



Sage Creek High School Course Syllabus

AP Art Studio

The "F" in A-G Requirements

2025 - 2026

Course Title

AP Art Studio

Course Instructors

AP 2-D Art and Drawing instructor:

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[SCHS Arts Website](#)

AP 2-D Art (Photography) instructor:

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[Digital Photography Website](#)

Mission and Vision

Visual and Performing Arts Mission

To inspire students' lifelong appreciation and passion for the arts in an ever-evolving and diverse world.

Visual and Performing Arts Vision

We support student development of the creative process. We strive to cultivate artistically literate students who will advocate and employ arts knowledge in the local and global community.

Purpose of the Course

The AP Art and Design program provides the highly motivated student seeking early preparation for an art career or major with the opportunity to develop a professional portfolio and concentrate on specific areas of individual interest. The course and portfolio exam includes two different areas of study: AP 2-D Art and Design and AP Drawing. Students in 2-D can choose to create art using photography, graphic design, and mixed media. Students in Drawing (analog and digital), can choose from drawing, painting, printmaking, and mixed media work.

Students will make works of art and design by practicing, experimenting, and revising, and will communicate ideas about art and design through written and visual expression. Students will independently create a portfolio consisting of a minimum of 20 art pieces by the end of April and will prepare students to complete the AP Art and Design exam for College credit. At the end of the course students will curate an exhibition of original works of art as well develop a lifelong engagement with art and design. The A and B portion of AP classes are weighted; the required Seminar portion is a non-weighted elective credit.

Course Materials

- All AP Art & Design (both 2-D and Drawing students) are required to use a sketchbook throughout the year to document their artistic process (8x10 or larger, filled with white mixed media paper is suggested)

Addt'l AP Drawing and 2-D Equipment*	Addt'l AP 2-D (Photography) Equipment*
<ul style="list-style-type: none"> List of suggested art materials + additional list provided the first week of school <ul style="list-style-type: none"> Portfolio envelope or tote bag to hold and protect works (approx 24 in x 26 in) additional items as needed 	<ul style="list-style-type: none"> Computer Equipment: iMac 27" and access to a film/ flatbed scanner Adobe Creative Suite <ul style="list-style-type: none"> Includes: Adobe® Lightroom and Photoshop access while enrolled in the course Please view the Photography Materials and Resources document for a detailed list of our class cameras. Additional speedlights, strobes and other photographic accessories available as well.

**All Supplies provided by SCHS or may be purchased independently, if preferred.*

- ❖ Students working in digital media may use software to create their images, and use the internet for research, uploading electronic portfolios, conducting critiques, and overall support for the portfolio development.
- ❖

AP Exam Fees

There is a 2 step process to registering for the exam.

- 1) **Join your AP class Section** at <https://myap.collegeboard.org/login>

Course Name	Section Name	Teacher Name(s)	Active Join Code
AP 2-D Art and Design	2D Art-pd 3	Megan Herrick; Jodi Williams	Y2PGQA
AP Drawing	Drawing-pd 3	Megan Herrick; Jodi Williams	A4DWJZ

2) There is \$125.00 test fee per A.P. exam

- **Submit payment to aptsusa.com/sagecreek/ap by the SCHS October deadline.**
 - Important: students are to use a personal email address and their 5 digit Student ID number.
 - Test fee goes up to \$160.00 in Oct.
 - Students that fail to submit payment by the final deadline, will NOT be eligible to take the exam-No Exceptions!
 - Students needing financial assistance need to see our registrar.

Art and Design Literary Resources

- Field Trips: Local art opportunities, these will vary from year to year.
 - Please note: A.P. Art (includes Art History and AP Art & Design) is scheduled for Thursday, December 18th, 2025
 - Attendance is expected and an alternative assignment will be assigned to those who do not attend.
- Websites and hard copy books (subject to change):
 - Websites including
 - <https://myAP.CollegeBoard.org>,
 - [AP Art and Design Digital Exhibit](#)
 - [Art 21](#)
 - [ARTnews](#)
 - Supplemental texts and electronic resources provided by instructor
 - Students will be required to use an online platform to post their artwork. For example, Google Drive and Google Sites, Padlet, or personal blogs (Wix, Weebly) to create a digital portfolio for the use of critiques, etc. This electronic portfolio will include documentation of research, investigation, and experimentation in their artmaking process.

Student Expectations

What do these look like in the classroom?

