to compile digital library of completed artwork • Continue to utilize sketchbook • Continue to produce a body of work to fulfill exam requirements.
Marking Period 3	<ul style="list-style-type: none"> • Achieve quality in completing concentration pieces that demonstrate: a sense of pursuit in visual problem-solving; the creation of a related body of work guided by inquiry that shows revision, experimentation and practice. • Satisfy the selected works section requirements of the portfolio • Continue to compile digital library of completed artwork • Continue to utilize sketchbook • Individual conferencing with students to assist in completion of portfolio requirements • Continue to produce a body of work to fulfill exam requirements.

<p>Marking Period 4</p>	<ul style="list-style-type: none"> • Students will evaluate all work that is intended for the final portfolio and carefully consider the inclusion of any pieces completed prior to the course or completed outside the instruction offered in this course. • Students will receive individual mentoring regarding the selection of pieces for the selected works section in order to demonstrate maximum variety while continuing to develop work that demonstrates invention, personal direction/voice, and thoughtful decision making • An individual mentoring appointment will be scheduled for each student to review both the sustained investigation and selected works sections • Implement strategies for identifying and presenting selected works, including matting and mounting artwork • Complete final editing and printing of digital portfolio, as per exam requirements.
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Resources

Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Art and Design digital submission web application)

Digital projector and screen for viewing and discussing works of art and design with students.

Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit.

Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to art and design books, periodicals, reproductions, digital images, and online resources.

AP Art and Design Course Exam and Description

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
<p>The AP Studio Art Portfolio Course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios or evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. Students develop a body of work that stems from personal investigation.</p>	
<p>2-D Art and Design Portfolio AP work should be guided by a sustained investigation. Students will expand their two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts.</p>	
<p>The AP Studio Art course addresses three major concerns that are a constant in the teaching of art:</p> <ol style="list-style-type: none"> 1. Investigate the materials, processes, and ideas that artists and designers use. 2. Practicing, experimenting, and revising as you create your own work. 3. Interpreting works of art and design 4. Communicating your ideas about works of art and design 	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
Anchor Standard 2: Organizing and Developing Ideas	
Proficient	

1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3: Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5	
Developing and Refining Techniques and Models or Steps Needed to Create Products.	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.

Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6 Conveying Meaning Through Art	
Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 9 Applying Criteria to Evaluate Products	
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10
Synthesizing and Relating Knowledge and Personal Experiences to Create Products.

Proficient

1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
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Accomplished

1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
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Advanced

1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
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Anchor Standard 11
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
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1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
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Accomplished

1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
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1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
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Advanced

1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
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1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.
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Portfolio Requirements

Summary and Rationale

Students will be creating a portfolio of artwork that addresses the Sustained Investigation portion of the portfolio, as well as the Selected Works portion of the portfolio.

Selected Works Section This section of the AP Art and Design Portfolio Exam offers students the opportunity to make and present works of art and design with minimal constraints. Each work is expected to demonstrate skillful synthesis of materials, processes, and ideas. Students should carefully select works that best demonstrate their skillful synthesis of materials, processes, and ideas. The submission can be a group of related works, unrelated works, or a combination of related and unrelated works. These works may also be submitted in the Sustained Investigation section, but they don't have to be. Along with each work, students are required to submit written responses to prompts about the work. Responses are evaluated along with the images that students submit. The most successful responses in terms of assessment are those that are clearly related to the images of work submitted, that directly and completely address the prompts, and that provide further evidence of skillful synthesis of materials, processes, and ideas shown in the work. Responses are not evaluated for correct spelling, grammar, or punctuation. There is no preferred (or unacceptable) material, process, idea, style, or content. Students should be the principal artist or designer of the work they submit. If work involved collaboration, the student submitting the work needs to have made all key decisions about materials, processes, and ideas used and needs to have performed the activities that produced the work.

