

# Curriculum Management System

## MONROE TOWNSHIP SCHOOLS

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**Course Name:** Advanced Placement Studio Art- Drawing

**Grade:** 12

*For adoption by all regular education programs  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy # 2220.*

*Board Approved: <Type Date Here>*

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## Monroe Township Schools Administration and Board of Education Members

### ADMINISTRATION

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**Dr. Jeff C. Gorman, Assistant Superintendent**

### BOARD OF EDUCATION

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**Mr. Ken Chiarella, Board Vice President**  
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**Mr. Ira Tessler**  
**Jamesburg Representative**  
**Ms. Patrice Faraone**

### WRITERS NAME

**Mark Wetzel**

### CURRICULUM SUPERVISOR

**Robert Mele**

## **Mission, Vision, Beliefs, and Goals**

### **Mission Statement**

**The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.**

### **Vision Statement**

**The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.**

### **Beliefs**

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

### **Board of Education Goals**

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

## Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>

## Scope and Sequence

Quarter 1	
Unit Topics(s)	
<p>Unit 1 – Portfolio Requirements</p> <p>I. Portfolio Requirements</p> <ol style="list-style-type: none"> <li>Quality</li> <li>Concentration</li> <li>Breadth</li> <li>Advanced Placement Studio Art Website</li> <li>Helpful tools for students</li> <li>Student Samples with Rationale</li> <li>Digital Submission</li> </ol> <p>Unit 2- Breadth</p> <p>II. Summer Breadth Assignments(1-3) and Past Work</p> <ol style="list-style-type: none"> <li>Critique prior student work to find artwork that can be included</li> <li>Critique Summer Assignments(Breadths #1,2 &amp;3)</li> <li>Concentration Ideas Critique</li> </ol>	<p>III. Breadth assignment #4-</p> <ol style="list-style-type: none"> <li>The work in this section should show evidence of conceptual, perceptual and expressive development, as well as technical Skill.</li> <li>Critique</li> <li>Photograph Work</li> </ol> <p>Unit 3- Concentration</p> <p>V. Concentration #1, 2, 3 and 4 of 12</p> <ol style="list-style-type: none"> <li>A concentration is a body of related works that demonstrates a students commitment to the thoughtful investigation of a specific visual idea</li> <li>Critique</li> <li>Photograph Work</li> <li>Quarter 1 Checkpoint</li> <li>AP Portfolio Checklist</li> <li>Edit Digital images of Work</li> </ol>

Scope and Sequence

Quarter 2

Unit Topic(s)

Unit 2- Breadth

- I. Breadth assignment #5-
  - a. The work in this section should show evidence of conceptual, perceptual and expressive development, as well as technical Skill.
  - b. Critique
  - c. Photograph Work

Unit 3- Concentration

- II. Concentration #5, 6, 7, and 8 of 12
  - a. A concentration is a body of related works that demonstrates a students commitment to the thoughtful investigation of a specific visual idea
  - b. Critique
  - c. Photograph Work

- III. Quarter 2 Checkpoint
  - a. AP Portfolio Checklist
  - b. Edit Digital images of Work

## Scope and Sequence

Quarter 3	
Unit Topic(s)	
<p>Unit 2- Breadth</p> <p>I. Breadth assignment #5-</p> <ul style="list-style-type: none"><li>a. The work in this section should show evidence of conceptual, perceptual and expressive development, as well as technical Skill.</li><li>b. Critique</li><li>c. Photograph Work</li></ul> <p>Unit 3- Concentration</p> <p>II. Concentration #9, 10, 11, and 12 of 12</p> <ul style="list-style-type: none"><li>a. A concentration is a body of related works that demonstrates a students commitment to the thoughtful investigation of a specific visual idea</li><li>b. Critique</li><li>c. Photograph Work</li></ul>	<p>III. AP Student Accounts</p> <ul style="list-style-type: none"><li>a. Set Up Student Account on the AP Website for digital submission</li><li>b. Digital Submission demonstration</li><li>c. Students begin to upload final images</li></ul> <p>IV. Quarter 3 Checkpoint</p> <ul style="list-style-type: none"><li>a. AP Portfolio Checklist</li><li>b. Edit Digital images of Work</li></ul>



