

Madison Public Schools

AP Studio Art Curriculum

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Course Overview

Description

The AP Studio Art 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 craftsmanship of their ideas. Students will expand their drawing and two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. Students in this course will submit portfolios to the College Board for 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 also develop a body of work for the “Sustained Investigation” section of the portfolio that investigates an idea of personal interest to them. The five top pieces are selected for actual presentation in the “Selected Works” section of the portfolio. Students must choose to submit work either under the Drawing portfolio or the 2D Design portfolio. Each student will be working towards the completion of an individual portfolio of 24-26 pieces of art. This class will meet concurrently with the Honors Advanced Art Studio (Pre-AP) class.

Goals

This course aims to:

- Enable students to develop mastery with concept, composition and craftsmanship in visual arts.
- Enable students to develop mastery with advanced drawing and painting techniques.
- Enable students to develop mastery with advanced techniques to objectively render objects with an illusion of 3 dimensionality.
- Emphasize that art making is a continual process and the student must make informed decisions about his/her work.
- Develop analytical and critical thinking skills at an advanced level.
- Help students learn to analyze and discuss their own works with their peers and instructor.
- Teach students time management skills and care of art materials.
- Evaluate successful design ideas and learn how to incorporate that into personal work.
- Highlight artists (both contemporary and historical) and how they have used the visual arts for self-expression.
- Demonstrate advanced knowledge and understanding of Art History and other cultures of the world through various methods and techniques utilized in art making.
- Enhance students ability to reflect on art and art making processes through written artist statements. Students will also work specifically on writing a statement for their personal concentration section of their AP portfolio.
- Allow students the opportunity to develop a visual concentration of a personal idea through the visual arts. This investigation will be displayed through 12 works of art that will become the student’s “Sustained Investigation” section of their AP portfolio.
- Allow students to prepare for submission of their unique, individual AP Portfolio which will consist of three sections; the “Range of Approaches” section, the “Sustained Investigation” section and the “Selected Works” section.

Materials
<p>Core: There is no textbook used in this course, rather the teacher and students will utilize a wide variety of art supplies available to them, as appropriate for AP level projects.</p> <p>Supplemental: List of supplemental resources can be found here: https://docs.google.com/document/d/1vW311I1UNFC93S8kam9X3Z6lQjsH7NMgswti7b7MCjQ/edit</p>
Resources
Suggested Resources and Activities Page
Benchmark Assessments
<p>Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.</p>
<p style="text-align: center;"><u>Modifications and Adaptations for Special Needs Learners</u> (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p>

Unit 1 Overview
<p>Unit Title: One Word, Five Images</p>
<p>Unit Summary:</p> <p>Students will use one of their ideas for a concentration (from AP summer assignments) and take the main word from that idea. Students will create five works of art that depict aspects or themes from the word. Students will have a very strict/short time frame in which to create these five works of art. This pacing is to set the tone for the AP course and familiarize students with the fast pace and hard deadlines involved with a college level course. Finished pieces will be critiqued using the rubric used by the college board in evaluating final AP Studio Art portfolios.</p>
<p>Suggested Pacing: 6 lessons</p>
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can artists express literal language through visual images? • How do artists brainstorm ideas and conceptualize meaning? • How do artists use a variety of mediums to convey certain emotions or expressions? • What is composition in the visual arts? What makes a good composition? • Why is planning and balancing a composition necessary prior to creation of an artwork? • How do I manage my time to complete a design challenge with a specific deadline?
<p>Unit Enduring Understandings:</p>

- Artists are inspired by a wealth of sources and there are multiple possible outcomes for interpretation of an artwork.
- Working with deadlines and completing projects in a determined time frame is typical of design related jobs.
- The process of ideation - the formation of ideas or concepts - is important for artists and will aid students who must create a “concentration” later in AP Studio Art.
- A composition is an arrangement of elements of an artwork that unites the elements into one whole. There must be a balance between the drawn objects and the space around them.
- Students will discover their artistic voice through group discussions and individual reflection. This includes review and discussion of historical and contemporary artwork, both through images shared in the classroom and through visiting local galleries and museums.
- Students will critique and score artwork using AP scoring guidelines.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of 5 small works of art which are formed through the choice of a single word. The word chosen will reflect one possible idea for the “Sustained Investigation” section of the portfolio.
- A written artist statement describing how the 5 works of art reflect the idea or theme.
- A group peer critique which uses the same rubric as the AP readers use on the portfolio grading