1. Follow all school and district regulations as outlined in the student handbook; including cell phone policy.
 - a. **CUSD Cell Phone Policy-** High school students may not use cell phones, smart watches, pagers, or other mobile communication devices during instructional time. Mobile communication devices shall be turned off and kept out of sight during instructional time. *Instructional time* is defined as any scheduled class period and any other time during the school day when students are expected to be engaged in a learning activity.
2. Be in class on time with appropriate materials & prepared to work.
3. Use class time productively by being an active participant in class.
4. Complete all assignments

5. Act in a mature, responsible, and respectful manner while following classroom policies while inside the classroom
6. Clean up all materials, equipment, and area used.

The presentation of artwork is an important element of this course. Students are expected to assist in art show preparation and it is suggested that they attend seasonal art exhibitions on campus.

Please save the following dates (*subject to change*):

Winter Art Show Opening Reception Friday, December 12th, 2025

AP Studio & APAH Field Trip to Balboa Park: December 18, 2025

ArtFest Spring Art Show, April 2, 2026

AP Studio Exhibition: May 22, 2025

Google Classroom and Aeries Gradebook Expectations

All material for the course will be posted on Google Classroom. Students are expected to check their Google Classroom and school email DAILY.

Grades will be updated on Aeries on a bi-weekly basis. [Here](#) are the instructions for students and parents to access Aeries. Note: While Aeries will be used to post grades, Google Classroom is the most reliable source for upcoming due dates, and current assignment scores.

Grading Formula

Rubric Evaluations

A mastery-based rubric scale is used to evaluate student work. This rubric is aligned with the AP College Board's Rubric and vocabulary.

Advanced	5
Good	4
Moderate	3
Rudimentary	2
Little to No Evidence	1
Not Attempted	0

Grading Scale

A traditional grading scale is used in Aeries Gradebook with a slight adjustment to the traditional points assigned to a D-/F score.

97-100%	A+	77-79%	C+
93-96%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	55-62%	D-
		0-54%	F

Attendance/ Late Work:

Students are expected to be in their seats and ready to learn when the bell rings. If not in their seats at the start of class, they will be marked tardy.

Because this is a studio class, attendance is very important to your success! It is *your responsibility* to check Google Classroom for missing work and complete it in a timely manner.

Projects may be submitted at a maximum of two weeks late for up to 100% points possible.

Classwork may be submitted late for up to a 50% maximum of the total points possible. Late classwork submitted after the 6 week grading period will not be accepted.

Exceptions to the above late work submission windows may be granted on a case-by-case basis and requires a conference with the teacher.

Academic Assistance

Please contact the teacher to make arrangements if assistance is needed.

Portfolio Requirements

The AP portfolio consists of the following two sections:

1. Sustained Investigation (60% of portfolio score):

- Images: Fifteen digital images of works of art and process documentation that demonstrate sustained investigation of an idea through practice, experimentation, and revision. This section will be uploaded to the College Board website.
- Writing: "Identify the questions that guided your sustained investigation. "Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions (1,200 characters maximum, including spaces, for response to both prompts). "For each image: Materials (100 characters maximum, including spaces) Processes (100 characters maximum, including spaces) Size (height x width x depth, in inches, or "NA" for size if documenting process/detail)

2. Selected Works (40% of portfolio score):

- Images: Five digital images of works that each demonstrate synthesis of materials, processes, and ideas using drawing skills. Works will be shipped to the College Board and will be returned in June.
- Writing: For each image: Idea(s) visually evident (100 characters maximum, including spaces) Materials used (100 characters maximum, including spaces) Processes used (100 characters maximum, including spaces)

Assignments and Problem-Solving Activities

- All assignments and projects are to actively address composition using the elements of art and principles of art/design, along with experimentation using a variety of computer generated imagery.
 - Students will come to the course with a working knowledge of materials, applications, and techniques
- Process collages with written evidence will be the integral core of the ideas for the students.
 - These will be used for documentation of experimentation of process and ideas.
 - Students will be writing explanations on the development of their ideas using correct art vocabulary and communication skills.
 - These will be monitored bi-weekly for ideas/progress using a grading rubric.
- Critiques are a requirement and will be conducted at a minimum of every other week. Students are expected to participate actively in class/group critiques as well as individual discussions with the instructor and classmates. Instructional conversations will assist students in analyzing their personal artwork, the work of their peers, and other artists. Correct art vocabulary is expected to be used while engaged in the critiques and any written statements.
- Students will select, analyze, and interpret artistic work for presentation in a school gallery exhibition. Students will analyze, select, curate, and present artwork for the exhibition.