## Scope and Sequence

Quarter 4	
Unit Topic(s)	
<p>Unit 4- Quality</p> <p>I. Editing Work</p> <ul style="list-style-type: none"><li>a. Students make revisions and adjustments with artistic mediums as well as computer editing software</li><li>b. Photograph work- Retake photographs of work where necessary</li></ul> <p>II. Commentation- Students answer questions regarding their artwork as part of the portfolio requirement</p> <ul style="list-style-type: none"><li>a. Rough Draft</li><li>b. Final copy</li></ul> <p>III. Digital Submission- a digital web-based submission process is used for the Concentration and Breadth sections of the Drawing Portfolio.</p> <ul style="list-style-type: none"><li>a. Students submit work</li><li>b. Forward Portfolio to Teacher</li><li>c. Teacher submits the portfolios to the CollegeBoard.</li></ul>	<p>Unit 5- Exhibiting Artwork</p> <p>IV. AP Portfolio Exhibit</p> <ul style="list-style-type: none"><li>a. Students work Collaboratively</li><li>b. Display their Artwork in the Student Art Gallery</li></ul> <p>V. Public Artwork</p> <ul style="list-style-type: none"><li>a. Students create a Large-scale artwork to be displayed in the school after they graduate.</li></ul>

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b> Students will understand that the AP Portfolio is made up of three sections and demonstrate understanding of all three components.</p> <p>Students will understand the requirements of the artwork to be submitted. (Size, Mediums, orientation)</p> <p>Students will understand the submission and scoring process of the AP Studio Art Portfolio.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Understand the various requirements of the Advanced Placement Studio Art Portfolio.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i> The Quality Section refers to the mastery of design principles that should be apparent in the concept, composition, and execution of the works whether they are simple or complex.</p> <p>The Concentration section is a body of related works that demonstrates a student's commitment to the thoughtful investigation of a specific visual idea.</p> <p>The Breadth section should show evidence of conceptual, perceptual and expressive development, as well as technical skill.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do I experience visual art as a viewer?</p> <p>How does visual art relate to me, to others and the world?</p> <p>What is the message in a work of visual art?</p> <p>How do artists create mood or feelings visually?</p> <p>How does art expand and enhance our thinking?</p> <p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i> The Quality Section requires 5 physical works that will be sent to the AP Demonstrating a their mastery of the elements and Principles of Design. The Concentration section requires 12 digital</p>	<p><i>Students will be skilled at...</i> Using the Elements and Principles of design to communicate their artistic voice in the creation of artwork. Using materials and methods with fine craftsmanship to create polished artworks.</p>

	images of their work submitted online to their portfolio. The works should be related and explore a specific visual idea. The Breadth section requires 12 digital images of their work submitted online that shows evidence of conceptual, perceptual and expressive development as well as technical skill	Understanding the requirements of the AP Studio Art Portfolio.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Design/composition  Creativity/Technique  Craftsmanship  Work Habits  Participation	PERFORMANCE TASK(S): Effectively applying and explaining successful usage of learned skills and techniques. Showing evidence of non-dominant skills, in terms of their impact on overall composition. Teacher observations of the artistic process, planning, use of materials, work habits and safety procedures.	
Proficient in critiqueing an artwork Knowledgeable of related skills and information	OTHER EVIDENCE: Identifying areas of the portfolio in need of improvement. Building Sketchbook ideas	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Students are introduced to the requirements of the Advanced Placement Studio Art – Drawing Portfolio. Students and teachers will discuss the specifics of each section considering artwork/medium requiremens, sizes of works, etc, Discussion of Artistic Integrity, ethics and Plagiarism. Students walk through the class calendar with the teacher discussing important due dates, critique dates, and Submission deadlines. Students will learn about the resources of the AP Studio Art website. Including where to find sample portfolios with scoring and rationale.		