REQUIREMENTS AND PROMPTS

Submit five works that demonstrate:

- 2-D skills
- Synthesis of materials, processes, and ideas

Sustained Investigation Section This section of the AP Art and Design Portfolio Exams offers students the opportunity to make and present works of art and design based on an in-depth investigation of materials, processes, and ideas done over time. Sustained investigation is guided by questions. It involves practice, experimentation, and revision using materials, processes, and ideas. The Sustained Investigation section is expected to demonstrate skillful synthesis of materials, processes, and ideas. Works from the Sustained Investigation section may also be submitted in the Selected Works section, but they don't have to be. Along with each work, students are required to submit written responses to prompts about the work. Responses to these prompts are evaluated along with the images that students submit. The most successful responses in terms of assessment are those that are clearly related to the images of work submitted; that directly and completely address the prompts; and that provide evidence of inquiry-based sustained investigation through practice, experimentation, and revision. There is no preferred basis of inquiry, type of investigation, or use of material, process, idea, style, or content for the Sustained Investigation. Students should be the principal artist or designer of the work they submit. If work involved collaboration, the student submitting the work needs to have made all key decisions about materials, processes, and ideas used and needs to have performed the activities that produced the work.

REQUIREMENTS AND PROMPTS

- Submit 15 images that demonstrate:
 - Sustained investigation through practice, experimentation, and revision

- Sustained investigation of materials, processes, and ideas
- Synthesis of materials, processes, and ideas
- 2-D skills
- State the following in writing:
 - Identify the questions that guided your sustained investigation
 - Describe how your sustained investigation shows evidence of practice, experimentation, and revision.

Recommended Pacing

Full Year

Instructional Focus

Unit Enduring Understandings

- Artists’ and designers’ experiences inform their thinking and making. Those experiences often spark questions that guide investigations in diverse disciplines. Artists and designers investigate how materials, processes, and ideas within a work relate to each other, how they relate to interpretations of the work, to art and design traditions, and to other disciplines. Artists and designers select materials, processes, and ideas to investigate as potential components for making.
- Artists’ and designers’ work is often driven by inquiry. Artists and designers generate questions related to their experiences. They select materials, processes, and ideas to investigate, guided by their questions. They make work through practice, experimentation, and revision using selected components, developing skills in connecting materials, processes, and ideas within their work.
- Artists and designers make choices about how they present their work. Their choices affect viewer interpretation. By presenting their work and documenting viewer responses, artists and designers learn how viewers interpret materials, processes, and ideas used to make the work. Understanding viewer interpretations can inform thinking and making

Unit Essential Questions

- What informs why, how, and what artists and designers make?
- How do artists and designers make works of art and design?
- Why and how do artists and designers present their work to viewers?

Objectives

- Document experiences to generate possibilities for making art and design.
- Document examples of how inquiry guides sustained investigation through art and design.
- Document investigation of viewers’ interpretations of art and design.
- Document how works of art and design relate to art and design traditions.
- Document evaluation of art and design.
- Document selection of materials, processes, and ideas to investigate.
- Formulate questions that guide a sustained investigation through art and design.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- Make works of art and design that demonstrate 2-D skills.
- Identify in writing, materials, processes, and ideas used to make works of art and design.

- Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.
- Describe how works of art and design demonstrate 2-D skills.
- Identify, in writing, questions that guided a sustained investigation through art and design.
- Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.
- Document presentation of works of art and design for viewer interpretation.

Exam

AP 2-D Art and Design Portfolio

Selected Works: Five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills

This section of the AP Art and Design Portfolio Exams offers students the opportunity to make and present works of art and design with minimal constraints. Each work is expected to demonstrate skillful synthesis of materials, processes, and ideas.

Sustained Investigation: 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision

This section of the AP Art and Design Portfolio Exams offers students the opportunity to make and present works of art and design based on an in-depth investigation of materials, processes, and ideas done over time. Sustained investigation is guided by questions. It involves practice, experimentation, and revision using materials, processes, and ideas.

Originality and Copyright Issues: Students are expected to develop their personal imagery. When published photographs or the works of other artists are used they should be in the service of a personal vision. Any published image should be altered in such a substantial way that it moves beyond duplication. This is a matter of artistic integrity.