Assessment and Evaluation

- Portfolio Development:
 - This will constitute 80% of the course grade for the student for each grading period. This will include all art assignments including process collages with written evidence, development of online portfolio and critiques. There are individual rubrics for each assignment. Each rubric will have creative and investigative components as well as a reflective section.
 - Quality of the investigative process will be considered in the final grade calculation using a well-developed rubric.
 - Regular attendance is critical and required.
 - Using in-class time and extra classes effectively and productively.
 - Participation in discussions, critiques, demonstrations, and conversations with peers.
 - Safe and proper use of all materials and equipment.
 - Cleanup and proper storage of all artworks/digital files properly.
 - Active engagement of portfolio development, completion, and submission.

Course Time Frame Overview

Unit 1: Introduction to the course, AP Classroom, and portfolio requirements analysis (August)

Students will learn about the AP Studio Course, how to access the AP Classroom website and start building a portfolio for future submission of work.

Sample Assignments

- Students will become familiar with the course and portfolio requirements.
- Students will explain each section of the AP Art & Design portfolio.
- Students will register on AP Classroom.
- Students will view sample AP Portfolios at AP Central
- Students will review elements of art and principles of art/design.
- Students will research/record artwork from current practicing artists and how their artwork influenced their own way of artmaking
- Students will research the work of practicing artists and learn from their techniques and intentions as well as from previous AP students' work.

Unit 2: Investigate Materials, Processes, and Ideas (September - October)

Students will begin to experiment and develop their personal inquiry-based sustained investigation study.

- A series of teacher-led and self-initiated assignments will be presented with the purpose of investigation, experimentation, and creating images with the emphasis on the elements of art and principles of art/design. The intention of all of these assignments is to lead to a personal investigation, idea/concept development for the final sustained investigation. These assignments are to create a high level of problem-solving skills with a wide range of experiences. During these assignments, students will discover their personal direction of art investigation, artmaking techniques, and visual interests leading to their sustained investigation for the portfolio submission.
- Students will generate possibilities for investigation, relate how inquiry guides investigation through art and design, describe how materials, processes, and ideas in art and design connect to context.

Sample Assignments

- Students will solve problems that emphasize each of the elements of art (line, shape, form, color, texture, space, value) and principles of art/design (rhythm, balance, emphasis/contrast, proportion, gradation, harmony, variety, movement).
- Students will generate possibilities for their sustained investigation. These lists are shared and discussed in class to help students identify why they may be drawn to work with a particular idea, material, or process based on their personal experiences and context.
- Students will make original works of art aligned to their investigation.
- Students will evaluate past work in terms of composition, skill, materials, processes, and ideas.
- Students will self reflect on strengths and areas of growth.
- Students will interpret works of art and design from other artists based on materials, processes, and ideas used.
- Using teacher designed journal activities, students will revise a previously created artwork into a new artwork that deliberately targets a specific principle of design.

Unit 3: Sustained Investigation & Art Making (November - April)

Students will make and evaluate works of art based on an in-depth investigation of materials, processes, and ideas of their choosing over a span of time.

- After the initial ideation process, students begin work on this self-selected sustained investigation with preliminary sketches, and/or written notes to inform ongoing practice and experimentation. This section is expected to demonstrate skillful synthesis of materials, processes, and ideas.
- During this time, students will develop and refine their sustained investigation part of the portfolio. Visual and written evidence of inquiry are required. It involves practice, experimentation, and revision of original works of art. Students will weekly/biweekly continue the process of formal and informal critiques through classroom discussions and teacher and peer reviews. Students develop and revise their work, strengthening relationships of ideas, materials, and processes with the goal of demonstrating synthesis. Students will document this process in their regular journal entries by recording in any manner they choose (photo documentation, notes, sketches, copies glued in book, etc.). This investigation must be a personal exploration by the student and include the guidance, suggestions, etc. from peers and the instructor.