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more <a href="#">art mediums</a> that demonstrates mastery of <a href="#">visual literacy</a>, methods, techniques, and cultural understanding.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Utilize the Elements and Principles of Design for the creation of 12 works to be included in the Breadth section.</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The Elements and Principles of Design are the vehicle for their artistic “voice” in the creation of an artwork.</p> <p>Just how color or line can have expressive qualities, so can the way a medium is applied. The artistic process requires problem-solving skills .</p> <p>Artists can push the boundaries for what is typically considered acceptable in a culture or society.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What makes art appealing?</p> <p>Does artwork need to be polished and neat?</p> <p>How do I use my personal experiences to create art?</p> <p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The Elements of Art and Principles of Design contribute to a high quality composition.</p> <p>Applying various techniques and methods on the same artistic medium can result in a different outcome.</p> <p>Self Reflection and Critique are crucial to the artistic process and necessary for artistic growth.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying which elements of Art and Principles of Design are being used in an artwork.</p> <p>Utilizing the Elements of Art and Principles of Design to control the mood or feeling in their work and as a vehicle for expression.</p> <p>Stating their artistic thought process and reflection.</p> <p>Using materials in a professional manner.</p>

	<p>There is an appropriate way to use professional art materials.</p> <p>Effective artists constantly adapt to the various media in which they work.</p> <p>Different artistic mediums can impact artistic styles and processes</p>	<p>Displaying Strong craftsmanship.</p> <p>Addressing details through observation- Texture, Value, Form, Proportion, etc.</p> <p>Working with a variety of mediums.</p>
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Design/composition</p> <p>Creativity/Technique</p> <p>Craftsmanship</p> <p>Work Habits</p> <p>Participation</p>	<p>PERFORMANCE TASK(S):</p> <p>Utilizing the Elements of Art and Principles of Design in the execution of a polished artwork.</p> <p>Effectively applying and explaining successful usage of learned skills and techniques.</p> <p>Showing evidence of non-dominant skills, in terms of their impact on overall composition.</p> <p>Teacher observations of the artistic process, planning, use of materials, work habits and safety procedures.</p>
<p>Proficient in critiqueing an artwork</p> <p>Knowledgeable of related skills and information</p>	<p>OTHER EVIDENCE:</p> <p>Self Asuming their ability with learned skills and techniques.</p> <p>Identifying areas of the portfolio in need of improvement.</p> <p>Building Sketchbook ideas</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

The Breadth section of the Advanced Placement Studio Art portfolio requires 12 works. To get a head start students are given a summer assignment where they must complete three artworks to bring in at the start of their AP course. Along with these three works, students are to bring in work from previous years or from self exploration to determine what can be included in the portfolio. Students have the freedom of the content of their artworks, but may also choose from a list of options provided. They are required to bring the work in to school for their first formal critique. After the critique the works will be photographed and the students must edit the digital image to best represent the artwork.

Throughout the year the students will be required to complete one more Breadth project each Marking Period. The students work in this section should demonstrate understanding of the principles of design and Elements of Art. Students must be actively engaged with these concepts while thoughtfully composing their art. The work in this section should show evidence of conceptual, perceptual and expressive development as well as technical skill. There will be critiques throughout the year accompanying the submission of the Breadth artworks. Once a work is completed it will be photographed and saved for digital submission.

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more <b>art mediums</b> that demonstrates mastery of <b>visual literacy</b>, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the <b>art media, art mediums</b>, and techniques used.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Utilize the Elements of Art and Principles of Design for the creation of 12 related works that demonstrates a students commitment to the thoughtful investigation of a specific visual idea.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>The Elements and Principles of Design are the vehicle for their artistic “voice” in the creation of an artwork.</p> <p>Just how color or line can have expressive qualities, so can the way a medium is applied.</p> <p>The artistic process requires problem-solving skills .</p> <p>Artists can push the boundaries for what is typically considered acceptable in a culture or society.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How can two artworks be related?</p> <p>What is visual exploration?</p> <p>How do I use my personal experiences to create art?</p> <p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p> <p>How do we use materials to make an artistic statement?</p> <p>How do artists choose tools, techniques, and material to express their ideas?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The Elements of Art and Principles of Design contribute to a high quality composition.</p> <p>Applying various techniques and methods on the same artistic medium can result in a different outcome.</p> <p>Self Reflection and Critique are crucial to the</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying which elements of Art and Principles of Design are being used in an artwork.</p> <p>Utilizing the Elements of Art and Principles of Design to control the mood or feeling in their work and as a vehicle for expression.</p> <p>Stating their artistic thought process and</p>