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Brainstorm and sketch ideas with a one word prompt. The word used will be taken from summer assignment list of possible “Sustained Investigation” ideas.	Ideation - the formation of ideas or concepts will play an integral role in preparing for the AP Studio Art portfolio	Students must complete two sketchbook pages with ideas and possible mediums to use.	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1 lesson
Create five small works of art, in the medium of their choice, that reflect or visually define the word that was their prompt.	Creating various interpretations from one prompt and using the different kinds of media to express different sorts of moods or feelings.	Five small (no larger than 8 x 10”) works of art in various media	1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas	4 lessons
Learn time management skills and creation of an idea by a determined deadline	Students must present work through display in front of the whole class	Classmates will have to critique each other’s work and provide feedback about the solutions developed by the student artist.	1.3.8.D.2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate	1 lesson

			<p>tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p>	
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Unit 2 Overview

Unit Title: Analyzing and Writing about Visual Imagery

Unit Summary:

Students will become familiar with the AP Studio Art rubric for scoring portfolios. Students need to understand the objective way in which AP readers will be evaluating their portfolios to determine their final grade in the AP Studio Art course. Students will choose three artists from Art History and analyze their work according to the AP Rubric. Students will write an explanation for their grading on these bodies of artwork. Students will discuss these evaluations with their peers and come to conclusions about the merits of the work. Students will also create their own personal webpage for writing about their personal art and uploading professional quality images of their sketches and completed projects.

Suggested Pacing: 8 lessons

Learning Targets

Unit Essential Questions:

- What is the purpose of art?
- How do we evaluate visual arts?
- How makes good art good?
- What kinds of ideas and questions inspire artists? Inspire me?
- What makes a strong body of work in visual arts?
- How do artists investigate an idea through their visual images?
- What is an artist statement? Why is it important? What is it used for?
- How can I better communicate ideas through my art?

- How does the AP college board evaluate student portfolios and what can I do to best prepare my portfolio?
- How can I create a digital portfolio?
- How can I take photographs of my work so it looks professional and clear?

Unit Enduring Understandings:

- Visual artists are researchers. They investigate ideas and questions, not through words, but through visual images.
- Many artists have a body of work that focuses on ideas or questions that inspire them or force them to ask more questions.
- Art is a language that expresses ideas, moods, and feelings and the unique perceptions of the individual artist.
- Students will acknowledge and value themselves as artists, begin to develop a personal voice and aesthetic style, and become articulate critics of their own work and the work of others.
- Digital portfolios can be used to showcase an artist, apply to internships or colleges, or apply to art schools.
- The AP Studio Art portfolio is evaluated by an objective rubric.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- An analysis of a body of work from three selected artists from Art History.
- A student generated “score” for this body of work based on the AP Studio Art scoring rubric.
- Written explanations for the score of each artist’s work submitted through Google classroom.

Alternative Assessment:

- A verbal presentation to the class about the artists work and the explanation of the score. The class will discuss ideas about the score.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Students will research artists and select three who have a significant body of work to evaluate.	Ability to conduct digital research and find out more about artists from different time periods.	Students must select three artists who have a body of work that investigates an idea or question.	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1 lesson
Students will generate a score for each artist’s body of work based off the AP scoring guidelines. Students will be able to describe how the AP portfolio evaluation process works.	Familiarization with the AP scoring rubric and experience evaluating a work of art. Students will understand the components of the AP Portfolio.	Three final “scores” for each artist’s body of work.	1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. 1.1.12.D.1 Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1 lesson

Students will write an explanation for each scoring analysis of each artist's body of work.	Written analysis of works of art and their merit.	Students will read one of their evaluations to the class.	<p>1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.</p> <p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>1.2.12.A.1 Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>1.3.8.D.2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.</p> <p>1.3.12.D.2 Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.</p> <p>1.3.12.D.4 Artists interpret/render themes using traditional art media and methodologies as well as new art media</p> <p><i>Career Ready Practice Standards</i></p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><i>Technology Standards</i></p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers.</p> <p><i>English Language Arts Standards</i></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>	4 lessons
Students will create their own digital webpage in order to display their visual portfolio.	Begin to create digital artist portfolio by writing a personal philosophy about why art is important to them.	A written artist statement about why Art is important to the student. Students will share the webpage with the instructor.		2 lessons

Unit 3 Overview

Unit Title: Mastering a Range of Approaches

Unit Summary:

Students will use this part of the course to master a range of approaches in technique and design. Students will build off of work they started in Pre-AP Honors Advanced Art. Students will work on two assignments as a class, but then may work on individual assignments where needed. Focus should be on the successful and creative use of the elements and principles of design, as well as creative and expressive mark making. Students will experience a variety of specific concepts and specific approaches to specific mediums, problem-solving explorations, ideation, concepts, and subject matter to produce at least twelve diverse works. Students will explore mark making and the use of color and value to develop their ideas and compositions and style. Students are expected to demonstrate exploration, creative problem solving and higher level thinking modes throughout the development of their body of work.