Specific Time Frame:

- By the start of November a sustained investigative process should be begun in a specific direction of artmaking. This process can change as the investigation continues, but it must be documented and explained.
- Every other week, students will present their artistic process through written evidence and process collages.
- On alternate weeks, peers and instructor will offer suggestions, ask questions, and inquire about the thought process in regard to the process, materials, and the degree of successful achievement.
- January, February, March, continuous work in the sustained investigation with ideas documented as it progresses. This documentation will take place in the journals and be checked on a weekly basis.
- By mid April, students should have their sustained investigation fully developed.

Sample Assignments

- Students will practice art making through an ongoing investigation of a self-selected inquiry.
- Process Collages
 - All thinking evidence is recorded here in the art student's choice of style.
 - Thinking evidence must show progress in research and investigation.
 - Students must include written art statements using proper art vocabulary to communicate ideas.
 - Students will read/listen/view excerpts provided by the teacher to extend their thinking during the art making process and reflect upon how their investigation can apply these ideas through practice, experimentation, or revision.
- Students will experiment with various materials, processes and ideas in response to their inquiry.
- Achievement of quality in final artworks through visual problem solving and creating a body of work that has deliberate visual thinking.
- Students will make successful choices in elements of art and principles of art/design, media, and production of created works.
- Students will revise works based on peer, teacher and self critique.
- Students will share their ideas from the journal reflection process during partner/class discussion. These conversations can further drive their thinking into how they can successfully apply these ideas through practice, experimentation, or revision.

Unit 4: Final Portfolio and Deadline (April - May)

Students will finalize, complete uploading, and choose their five selected works, basing their selections on concept, composition, and execution of their artworks, for the final portfolio submission. This timeframe is devoted to successfully completing the entire process of the AP 2-D Art and Design and Drawing portfolio. Each student will receive individual mentoring concerning their specific needs. This time period of the portfolio is extremely individualized per student. Each student will be at a different stage in their investigation. The instructor will meet with each student to assess and determine their needs prior to the completion of the portfolio. As soon as the Digital Submission is available online, students will upload, resort, refine, and explain their sustained investigation until the final deadline is met.

May 8, 2026 at 5:00 pm = College Board Submission Deadline*

**Note: your deadline is prior to this date as the teacher and testing coordinator must review and submit your portfolio to the College Board prior to this deadline..*

Sample Assignments

- Students will identify the questions that guided their sustained investigation.
- Students will craft written evidence of their sustained investigation describing how their investigation shows evidence of practice, experimentation, and revision guided by their inquiry.
- Students will create high quality digital reproductions of their physical works or resize original digital files (noting dimensions, materials, and processes used.)
- Students will submit 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.
- Students will select 5 works that represent synthesis of materials, processes, and ideas for their Selected Works Portfolio requirement.
- Students will upload photos to the AP Classroom site.

Unit 5: Gallery Exhibit & Final Exams (May - June)

Students will select, analyze, and interpret artistic work for presentation in a school gallery exhibition. Students will also critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for the exhibition.

Sample Assignments

- Students will participate in local art exhibitions/contests
- Students will create and curate a collection of original works.
- Students will craft an artist statement, gallery labels, and social media posts for the exhibition.
- Students will evaluate and select methods appropriate to display artwork in a site-specific location on campus.
- Students will reflect on how artwork can impact the viewer's understanding of social, cultural, and/or political experiences.

Ethics, Artistic Integrity, Plagiarism

Throughout the course, students are encouraged to work from the direct observations of their individual life experiences, the direct observations from their world, and their dreams and fantasies. Each student has already had this explained in the prerequisite courses; however, it is reviewed and checked constantly. Students are shown examples of appropriation.

Statement from the College Board:

The works of art that you submit in your Portfolio must be your original creations. They should reflect your own experiences, knowledge, interests, and unique vision. Collaborative work or group projects may not be included in your Portfolio. If you incorporate artwork, photographs, images, or other content created by someone else ("pre-existing work"), you must show substantial and significant development beyond duplication. Your creation should substantially transform the pre-existing work. Additionally, you must identify all pre-existing work(s) in the Written Evidence portion of your Portfolio. You should also submit images of pre-existing work so that we can evaluate your transformation of any preexisting work(s). Plagiarism will not be tolerated. It's unethical and violates copyright law. If College Board determines in its sole discretion that you have violated this Artistic Integrity Agreement, such as by failing to acknowledge pre-existing works or attempting to pass off another's work as your own, College Board may decline to score your AP Art and Design Portfolio Exam or cancel your score.

The use of Artificial Intelligence tools is categorically prohibited at any stage of the creative process.