	<p>artistic process and necessary for artistic growth.</p> <p>There is an appropriate way to use professional art materials.</p> <p>Effective artists constantly adapt to the various media in which they work.</p> <p>Different artistic mediums can impact artistic styles and processes.</p> <p>A concentration is a body of work that explores a particular visual idea.</p>	<p>reflection.</p> <p>Creating an artistic voice and developing a personal style.</p> <p>Creating a body of work that is conceptually connected exploring a particular visual idea.</p> <p>Choosing appropriate mediums relevant to a particular visual idea.</p> <p>Using materials in a professional manner.</p> <p>Displaying Strong craftsmanship.</p> <p>Addressing details through observation- Texture, Value, Form, Proportion, etc.</p> <p>Working with a variety of mediums.</p>
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Design/composition</p> <p>Creativity/Technique</p> <p>Craftsmanship</p> <p>Work Habits</p> <p>Participation</p>	<p>PERFORMANCE TASK(S):</p> <p>Utilizing the Elements of Art and Principles of Design in the execution of a polished artwork.</p> <p>Effectively applying and explaining successful usage of learned skills and techniques.</p> <p>Showing evidence of non-dominant skills, in terms of their impact on overall composition.</p> <p>Teacher observations of the artistic process, planning, use of materials, work habits and safety procedures.</p>
<p>Proficient in critiqueing an artwork</p> <p>Knowledgeable of related skills and information</p>	<p>OTHER EVIDENCE:</p> <p>Self Assessing their ability with learned skills and techniques.</p> <p>Identifying areas of the portfolio in need of improvement.</p> <p>Building Sketchbook ideas</p>



### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

The Concentration section of the AP Studio Art Portfolio requires a body of 12 related works that demonstrates a student's commitment to the thoughtful investigation of a specific visual idea. Students will look at sample student concentrations as well as perform collaborative learning activities to help them find an area of exploration for this body of work. The medium, size of work, content, etc. is decided by the student. Four artworks will be required for the first three marking periods, giving the student 12 works to submit to the portfolio. Critiques will be on-going as well as teacher-student interviews to track student progress.

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more <b>art mediums</b> that demonstrates mastery of <b>visual literacy</b>, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the <b>art media, art mediums</b>, and techniques used.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of 2-dimensional and 3-dimensional artworks in multiple art media and interpret themes and symbols suggested by the artworks.</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>Utilize their knowledge of the Elements of Art and Principles of Design to choose 5 works that best portray their mastery of skill to include in the quality section of the AP Studio Art Portfolio.</p>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>The Elements and Principles of Design are the vehicle for their artistic “voice” in the creation of an artwork.</p> <p>Just how color or line can have expressive qualities, so can the way a medium is applied.</p> <p>The artistic process requires problem-solving skills.</p> <p>Artists can push the boundaries for what is typically considered acceptable in a culture or society.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What makes an artwork appealing?</p> <p>How do I use my personal experiences to create art?</p> <p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p> <p>How do we use materials to make an artistic statement?</p> <p>How do artists choose tools, techniques, and material to express their ideas?</p>
	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p>The Elements of Art and Principles of Design contribute to a high quality composition.</p> <p>Applying various techniques and methods on the same artistic medium can result in a different outcome.</p> <p>Self Reflection and Critique are crucial to the artistic process and necessary for artistic</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying which elements of Art and Principles of Design are being used in an artwork.</p> <p>Utilizing the Elements of Art and Principles of Design to control the mood or feeling in their work and as a vehicle for expression.</p> <p>Stating their artistic thought process and reflection.</p>

