

# El Monte Union High School District

## Course Outline

High School           Rosemead          

Title: AP Studio Art 2-D Design

Transitional\*            (Eng. Dept. Only)

Sheltered (SDAIE)\*        Bilingual\*       

AP\*\*   X   Honors\*\*           

Department:   Art                          

Grade Level (s):   10, 11, 12          

Semester                            Year   X          

Year of State Framework Adoption           

This course meets graduation requirements:

English

Fine Arts

Foreign Language

Health & Safety

Math

Physical Education

Science

Social Science

| Department/Cluster Approval | Date  |
|-----------------------------|-------|
| _____                       | _____ |
| _____                       | _____ |
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\*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 in ART 1, Art 1 and Art 2 with a B or better, 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, drawing, painting, and printmaking.

3. Describe how this course integrates the school's ESLRS (Expected School wide Learning Results):

(A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who

- Exhibit good study and work habits and effectively use time and time management skills.  
*Student will have weekly deadlines 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) Graduates of Rosemead High School will be **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 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 some involve identity and cultural subject matters.  
Students will explore their own identities and be exposed to other student's identities and cultures.*
- Demonstrate the ability to compromise.  
*Through group and individual 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.  
*Students will learn about famous artists and art styles. They will learn how to critique art and the Principles of Art and Elements of Design. When possible, students will take field trips to art museums to broaden their knowledge.*

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

- Exhibit knowledge of high risk activities that affect their health and how to avoid them.  
*Students will be advised of how to safely use art equipment and supplies.*

(D) Graduates of Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

- Demonstrate competency in the use of computers and their applications.  
*Students submit their portfolio to the college board digitally. In addition students will create a personal website at the end of the year to display their artwork*
- Demonstrate competency in the use of technological devices.  
*Use of digital cameras and computers will be used by all students throughout the course. Students are required to submit digital images of their artwork as part of their portfolio exam.  
In addition, students will create a personal website near the end of the school year to showcase their portfolio*

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

- Effectively read, write, listen, speak and understand the English language.

*Students are required to create an artist's statement discussing the development of their concentration. In addition students will develop their oral language skills by participating in small group discussions using a visual thinking strategy to evaluate and discuss art.*

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

- Utilize creative analytical thinking.

*Students will be designing artwork that requires them to take their original idea and transfer that idea into high quality pieces of art.*

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

Cooperative Learning:            Small learning groups

Visual Learning Methods:        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 certification

5. Describe the interdepartmental articulation process for this course:

Interdepartmental articulation is done through the recruiting students from Art 1 and Graphic Arts. All students with an A or better receive an invitation letter to apply for AP Studio Art Drawing or 2-D Design. The Graphic Arts teacher collaborates with the Art 1 teacher for AP.

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:

This course is similar to an advanced college course in Art. The students are required to work in small groups to help each other and constructively critique each other's work. In addition, students are required to develop a concentration of sustained study of 12 pieces of high quality art. The development of a sustained self-directed study does not typically occur until the Senior year in college or until the Master's level.

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):

Design Synectics: Stimulating Creativity in Design: Nicholas Roukes

B. Supplemental Materials and Resources:

Teacher provided and created demonstration videos and handouts.

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

Computers, mat-cutter, art materials for breadth section.

**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:**

**Students will:**

- Develop mastery in concept, composition, and execution of 2-D design.
- Learn that art is an on-going process that involves the student in informed and critical decision making.
- Create 12 high caliber works that demonstrate a variety of concepts and approaches for their breadth section.
- Develop a plan and a cohesive body of 12 art works with a strong underlying visual idea for their personal concentration.
- Learn how to analyze and discuss artworks through group and individual student critiques.
- Select five top-quality pieces for presentation.
- Discuss the development of their concentration

The following table is a list of assignments for the Breadth Section for AP Studio Art 2-D Design

| Assignment  | Concept   | Technical Skills   | Media  |
|---|---|--|--|
| Summer Assignment<br>Sketchbook<br>Choose 4 projects from a list of 10 to do over Summer Vacation | Creativity, inspiration, skill practice and development |  | Student's Choice<br><br>Sketchbook             |
| 2.Pomegranate<br>Puzzles<br>Cubist Design   | Cubism, Color, Movement, Balance, Repetition (Picasso)  | Oil Pastel Technique                                       | Oil Pastel                                     |
| 3.Cardboard<br>Self Portraits   | Texture, Contrast,                                      | Sighting, Shading (Light Logic)<br>Proportions of the head | Charcoal pencils, chalk pastels, x-acto knives |

|   |   |   |  |
|---|---|---|--|
| 4.Squirkling  | Line, Value, Texture, Gradation   | Mark Making   | Fine point marker                            |
| 5.Landscape/<br>Cityscape<br>15 photos  | Composition Rule of thirds  |   | Photography                                  |
| 6. Identity<br>Self Portraits<br>5 photos of<br>students as a<br>character<br>representing a<br>word or<br>phrase | Process. Student Voice. Artist as Thinker and<br>Maker (Cindy Sherman, Gillian Wearing) | Tips for taking<br>portraits that<br>reflect the<br>character or spirit | Photography                                  |
| 7.Luck of the<br>Draw<br>Task Card<br>Painting  | Contour Line, Value, Color, Repetition,<br>Emphasis, Rule of Thirds                     | Sighting, Contour<br>Line Review,<br>How to paint a<br>hard edge        | Acrylic Paint                                |
| 8.Fractured<br>Leaves<br>Realism to<br>Abstraction  | Variety, Unity  | Painterly Brush<br>strokes, How to<br>fracture an image                 | Acrylic Paint                                |
| 9.Watercolor<br>Lilies with<br>Geometric<br>Shapes  | Monet, Negative Shape Painting  | Watercolor<br>Technique   | Watercolor                                   |
| 10. Jim Dine<br>Tools   | (Jim Dine) Negative Shape   | How to activate<br>negative shape,<br>Chalk Pastel<br>Technique         | Chalk Pastels                                |
| 11. Mixed<br>Media<br>Collage   | Line, Mark Making, Value  | Continuous line<br>drawing, How to<br>make your own<br>paper            | Homemade Paper,<br>Collage, China<br>Markers |

