



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

AP Art and Design

5 credits

ABSTRACT

This course has been established for those students interested in completing the AP Drawing portfolio or the AP 2-D Design Portfolio. Students will investigate and explore critical characteristics of creative thinking by developing an individual portfolio. They will focus on all three sections of the portfolio: Breadth, Concentration, and Quality meeting the requirements as stated in the student's exam poster. Through the direction of the teacher, emphasis will be placed on the production of a volume of quality pieces of artwork. The students will be constantly challenged to develop their own personal works. The students will develop a mastery of concept, composition, and execution of their personal ideas and themes. They will understand that art making is an ongoing process that uses informed as well as critical decision making to determine the outcomes to problems. During the creative process, students will be expected to develop a complete portfolio that addresses these issues in a personal way. The standard solution to various problems will be discouraged.

General Learning Objectives:

Students will develop individual portfolios of college-level drawings that demonstrate evidence of skill in concept, composition, and execution. The students will:

- Explore various ideas by practicing and experimenting with studied techniques and develop planning stages.
- Demonstrate an understanding of the focus of the selected portfolio.
- Select methods of development for major artworks that are suitable to the purpose of the artwork. (examples: mark making, compositional elements, patterning, balance, color harmony, etc.)
- Demonstrate a breadth of 12 high-quality work pieces.
- Develop a personal Concentration of 12 pieces.
- Select five top-quality pieces of artwork for the final presentation.
- Establish the importance of the development of a unique visual approach for their individual ideas and to solve advanced visual problems.
- Incorporate the elements of art and the principles of design into each of their works.
- Use informed and critical decision making to determine outcomes to any problems.
- Build and improve their work through individual student critiques with the teacher, and group critiques with fellow classmates and teacher.
- Discuss and record the development and mastery of the Concentration section under daily teacher guidance.
- Understand artistic integrity as well as learn to develop their own work so that it moves beyond duplication.

Career Readiness, Life Literacies, and Key Skills (NJSL 2020) - All Units

Life Literacies and Key Skills	Core Ideas	Performance Expectations
Creativity and Innovation	With a growth mindset, failure is an important part of success.	<ul style="list-style-type: none">• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.• 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
	Innovative ideas or innovation can lead to career opportunities.	<ul style="list-style-type: none">• 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
Critical Thinking and Problem-solving	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<ul style="list-style-type: none">• 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.• 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and

		<p>problem solving.</p> <ul style="list-style-type: none"> • 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	<p>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.</p>	<ul style="list-style-type: none"> • 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
	<p>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p>	<ul style="list-style-type: none"> • 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions. • 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
Technology Literacy	<p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<ul style="list-style-type: none"> • 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Student Learning: Activities and Strategies

- Various projects within units of study will be presented to satisfy the Breadth requirement of each portfolio. Students will be encouraged to use a variety of mediums, techniques, and approaches in drawing to develop concepts and ideation. Units of study are presented to satisfy the Breadth requirement for the Drawing portfolio.
- Critiques and displays of work are ongoing. Students are expected to participate in class critiques of their personal work as well as the work of their peers and master artists. Art vocabulary will be stressed

and enforced throughout both written and verbal critiques of these works.

- Individual student critiques with the teacher will help students learn to analyze and discuss their own artworks as well as the works of their peers.
- Individual assistance will take place in order to help the students develop their Concentration work. Students will be involved with strategies to help them develop a body of work that is an investigation of an idea or theme that is of personal interest to them.

Ongoing assessments of the strengths and weaknesses of their images will help the students develop their work and will provide them with feedback on how they can further develop their drawings. This will also help the students to learn to analyze and discuss their own artworks and the works of their peers.

Assessment and Evaluation:

Attainment/ Portfolio Development (80%)

- Based on finished work completed in the classroom studio and outside the classroom per marking quarter quota.
- Completion of assignments on time.
- Grading based on quality and volume as well as using the evaluation rubrics as established by the College Board.

Participation/ Classroom conduct/Sketchbook/Written assignments (20%)

- Regular attendance is mandatory.
- Use of in-class time as well as after school and/or before school morning classes.
- Attention to lectures, directions and demonstrations.
- Participation in class and individual critical discussion.
- Completion of weekly sketchbook assignments. (a minimum of 2 per week)
- Responsibility of sketchbook and written assignments on time.
- Cleanup procedures and organizational skills for storage of supplies and artwork.
- Proper safe use of materials and tools.
- Digital imaging updates of completed works to be stored on flash drive for weekly review and critique of possible applications to final portfolio selections.

Artistic Integrity:

Students are required to use artistic integrity throughout the course. They are expected to develop their own personal imagery. Work that is based on published photographs or the work of other artists must be altered in such a substantial way that it moves beyond duplication to illustrate an original idea.

First Quarter

Overview

A variety of teacher-initiated projects will be assigned to the group with the purpose of introducing the students to a variety of drawing experiences varying in different ranges and developing high-level problem solving skills. Through a range of specific assignments, students will be required to complete three or more involved in-class assignments for the Breadth (Section III) of the Drawing Portfolio, discovering their own particular studio strengths, personal directions and visual ideation interests. At least six short, home or studio assignments will also be required. These home assignments will serve as a basis for a possible

Concentration theme, and up to three Concentration pieces should be completed. Assignments will be staggered to allow the students to work on more than one assignment at a time.