	<p>growth.</p> <p>There is an appropriate way to use professional art materials.</p> <p>Effective artists constantly adapt to the various media in which they work.</p> <p>Different artistic mediums can impact artistic styles and processes</p>	<p>Using materials in a professional manner. Displaying Strong craftsmanship.</p> <p>Addressing details through observation- Texture, Value, Form, Proportion, etc.</p> <p>Working with a variety of mediums.</p>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Design/composition</p> <p>Creativity/Technique</p> <p>Craftsmanship</p> <p>Work Habits</p> <p>Participation</p>	<p>PERFORMANCE TASK(S):</p> <p>Utilizing the Elements of Art and Principles of Design in the execution of a polished artwork. Effectively applying and explaining successful usage of learned skills and techniques. Showing evidence of non-dominant skills, in terms of their impact on overall composition. Teacher observations of the artistic process, planning, use of materials, work habits and safety procedures.</p>	
<p>Proficient in critiqueing an artwork</p> <p>Knowledgeable of related skills and information</p>	<p>OTHER EVIDENCE:</p> <p>Self Assessing their ability with learned skills and techniques. Identifying areas of the portfolio in need of improvement. Building Sketchbook ideas</p>	
Stage 3 – Learning Plan		

*Summary of Key Learning Events and Instruction*

The Quality section of the AP studio Art Portfolio refers to the mastery of design principles that must be apparent in the concept, composition and execution of the works whether they are simple or complex. Students can choose any 5 works they have created to include in this section. They can come from the concentration or breadth sections, or from art classes or endeavors from previous years. These 5 works will be sent to the CollegeBoard in the supplied portfolio and returned to the students at a later date.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more <b>art mediums</b> that demonstrates mastery of <b>visual literacy</b>, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the <b>art media, art mediums</b>, and techniques used.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of 2-dimensional and 3-dimensional artworks in multiple art media and interpret themes and symbols suggested by the artworks.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with fellow classmates to exhibit their work in an “AP Studio Art Exhibit”</p> <p>Create a large scale public artwork to be displayed in the school.</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The Elements and Principles of Design are the vehicle for their artistic “voice” in the creation of an artwork.</p> <p>Strong presentation exhibits strong craftsmanship.</p> <p>Artists can push the boundaries for what is typically considered acceptable in a culture or society.</p> <p>The way that an artwork is presented can affect how it is interpreted.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why exhibit artwork?</p> <p>How do I use my personal experiences to create art?</p> <p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p> <p>How do we use materials to make an artistic statement?</p> <p>How do artists choose tools, techniques, and material to express their ideas?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The Elements of Art and Principles of Design contribute to a high quality composition.</p> <p>Applying various techniques and methods on the same artistic medium can result in a different outcome.</p> <p>Self Reflection and Critique are crucial to the</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying which elements of Art and Principles of Design are being used in an artwork.</p> <p>Collaborating with classmates to share and agree on ideas.</p> <p>Matting artworks for presentation.</p>

	<p>artistic process and necessary for artistic growth.</p> <p>There is an appropriate way to use professional art materials.</p> <p>Effective artists constantly adapt to the various media in which they work.</p> <p>Different artistic mediums can impact artistic styles and processes</p>	<p>Hanging artworks.</p> <p>Creating a student art exhibit.</p> <p>Stating their artistic thought process and reflection.</p>
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Design/composition</p> <p>Creativity/Technique</p> <p>Craftsmanship</p> <p>Work Habits</p> <p>Participation</p>	<p>PERFORMANCE TASK(S):</p> <p>Utilizing the Elements of Art and Principles of Design in the execution of a polished artwork.</p> <p>Effectively applying and explaining successful usage of learned skills and techniques.</p> <p>Showing evidence of non-dominant skills, in terms of their impact on overall composition.</p> <p>Teacher observations of the artistic process, planning, use of materials, work habits and safety procedures.</p>
<p>Proficient in critiqueing an artwork</p> <p>Knowledgeable of related skills and information</p>	<p>OTHER EVIDENCE:</p> <p>Self Assessing their ability with learned skills and techniques.</p> <p>Identifying areas of the portfolio in need of improvement.</p> <p>Building Sketchbook ideas</p>

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

Following the submission of the AP Portfolio, the students will be required to collaborate on exhibiting their work. Students have total freedom on how they would like the work to be displayed and are required to mat, frame and hang their work in the student gallery. Also, students will be required to submit an idea for a large scale public artwork to be displayed in the school for years to follow. The students will use the remainder of the year as time to complete this work. The content, concept, materials, and style of the work is entirely up to the student, but the setting in which the work will be displayed must be considered and addressed in the design.