Suggested Pacing: 40 lessons

Learning Targets

Unit Essential Questions:

- What qualities are necessary to have a successful “Range of Approaches” section of the AP Portfolio?
- How can artists creatively use the elements and principles of design to create interesting visual images?
- How can expressive use of line, color, value and space change the outcome of a work of art?
- How can choice of certain media express a feeling or mood in a work of art?
- How can perspective and point of view establish a successful composition?
- How can artists use concept, composition and craftsmanship to create their best works of art?
- What elements and principles of design are reflected in my work?

Unit Enduring Understandings:

- Art consists of a broad range of issues and media.
- Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth can be addressed through a variety of means
- Students will be able to submit 12 actual works in one or more media that demonstrates a variety of concepts and approaches in art.
- Students will develop a portfolio of college level art that shows evidence of mastery in concept, composition, and execution.
- Students will be able to reflect on their work and the work of others through formal and informal discussions.
- Students will be able to create a digital portfolio with statements about their intent on each work of art.

- Students will acknowledge and value themselves as artists, begin to develop a personal voice and aesthetic style, and become articulate critics of their own work and the work of others.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of 12 works of art that reflect a range of approaches that will meet the criteria for that section of the AP Studio Art Portfolio.
- Creation of a digital portfolio, with photographs of each work and an artist's statement to accompany each work. (Photos of sketches and work in progress may also help inform the digital portfolio)
- On going peer and instructor critiques of works for the Range of Approaches section of the portfolio.
- Submission of the "Range of Approaches" section of the AP Studio Art portfolio.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Draw the human figure from observation during several class periods. Using various media, students will create an overlapping design and ultimately a completed project based off these observational figure studies. (18" x 24")	Drawing from observation. Human Anatomy, Figure Drawing, Gestural drawings, Compositional creation.	Final Culminating Project based off of multiple figure drawings layered on top of each other during several observational drawing exercises.	1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. 1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.	10 lessons
Create a "power creature" that is half animal and half human. Students must use mixed media to create the creature.	Understanding of different cultures and their ideas of spiritual or power creatures and how they are represented visually. Using mixed media to create the final project.	Final work of art depicting the "power creature". Artist statement describing the artist intent and analyzing the success of the project. Group critique when complete.	1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	10 lessons
Create a realistic still life of musical instruments (or other objects with lots of parts and reflective pieces...ie tools) with mirrors. Students can choose the media that they feel best suits the mood they are looking for.	Observational Drawing skills, as well as composition creation. Focus on reflections and textures.	Final work of art of instrument still life. Artist statement describing the artist intent and analyzing the success of the project. Group critique when complete.	1.3.8.D.2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.	10 lessons
Using the list of suggestions for summer assignments, students will choose one assignment (that they did not complete over the summer) to complete for their portfolio.	Color Theory, Concept Development, Craftsmanship, Composition creation, and creative use of the elements and principles of design. Finalizing their 12 pieces for the "Range of Approaches" section.	Final work of art, with artist statement and digital photo. Completion of the "Range of Approaches" section.	1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of	10 lessons

			<p>artworks, without consideration of the artist.</p> <p><i>Career Ready Practice Standards</i></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><i>Technology Standards</i></p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers.</p> <p><i>English Language Arts Standards</i></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>	
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Unit 4 Overview

Unit Title: Sustained Investigation

Unit Summary:

The “Sustained Investigation” (formerly called the Concentration) section of the portfolio requires students to conduct a systematic investigation of a single idea/concept that is of personal relevance to the individual; developed through selected techniques, processes and resource exploration and culminating in a series of at least twelve works. The artwork is to be accompanied by a written reflection of the process and the evolution of the Concentration as a whole. Students will document and reflect on their concentration process in their sketchbooks and digital portfolios. Students will develop mastery in concept, composition, and craftsmanship in a portfolio of related communicative artworks. Each student will develop a different concentration and will be required to work independently on his/her idea. Each student is required to present, to the class and teacher, an action plan for the development and completion of his or her investigation.

Suggested Pacing: 50 lessons

Learning Targets

Unit Essential Questions:

- How do artists brainstorm ideas and conceptualize meaning?
- How does a concentration, a personal commitment to a specific visual idea or mode of working, facilitate processes of investigation, growth and discovery?
- How do artists create meaning through works of art?
- How do artists use visual imagery to ask questions or express ideas?

