

# El Monte Union High School District

## Course Outline

**High School \_\_\_\_\_ District \_\_\_\_\_**  
(currently offered at Rosemead)

<p>Studio Art Title: <u>2D Design Portfolio AP</u></p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** <u>X</u> Honors** _____</p> <p>Department: <u>Art</u></p> <p>Grade Level (s): <u>11, 12</u></p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>( ) English</p> <p>(X) Fine Arts</p> <p>( ) Foreign Language</p> <p>( ) Health &amp; Safety</p> <p>( ) Math</p> <p>( ) Physical Education</p> <p>( ) Science</p> <p>( ) Social Science</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Department/Cluster Approval	Date																	
_____	_____																	
_____	_____																	
_____	_____																	
_____	_____																	
_____	_____																	
_____	_____																	
_____	_____																	

\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

### 1. Prerequisite(s):

An A or B in ART 1P and/or teacher's approval.

### 2. Short description of course which may also be used in the registration manual:

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking.

**3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results): (the following ESLRS may be replaced by corresponding site ESLRS)**

**(A) ACADEMIC ACHIEVERS** who

- Exhibit good study and work habits and effectively use time and time management skills.  
*Student will have weekly deadline to create and produce assignments.*
- Successfully complete assigned tasks through independent study or research practice projects.  
*Students are responsible for their work, and must treat the class as a job.*
- Develop an appreciation for lifelong learning.  
*Students will utilize the foundations of fine art. They will learn to appreciate and continue to further their knowledge and understanding for the arts.*

**(B) RESPONSIBLE CITIZENS** who

- Are able to work in collaborative groups to produce an outcome in a timely manner.  
*Working with fellow students and instructors, students will participate in group critiques and help are encouraged to help one another with projects and assignments*
- Display knowledge of cultural diversity and foster tolerance for individual differences through classroom and co-curricular cooperation.  
*Assignments and projects vary but usually involve ethnic and pop culture subject matters. Students need to have background knowledge and understanding of topic to complete assignments.*
- Demonstrate the ability to compromise.  
*Through group critiques students will learn to listen to suggestions and apply them to their work.*
- Enhance their lives through an appreciation and support of the arts.  
*Principles of Art and Elements of Design are essential keys to completing each project designed on the computer or done by hand.*

**(C) HEALTHY INDIVIDUALS** who

- Display appropriate personal hygiene.  
*Students will be advised to wash their hands before an after use of computer and any other equipment to help the spread of germs.*

**(D) PROFICIENT TECHNOLOGY USERS** who

- Demonstrate competency in the use of computers and their applications.  
*All assignments will use the computer and its applications to develop and produce their artwork*
- Demonstrate competency in the use of technological devices.  
*Use of scanners, printer, flash drives, external hardware and digital camera will be used by all students throughout the course.*

**(E) EFFECTIVE COMMUNICATORS** who

- Effectively read, write, listen, speak and understand the English language.  
*Students will use standard English while utilizing technology to develop their projects on the computer.*

**(F) COMPLEX THINKERS** who

- Utilize creative analytical thinking.  
*Students will be designing artwork that requires them to take their original idea and transfer that idea onto the computer.*

**4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:**

Cooperative Learning: groups as clients and providers  
 Visual Learning Methods: projection demonstrations of procedures , hands on learning, directions with pictures and written instructions, and other methods that require kinesthetic response to visual and /or auditory instruction.  
 Instructor: CLAD credential preferred or SDAIE authorization

**5. Describe the interdepartmental articulation process for this course:**

Students will utilize the foundations of industrial technology, English and math skills to compose each project designed by the student. The use of the computer is essential to most assignments, as well as a written statement about their artwork. Math skills are used to proportion and adjust the image sizes.

**6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

Students will utilize the academic concepts of fine art and the vocational concepts of computer graphics for each project designed. Work-based Client/Provider issues and scenarios are applied to each project to prepare students for career related concepts, problems, and issues.

**7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

A. Textbook(s) and Core Reading(s):

Graphic Design Portfolio-BUILDER, 2006 Sessions, Online School of Design,  
 Peachpit Press, Berkeley, California

B. Supplemental Materials and Resources:

Computer manuals, tutorials, instructional videos, site-licensed software, and additional resource books:  
 Gertler, Nat, Project Photoshop  
 Davis, Dayton, The Photoshop 4 Wow! Book  
 Adobe Press, Adobe Photoshop CS2 Classroom in a Book  
 Kelby, Scott; Nelson, Felix, Photoshop CS2 Killer Tips  
 Adobe Press, Adobe Illustrator CS2 Classroom in a Book  
 Cross, Dave; Kloskowski, Matt, Illustrator CS2 Killer Tips  
 Steuer, Sharon, The Adobe Illustrator CS2 Wow! Book  
 Penston, George, Adobe Creative Suite 2 How-Tos

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Computers, printers, CD burners, scanners, computer projectors, TV's, DVD player, digital cameras, digital video recorder, mat-cutter, paints, canvas, drawing tablets.