Stage 1 Desired Results		
ESTABLISHED GOALS <type here>	<b>Transfer</b>	
	Students will be able to independently use their learning to... <type here>	
	<b>Meaning</b>	
	UNDERSTANDINGS Students will understand that... <type here>	ESSENTIAL QUESTIONS <type here>
	<b>Acquisition</b>	
	Students will know... <type here>	Students will be skilled at... <type here>
Stage 2 - Evidence		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	
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Stage 3 – Learning Plan		
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## Benchmark Assessment Quarter 1

1. Students will demonstrate an understanding of the proper usage of tools and materials.
2. Students will become aware of the requirements for each of the Advanced Placement Studio Art Portfolios.
3. Students will be able to evaluate and analyze their current art portfolio, whereby assessing their needs for further portfolio development.
4. Students will be able to develop and pursue a particular idea or issue that represents a single theme.
5. Students will be able to develop his/her concentration projects using a medium of his/her choice.
6. Students will be able to respond to specific questions when writing commentary for his/her concentration project.
7. Students will be able to photograph all artwork in preparation for his/her AP Studio Art portfolio.
8. Students will be able to critique his/her AP studio Art Portfolio and the works of others
9. Students will be able to assemble his/her AP Studio Art portfolio for submission to the College Board in May.
10. Students will demonstrate an understanding of appropriate vocabulary and properly use it in their verbal and written work.
11. Students will demonstrate a mastery of the Elements of Art.
12. Students will demonstrate a mastery of the Principles of Design.
- 13.





## Benchmark Assessment Quarter 2

1. Students will demonstrate an understanding of the proper usage of tools and materials.
2. Students will become aware of the requirements for each of the Advanced Placement Studio Art Portfolios.
3. Students will be able to evaluate and analyze their current art portfolio, whereby assessing their needs for further portfolio development.
4. Students will be able to develop and pursue a particular idea or issue that represents a single theme.
5. Students will be able to develop his/her concentration projects using a medium of his/her choice.
6. Students will be able to respond to specific questions when writing commentary for his/her concentration project.
7. Students will be able to photograph all artwork in preparation for his/her AP Studio Art portfolio.
8. Students will be able to critique his/her AP studio Art Portfolio and the works of others
9. Students will be able to assemble his/her AP Studio Art portfolio for submission to the College Board in May.
10. Students will demonstrate an understanding of appropriate vocabulary and properly use it in their verbal and written work.
11. Students will demonstrate a mastery of the Elements of Art.
12. Students will demonstrate a mastery of the Principles of Design.
- 1.



## Benchmark Assessment Quarter 3

1. Students will demonstrate an understanding of the proper usage of tools and materials.
2. Students will become aware of the requirements for each of the Advanced Placement Studio Art Portfolios.
3. Students will be able to evaluate and analyze their current art portfolio, whereby assessing their needs for further portfolio development.
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- 1.
- 2.



## Benchmark Assessment Quarter 4

1. Students will demonstrate an understanding of the proper usage of tools and materials.
2. Students will become aware of the requirements for each of the Advanced Placement Studio Art Portfolios.
3. Students will be able to evaluate and analyze their current art portfolio, whereby assessing their needs for further portfolio development.
4. Students will be able to develop and pursue a particular idea or issue that represents a single theme.
5. Students will be able to develop his/her concentration projects using a medium of his/her choice.
6. Students will be able to respond to specific questions when writing commentary for his/her concentration project.
7. Students will be able to photograph all artwork in preparation for his/her AP Studio Art portfolio.
8. Students will be able to critique his/her AP studio Art Portfolio and the works of others
9. Students will be able to assemble his/her AP Studio Art portfolio for submission to the College Board in May.
10. Students will demonstrate an understanding of appropriate vocabulary and properly use it in their verbal and written work.
11. Students will demonstrate a mastery of the Elements of Art.
12. Students will demonstrate a mastery of the Principles of Design.
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