Unit Enduring Understandings:

- A concentration grows out of and demonstrates a plan of action or investigation in which the student has invested considerable time, effort and thought.
- A visual concentration is a body of closely related work's based on an individual's interest in a specific idea expressed visually.
- Working with deadlines and completing projects in a determined time frame is typical of design related jobs.
- The process of ideation - the formation of ideas or concepts - is important for artists.
- In order to document their artistic process, students will develop concepts through sketches. Students will also photograph their work in various stages of the creation process, including editing and sharing the final product.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Creation of 12 visual images that reflect the investigation by the artist of a personal idea or question that meets the requirements for the AP portfolio.
- Creation of a digital portfolio, with photographs of each work and an artist's statement to accompany each work. (Photos of sketches and work in progress may also help inform the digital portfolio)
- A group peer critique which uses the same rubric as the AP readers use on the portfolio grading.
- Submission of the "Sustained Investigation" section of the AP Studio Art portfolio.

Alternative Assessment:

- A written artist statement describing the idea, process and outcome of the artist's investigation.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Brainstorm ideas for the concentration. Students will use the list they started over the summer to	Ideation - the formation of ideas or concepts. Brainstorming and creating initial sketches.	Students must complete a proposal of their idea, including sketches. Students will present idea	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	2 lessons

identify and select an area to investigate.		to teacher and students and receive feedback.	1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.	
Create 12 works of art that investigate an idea or question of personal relevance to the student.	Color Theory, Concept Development, Craftsmanship, Composition creation, and creative use of the elements and principles of design. Finalizing their 12 pieces for the “Sustained Investigation” section.	12 works of art with an artist statement that reflects the idea and the process of the investigation.	1.2.12.A.2 Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. 1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm /movement.	45 lessons
Display the finished “Sustained Investigation” pieces for peer and instructor critique	Students must present work through display in front of the class. In addition, one on one critiques with the teacher.	A “score” from the class as well as anonymous faculty who will rate the portfolio work using the AP rubric.	1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem. 1.3.12.D.5 Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. 1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. <i>Career Ready Practice Standards</i> CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. <i>Technology Standards</i> 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers.	3 lessons

Unit 5 Overview

Unit Title: Quality & Visual Exhibit

Unit Summary:

The end of the AP Studio art course will focus on selecting the five works that must be sent directly to the AP College Board. Students will need to prepare the works, including matting or mounting the works and protecting and packing. In addition, students will begin finalizing their digital portfolios for the other two sections of the portfolio. Students will also be required to create an exhibit of their AP portfolios for the school community. The works must be ready to hang and also include an the artist statement which reflects the ideas of the student.

Suggested Pacing: 20 lessons

Learning Targets

Unit Essential Questions:

- How do artists present their work in a manner that enhances the quality of the image?
- What tools do artists need to present their work in a professional manner?
- How can matting or mounting an artwork enhance the art?
- How can artists photograph their work in the best light?
- How can artists ensure their work is seen as they intended it to be seen?
- Is the intention of the artist more or less important than the interpretation of the person who is experiencing the art?
- What is a curator? What are the responsibilities and obligations of the profession of museum or gallery curator.

Unit Enduring Understandings:

- Artists must know how to present and market their artwork.
- Part of a professional artist's job is to display or exhibit their work in a meaningful way.
- Display of a visual artwork is an important component of communicating the work to an audience.
- Museum or Gallery curators create and organize exhibits of visual art.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Preparation of 5 works of art to be sent directly to the AP College Board for evaluation in the "Selected Works" section of the portfolio.
- Submission of the "Selected Works" section of the AP Studio Art portfolio.
- Preparation of finalized digital portfolio of the "Range of Approaches" and "Sustained Investigation" portions of the AP portfolio submission.

- Preparation of the student's AP portfolio for display, including an artist statement to accompany it.
- Students will prepare and hang an exhibit of their work, either in the school community or at the Teen Art Gallery.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Select and prepare 5 works of art for the "Quality" section of the AP Portfolio.	Learning about matting and mounting works of art and preparing the works for display.	Five finished pieces to be included as "Selected Works" prepared for mailing to the AP College Board.	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.	7 lessons
Manage the digital display of their entire AP portfolio and prepare it for submission to the college board.	Finalize digital portfolio for "Range of Approaches" and "Sustained Investigations". Make any necessary edits and attach artist statements where necessary.	12 works for the "Investigation" section and 12 works for the "Range of Approaches" section - all works photographed digitally and uploaded to AP website.	1.2.12.A.2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. 1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm / movement. 1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	7 lessons
Curate a display of their completed AP Portfolio for the school community.	Preparation of display of all artworks. Written artist statement describing the body of work created by the students and titles for each piece.	Preparation of a gallery exhibit, attendance at the gallery and a written artist statement hung with the visual works.	1.3.12.D.5 Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. 1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. <i>Career Ready Practice Standards</i> CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. <i>Technology Standards</i> 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers.	6 lessons