|   |   |  |   |
|---|---|--|---|
| 12.<br>Abstraction to<br>Simplicity                     | Progression, Repetition, Simplicity<br>Negative Shape, Value                |  | India Ink , brushes,<br>fine point markers  |
| 13.<br>Abstraction<br>from close<br>observation         | Progression, Shape, Color, Realism to abstraction<br>from close observation |  | Student's Choice:<br>Marker, Acrylic Paint,<br>Watercolor Pencils,<br>Colored Pencils |
| 14. Cut Paper<br>Negative<br>Shape<br>Counter<br>Change | Negative Shape, Counterchange, Contrast,<br>Balance<br>Notan                | How to make a<br>negative shape<br>counter-change<br>with cut paper. | Construction Paper, x-<br>acto knives   |

#### Assessment and Evaluation

##### Portfolio Development (80 percent):

- Based on finished work as per grading cycle quota.
- Student work must be original and is graded using the evaluation scoring guidelines established by the College Board.
- Volume and quality will be taken into consideration

##### Lab Conduct (10 percent):

- Mandatory regular attendance of class, after school group critiques, and individual critiques with the instructor.
- Use of in-class time.
- Attention to lectures and demonstrations.
- Participation in class discussions.
- Proper and safe use of materials and equipment.
- Clean-up duties and storage of work.

##### Class-work /Homework (10 percent)

###### Class-work

Demonstrations and guided practice exercises to help students develop technique with a variety of art materials and an understanding of how to effectively use the elements and principles of design.

###### Homework

As in any college level course, it is expected that students will spend a considerable amount of time outside the classroom working on completion of assignments. In addition, ideas for projects or solutions to problems should be worked out in their sketchbooks both in class and outside of class. The sketchbook is an essential tool in recording ideas, capturing visual information, working on compositional issues, and just playing around. Sketchbooks are checked frequently for progress.

**Requirements for the Fall Semester:** By the end of the first semester, students must have submitted 12 photos of their art pieces that are intended for the Breadth section. Work that is selected for these photos must represent their strongest work. The work must demonstrate quality of concept, composition, and execution; and show a range of abilities and versatility with problem solving. The work will be selected by the student, and through group and individual critiques with the instructor.

Students are required to settle on the subject of their concentration, and begin the written statement that accompanies that section by the end of the winter break. The student's strongest area of mastery is chosen through group and one-on-one conferences and discussions with each student. Writing prompts and free writing exercises are used to develop and clarify visual ideas for their concentration. These ideas are further developed during one-on-one discussion with the instructor

**Requirements for the Spring Semester:** Instruction switches to self-directed study for the concentration. Group critiques with peers and the instructor continue, as well as individual critiques and instructional conversations with the teacher. Each month, students must have four new photos of their work for their portfolio Section II. A rough draft statement must accompany the Section II slides by the end of February. Students are urged to continually edit their written statements as the collection of photos for their concentration grows.

Quality: Because art is an ongoing process that is informed by previous work, often the best work comes near the end. Work for the Quality section (Section I) is chosen in April. The Quality section consists of five actual works from the Breadth and/or Concentration sections of the portfolio.

## **C. References to National Core Art Standards**

### **Nine Through Twelve - Advanced**

Visual and Performing Arts: Visual Arts Content Standards High School Advanced

#### **CREATING VA: Cr: 1.1**

**Anchor Standard: Generate and conceptualize artistic ideas and work.**

**Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.**

**Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?**

#VA: Cr3.1.HSIII

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

#VA: Cr1.2

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.



Essential Question: How does knowing the contexts histories, and traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

#### #VA:Cr2.1

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

#### #VA:Cr2.2

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

#### #VA:Cr2.3

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

#### #VA:Cr3.1

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on work help us experience it more completely?

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

#### **PRESENTING VA:Pr.4.1**

**Anchor Standard: Select, analyze and interpret artistic work for presentation.**

**Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.**

**Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?**

#VA:Pr5.1

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Investigate, compare, and contrast methods for preserving and protecting art.

#VA:Pr6.1

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

**RESPONDING VA:Re7.1**

**Anchor Standard: Perceive and analyze artistic work.**

**Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.**

**Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?**

**Grade Hs advanced**

**VA:Re7.1.HSIII**

Analyze how responses to art develop over time based on knowledge of and experience with art and life.  
Visual Arts/Responding

#VA:Re7.2

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

#VA:Re8.1

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

#VA:Re9.1

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Construct evaluations of a work of art or collection of works based on differing sets of criteria.

## **CONNECTING VA:CN:10.1**

**Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.**

**Enduring Understanding: Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.**

**Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?**

#VA:Cn10.1.HSIII

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

#VA:Cn11.1

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.