The students will:

- Review the AP Studio Art Poster for an understanding of portfolio requirements.
- Be introduced to a wide range of in class projects to build the Breadth section of the final portfolio.
- Complete three or more Breadth pieces for the final portfolio.
- Develop mark making skills and define these skills in drawing.
- Understand artistic integrity as it applies to their work in drawing.
- Achieve quality assignments by mastering a variety of materials that demonstrate the following:
 - meaningful and personal responses to stated assignment criteria;
 - positive use of design composition, focal point, and use of space;
 - mastery of a variety of materials that are black/white, color, wet/dry;
 - a variety of successful and purposeful image development strategies stemming from observation, memory and fantasy sources;
 - a selection of drawing methods to include point, weighted line, contour, continuous line, wash, and tone/value.
- Visually respond to a variety of techniques.
- Complete three or more Concentration pieces.
- Photograph six or more completed works for digital submission.

Second Quarter

Overview

Students will continue doing a majority of their Breadth pieces during classroom time, a.m. or after school sessions. The main focus of this quarter will be the creation of personal imagery suitable for the Concentration study (Section II) of the Drawing Portfolio. Ample time will be devoted to more accurately defining and developing pieces that investigate a strong underlying visual idea. Students will meet individually with the instructor to plan their choice of a coherent plan of action or investigation. Students will also develop a written statement to describe their individual intent and development of their concentration projects with accurate artistic language references. Once the written statement has been reviewed with the instructor and plan of action is set, students will continue concentration on their own time, as well as any studio time available. Critiques will be held weekly to assist each student with ideas as well as fellow classmates and instructors feedback.

The students will:

- Continue to develop quality pieces of artwork that demonstrate a range of ability, versatility with techniques and conceptual variety through the use of one or several media.
- Receive assistance in discovering and narrowing their areas of greatest strength and interest.
- Be assisted in planning a sequence of action for individual pieces and whether or not they can be considered as acceptable and successful Concentration works. Students will meet with instructors during a scheduled appointment after school to discuss their visual idea and plans for their completion of Section II of the final portfolio, the Concentration study.
- Practice writing a written statement forming their own individual course of action/reasoning for their concentration.
- Understand that this writing should inform their work just as the work informs the written statement.

- Focus on the development of a portfolio of related communicative artworks through personal investigation of their ideas.
- Complete an additional five or more Breadth pieces including a still life wrapped object drawing, unicycle/bicycle drawing, charcoal, conte', and pen-and ink drawing.
- Complete an additional four or more Concentration pieces using one or several media that they feel is their strongest, for the final portfolio.
- Photograph completed pieces of artwork for digital submission.
- Review and begin using a graphic editing program to present the final portfolio.
- Practice written statements for Section II.
- Review on line registration procedures and setup of portfolio for digital submission.

Third Quarter

Overview

The third quarter will be devoted to completing any of the Breadth pieces that remain. Students will then meet with the instructor on an individual basis regarding the selection of pieces for the Breadth section in order to demonstrate maximum variety and skill. Students will also present final Concentration pieces focusing on personal direction/voice and thoughtful decision-making of the final pieces for the Concentration section. All works will be thoroughly reviewed in order to identify and remedy any weak pieces.

The students will:

- Complete any remaining Breadth pieces for a total of 12 pieces.
- Achieve quality in completing these pieces so that they demonstrate:
 - a sense of pursuit in visual problem solving;
 - they all represent relevance to the study;
 - the creation of these works reflect an underlying theme;
 - progression through discovery, active problem solving, and invention;
 - choices of materials and techniques successfully linked with ideation
 - development.
- Photograph the remaining Breadth pieces and continue the graphic editing process to upload to individual portfolios.
- Accurately measure each piece and label each photograph with the medium used. Begin sequencing and labeling for both Section II and Section III.
- Identify the opening piece in the presentation sequence.
- Continue work on remaining Concentration pieces.
- Evaluate/edit written statement for Section II.
- Critique final selections of Breadth pieces with peers and instructor for input.
- Begin selection of final Quality pieces. Again, critique of choices for input.

Fourth Quarter

Overview

The fourth quarter will be devoted to the final preparation and presentation of the AP Drawing Portfolio. Students will complete any Concentration pieces that might possibly need to be completed or reworked. Students will receive individual mentoring regarding the selection of pieces for the Breadth Section in order to demonstrate maximum variety while continuing to develop work that demonstrates invention, personal

direction/voice and thoughtful decision-making for the Concentration section. A final meeting with the instructor will give the student the opportunity to present their sequencing of choices in pieces for both Sections II and III of the final portfolio in order to identify and remedy weak pieces. Upon final completion and selections, pieces for the Quality section will be properly prepared with protection for mailing to the College Board for evaluation.

The students will:

- Complete remaining artwork.
- Complete final photographing, editing and labeling for digital submissions.
- Complete final editing and printing of the written statement for Section II.
- Identify and prepare five best-quality pieces for the Quality Section. Prepare pieces for shipping.
- Complete final registration and ordering of work within the portfolio based on the completion of the entire portfolio.
- Forward final portfolio to instructor for forwarding process to AP Coordinator and submission to College Board.