

MEDFORD PUBLIC SCHOOLS: DEPARTMENT OF FINE ARTS
STUDENT OUTCOMES & ASSESSMENT STANDARDS
AP ART

Course Description: This course is geared towards students who are looking for a capstone course of self-designed study in which a student develops a body of work or expands upon a portfolio developed in an advanced class. Students will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. For those who wish to submit to the college board for AP credit, students can submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students who wish to submit to the college board can submit their portfolios in one of the following categories that we offer: (2D or 3D Art and Design, Drawing). For students who intend to apply to Art Schools or Major in Fine Art these portfolios can be used for the college application process.

STRAND: CREATING	
ESSENTIAL QUESTIONS:	
• How do artists design and sustain an in-depth investigation through art? • How do materials, processes, and ideas interact to communicate meaning in a portfolio? • What does it mean to work independently as an artist, designing your own questions, goals, and creative pathway?	
LEARNING OUTCOMES/BENCHMARKS	MA CURRICULUM FRAMEWORK STANDARDS
<i>The student will be able to:</i> -Identify a personal inquiry or essential artistic question to guide a sustained investigation. -Generate ideas through research, experimentation, material exploration, and iterative sketching or prototyping. -Demonstrate curiosity, risk-taking, and innovation when approaching materials and processes.	1. Generate and conceptualize artistic ideas and work. Develop an original, sustained inquiry that integrates materials, ideas, and processes into a cohesive artistic investigation. (HS.I.V.Cr.01)

<i>The student will be able to:</i> -Plan and organize a yearlong investigation using process documentation, experimentation, and written reflection. -Develop artworks that show increasing sophistication, technical growth, and conceptual clarity. -Design a workflow for completing works independently, including research, ideation, prototyping, and revision. -Align work to portfolio requirements for <i>Sustained Investigation</i> and <i>Selected Works</i>	2. Organize and develop artistic ideas and work. Develop and implement detailed plans that guide the creation of a cohesive portfolio of artworks. (HS.I.V.Cr.02)
<i>The student will be able to:</i> -Revise artworks through reflection, critique, and guided questioning. -Demonstrate growth across multiple pieces through refinement of materials, processes, and concepts. -Produce a cohesive body of work that shows mastery of technique and clarity of artistic purpose. -Repeatedly revise artworks based on AP requirements for experimentation, practice, and revision.	3. Refine and complete artistic work. Refine artworks through ongoing revision, demonstrating advanced craftsmanship and expressive intent. (HS.I.V.Cr.03)

STRAND: PRESENTING	
ESSENTIAL QUESTIONS:	
• How do artists curate and present a portfolio that communicates their artistic voice? • What criteria guide the selection of works for AP submission or college admissions? • How do artists use documentation, writing, and presentation to communicate their inquiry?	
LEARNING OUTCOMES/BENCHMARKS	MA CURRICULUM FRAMEWORK STANDARDS

<i>The student will be able to:</i> -Select portfolio works that best represent technical skill, conceptual depth, and personal voice. -Curate the best pieces in alignment with AP Art & Design or college portfolio requirements. -Organize work into coherent categories (Sustained Investigation, Selected Works, or thematic groupings).	4. Select, analyze and interpret artistic work for presentation. Curate a portfolio that clearly communicates the student's inquiry, growth, and artistic strengths. (HS.I.V.P.04)
<i>The student will be able to:</i> -Document artworks with professional-quality photography, process documentation, and written commentary. -Prepare final images and information for AP submission, college applications, or exhibition. -Revise written responses to clearly articulate materials, processes, and ideas.	5. Develop and refine artistic techniques and work for presentation. Prepare and format a complete, high-quality portfolio using appropriate presentation practices. (HS.I.V.P.05)
<i>The student will be able to:</i> -Present their portfolio in ways that help the audience understand their sustained investigation. -Communicate artistic intent through written statements, oral presentations, and exhibition choices. -Clearly convey meaning through AP writing prompts and visual organization.	6. Convey meaning through the presentation of artistic work. Explain and present the conceptual and technical development of the portfolio in clear, intentional ways. (HS.I.V.P.06)

**STRAND:
RESPONDING**

ESSENTIAL QUESTIONS:

- How do artists evaluate their own work and the work of others during a sustained investigation?
- How do critique, questioning, and reflection support artistic growth?