**8. Objectives of Course; Unit Detail (Including Projects, Activities & Duration of Units);  
References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics;  
Minimal Attainment for Student to Pass**

**A. Objectives: 2D Design Portfolio:**

Section I: Quality

For this section, students are asked to submit five actual works in one or more media. Students should carefully select the works that demonstrate their highest level of accomplishment in 2-D design.

Section II: Concentration

For this section, 12 works must be submitted, some of which may be details. Regardless of the content of the concentration, the works should be unified by an underlying idea that has visual and/or conceptual coherence. The choices of technique, medium, style, form, subject, and content are made by the student, in consultation with the teacher.

Section III: Breadth

For this section, students must submit a total of 12 works of 12 different works. Detail slides may NOT be included. This section requires slides of 12 works in which the elements and principles of two-dimensional design are the primary focus; students are asked to demonstrate that they are thoughtfully applying these principles while composing their art.

**B. Unit Detail Including Projects and Activities Include Durations of Units:**

The following lessons are to be taught in a lecture/lab environment. Students are required to take notes on the lectures and demonstrations. The notebook will help them retain the technical information that is given. A sketchbook is also required from students, filled with drawings, and thought processes of all designs. The notebook and sketchbook must be turned in for a grade.

<b>Week of</b>	<b>Assignment / Procedure</b>	<b>Assessment</b>
1	Discussion of AP requirements. Review summer assignments –Sketchbook	Individual discussions and group critique
2	<b>Emotion Poster: Typography</b> Design a poster about an emotion <u>without</u> using any pictures, only type. You may only use your word (emotion) once in your image. Research Typography, look at posters that only use type. That means color, size, emphasis, etc... become very important to your artwork. What kind of colors, fonts, shapes/lines best describe your emotion?	Group Critique
3	<b>Create Symbols that Portray Our Lifestyle</b> Create a symbolic message using graphic designs and images to be carried aboard a spaceship and directed to other forms of intelligent life in the universe. Use the symbols to tell such things as who we are, what we look like, what we do, the things we have created, the places we live in, the technology, science, games, inventions, sports, transportation systems, dances, and so on, that are	Individual discussions and group critique

	part of our world.	
4	<b>Illustrate a Children's Book/ Poem</b> Pick form a list of children's books or poems and illustrate a page from the book/poem, or a chapter from the book.	Individual discussions and group critique
5	<b>Artists/Movements</b> Do a portrait, self-portrait, landscape, or still-life in the style of another artist in which formal aspects of design are emphasized—i.e. Monet/ Impressionism, Matisse/Fauvism, Picasso/Cubism, Warhol/Pop, Dali/ Surrealism, Van Gogh/Postimpressionism, etc. You may have to do a bit of research to understand the stylistic tendencies of these artists/movements.	Individual discussions and group critique
6	<b>Collage</b> Do some exploration with mixed media. Do a piece (portrait, self-portrait, landscape, or still-life) in which you use at least three different media—i.e., digital imaging (Photoshop), a wet medium(paint), a dry medium (color pencils), and some collage elements.	Individual discussions and group critique
7	<b>Perspectives</b> Find an area on campus and draw a perspective drawing of it. Hallways, classrooms, etc... Find a spot on the floor to sit and draw that area from that perspective.	Individual discussions and group critique
8	<b>Color Theory</b> Do a portrait, self-portrait, still-life, or landscape using either a complementary, analogous, or split-complementary color scheme (you may use black and white as well as shades and tints of the chosen hues).	Individual discussions and group critique
9	<b>Magazine Cover</b> Pick a magazine and redo it's cover. Use the same font as the magazine uses. Match it's style. You must take all photographs that will go on the front cover. Create headlines and bylines that would be featured in the magazine.	Individual discussions and group critique
10	<b>Political Poster</b> What is consider controversial in society? What is unpopular or sparks debate whenever it's mention? Create a poster either for or against the subject matter you choose.	Individual discussions and group critique

11	<b>Business Logo</b> Find an established business, or makeup a business and create a logo for the company. Create a four color, a two color, and a one color design from your same logo.	Individual discussions and group critique
12	<b>Business Stationary</b> Using the logo design from the previous week, create a letterhead, envelope, and business card.	Individual discussions and group critique
13	<b>Travel Brochure</b> Create a travel brochure to any location that you choose. Research the location. What is there to see, do, famous and historical sites, hotels, dining, history of place. You need to create a 6 panel brochure.	Individual discussions and group critique
14	<b>Creating a Mythological Event</b> Think up a story involving the imaginary revolt of one of the following: domestic animals, computers, machines, kitchen appliances, elevators, flowers, etc. Visualize your idea by making a convincing illustration of the event.	Individual discussions and group critique
15	<b>Packaging Design</b> Find a product or makeup a product and create the packaging for it. Create a 2-D design on how the packaging would look, from all sides.	Individual discussions and group critique
16	<b>Silk-Screening</b> Create a pattern or a 1 color design to be placed on a article of clothing.	Individual discussions and group critique
17	<b>Finals Week</b> Check off 1 <sup>st</sup> semester's work. Take slides of all work completed. Test – Elements of Art and Principles of Design.	Individual discussions and group critique

AP Studio Art  
2-D Design Portfolio Course Syllabus  
2<sup>nd</sup> Semester

Second semester is dedicated to working on the concentration section of your portfolio. This gives you about one week per project, so that you can complete 10 to 12 pieces for your concentration. First week of second semester you will write a concentration statement and answer the following questions.

1. What is the central idea of your concentration?
2. How will the work in your concentration demonstrate the exploration of your idea?

## C. References to State Framework

### Nine Through Twelve - Advanced

Visual and Performing Arts: Visual Arts Content Standards.

#### 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

##### *Develop Perceptual Skills and Visual Arts Vocabulary*

- 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
- 1.3 Analyze their works of art as to personal direction and style.
- 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
- 1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- 1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

##### *Impact of Media Choice*

- 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
- 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

#### 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

##### *Skills, Processes, Materials, and Tools*

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.3 Assemble and display objects or works of art as a part of a public exhibition.

##### *Communication and Expression Through Original Works of Art*

- 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating works of art.
- 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

#### 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

*Diversity of the Visual Arts*

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.

3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

**4.0 AESTHETIC VALUING**

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive Meaning*

4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

*Make Informed Judgments*

4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art artwork that falls outside their own conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

*Connections and Applications*

5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

*Visual Literacy*

5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

*Careers and Career-Related Skills*

5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

**D. Evaluations/Assessment/Rubrics:**AP 2D Portfolio  
Scoring Rubric

<p style="text-align: center;"><b>A+</b> <b>100%-97%</b> <b><u>(6) Excellent Quality</u></b></p> <ul style="list-style-type: none"> <li>• Consistently high quality</li> <li>• Evidence of thinking</li> <li>• Sense of confidence</li> <li>• Complex visual and conceptual ideas</li> <li>• Technique is generally excellent</li> <li>• Successful engagement with experimentation and/or risk-taking</li> <li>• Composition is strong and purposeful</li> </ul>	<p style="text-align: center;"><b>A</b> <b>96%-90%</b> <b><u>(5) Strong Quality</u></b></p> <ul style="list-style-type: none"> <li>• Work shows evidence of thinking</li> <li>• Some evocation or special qualities</li> <li>• Work may be inconsistent, but there will be pieces that are strong enough to offset those weaknesses</li> <li>• Successful engagement with most aspects of technique</li> <li>• Composition is generally strong</li> </ul>	<p style="text-align: center;"><b>B</b> <b>89%-80%</b> <b><u>(4) Good Quality</u></b></p> <ul style="list-style-type: none"> <li>• Some degree of success, but inconsistent</li> <li>• Some sense of purpose/direction, but not well handled or resolved</li> <li>• Some technical aspects are handled well: some ideas are handled well, but the two don't always work together</li> <li>• Technical competence is emerging</li> </ul>
<p style="text-align: center;"><b>C</b> <b>79%-70%</b> <b><u>(3) Moderate Quality</u></b></p> <ul style="list-style-type: none"> <li>• Work shows a sense of real effort, but problems are not successfully resolved</li> <li>• May be more ambitious than work that receives a 2, without necessarily being more successful</li> </ul>	<p style="text-align: center;"><b>D</b> <b>69%-60%</b> <b><u>(2) Poor Quality</u></b></p> <ul style="list-style-type: none"> <li>• Technical aspects are weak</li> <li>• The sense of exploration of the medium is missing</li> <li>• Image tends to be awkward</li> <li>• Composition is poor</li> <li>• In contrast to work that receives a score of 1, some artistic decisions are made</li> </ul>	<p style="text-align: center;"><b>F</b> <b>59%-50%</b> <b><u>(1) Very Poor Quality</u></b></p> <ul style="list-style-type: none"> <li>• There is very little, if any, evidence of thinking</li> <li>• Technique is very poor</li> <li>• Composition is very poor</li> </ul>

To pass course 60% minimum score needed to pass standard

Grading System

Lab	80%	(Activities, projects, quizzes, written assignments)
Participation in class/conduct	10%	(Your attitude in class and towards others)
Attendance	10%	(Truancies, tardies, overall absences)

**A** = 90% - 100%

**B** = 80% - 89%

**C** = 70% - 79%

**D** = 60% - 69%

**F** = 50% - 59%