- What criteria can be used to assess mastery in materials, processes, and conceptual development?

LEARNING OUTCOMES/BENCHMARKS	MA CURRICULUM FRAMEWORK STANDARDS
<i>The student will be able to:</i> -Analyze their own works and the works of others for formal qualities, craftsmanship, and conceptual strength. -Use advanced vocabulary appropriate to their chosen medium(s). -Evaluate how materials and processes contribute to meaning within a body of work.	7. Perceive and analyze artistic work. Analyze components of artworks to understand how they contribute to the overall investigation. (HS.I.V.R.07)
<i>The student will be able to:</i> -Interpret how artworks communicate meaning in relation to personal themes or inquiry questions. -Write about their process and intentions with clarity and academic rigor. -Reflect on how their own work fits within broader artistic traditions or contemporary conversation.	8. Interpret intent and meaning in artistic work. Describe how artistic decisions communicate the evolving meaning of their portfolio. (HS.I.V.R.08)
<i>The student will be able to:</i> -Develop criteria for evaluating portfolio work, including originality, synthesis, experimentation, risk-taking, and conceptual depth. -Apply self-critique and peer critique to improve their sustained investigation. -Assess the effectiveness of their body of work against AP or college portfolio standards.	9. Apply criteria to evaluate artistic work. Use advanced evaluative criteria to refine and assess a complete portfolio. (HS.I.V.R.09)

**STRAND:
CONNECTING**

ESSENTIAL QUESTIONS:	
• How do artists use personal experiences, research, and cultural influences to shape a sustained artistic investigation? • How does portfolio development help artists understand their place within the larger art world? • How do artists engage with historical and contemporary influences to strengthen their own creative voice?	
LEARNING OUTCOMES/BENCHMARKS	MA CURRICULUM FRAMEWORK STANDARDS
<i>The student will be able to:</i> -Connect personal history, identity, values, and interests to their chosen inquiry. -Demonstrate personal voice through consistent themes, ideas, or approaches. -Use reflection and documentation to articulate how their work evolves over time.	10. Synthesize and relate knowledge and personal experiences to make art. Integrate personal experience, inquiry, and artistic intent into a cohesive portfolio. (HS.I.V.Co.10)
<i>The student will be able to:</i> -Research and respond to historical and contemporary artists who influence their investigation. -Understand how their work fits into broader cultural or artistic conversations. -Explore how artists use sustained inquiry to comment on society, culture, or personal identity.	11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Describe connections between their own investigation and the wider world of art and design. (HS.I.V.Co.11)

Artist's Studied/Referenced:

Throughout the art curriculum, students may be introduced to a variety of artists (including those listed above) and their work. To support these lessons, Google Images may be used to display examples of artwork and visual references related to these artists' lives and creative practices. These images are selected to provide clear, age-appropriate visual context for learning and focus solely on the artistic and societal contributions and styles of the artists being studied.

Online Tutorial Videos:

In our art classes, brief online tutorials, primarily from YouTube, may be used to demonstrate various artistic skills and techniques. These videos serve as step-by-step guides, typically showing only an artist's hands and the materials being used. Video selections are flexible, chosen based on students' skill levels and availability, and are sometimes added to Google Classroom to supplement teacher demonstrations. These resources focus solely on artistic techniques and do not include social commentary, personal opinions, or other non-art-related content. The purpose of these videos is strictly instructional, providing guidance on art-making without introducing any unrelated ideas or viewpoints.