

AP Art & Design

Curriculum/Content Area: ART & DESIGN	Course Length:
Course Title: AP Art & Design	Date last reviewed: 2020 Link Previous UbD (for work team reference)
Prerequisites: 4 art classes including a level II course and/or Art Seminar or consent of instructor with portfolio approval	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose:The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams

Career Clusters Connections:

- ARCHITECTURE & CONSTRUCTION
- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- INFORMATION TECHNOLOGY
- MARKETING

Opportunities for college credit

- Advanced Placement

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ 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?
Artists and designers shape artistic investigations,	<ul style="list-style-type: none"> ❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> ❖ 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?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> ❖ 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 a work help us experience it more completely?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	<ul style="list-style-type: none"> ❖ 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?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> ❖ 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?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> ❖ 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?

PRIORITY STANDARDS

WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
WSAD Standard AA2: Present- Students will develop,refine, and convey meaning through the production and presentation of artistic work.
WSAD Standard AA3: Respond- Students will criticallyinterpret intent and meaning in order to evaluate artistic work.
WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standard Clusters
<ul style="list-style-type: none"> ● A.A.Cr.10.h: Investigate. Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
<ul style="list-style-type: none"> ● A.A.Cr.11.h: Plan. Formulate original concepts bypractice, experimentation, and revision.
<ul style="list-style-type: none"> ● A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
<ul style="list-style-type: none"> ● A.A.Pr.10.h: Develop. Meaning Curate a body of workincorporating personal, historical, and contemporary art to communicate one or more points of view.
<ul style="list-style-type: none"> ● A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
<ul style="list-style-type: none"> ● A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
<ul style="list-style-type: none"> ● A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
<ul style="list-style-type: none"> ● A.A.R.17.h: Analyze. Distinguish the qualities andrelationships between the components, style, and preferences communicated by media, design, artworks, and artists.
<ul style="list-style-type: none"> ● A.A.R.18.h: Interpret. Explain the intent, meaningsand impacts of different media works of art and design, considering complex factors of context and perspective.
<ul style="list-style-type: none"> ● A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
<ul style="list-style-type: none"> ● A.A.R.20.h: Evaluate. Determine or develop relevantcriteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
<ul style="list-style-type: none"> ● A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinaryperspectives in own artistic work.
<ul style="list-style-type: none"> ● A.A.Cn.11.h: Career. Connections Research or experienceoptions in art and design careers.
<ul style="list-style-type: none"> ● A.A.Cn.12.h: Cultural, Social, and Historical Awareness.Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Inquiry and Investigation

Essential Questions:

1. What informs why, how, and what artists and designers make?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Pr.11.h: **Communicate.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.R.16.h: **Describe.** Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: **Analyze.** Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: **Interpret.** Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: **Inquire.** Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

Learning Targets

- I can generate possibilities for investigation.
- I can describe how inquiry guides investigation through art and design
- I can describe how materials, processes, and ideas in art and design relate to context.
- I can interpret works of art and design based on materials, processes, and ideas used..
- I can investigate materials, processes, and ideas.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

[Collegeboard Rubric](#)

Performance Assessment Options
May include, but are not

Artistic Process
Check all that apply:

Differentiation Strategies/ Strategies for Inclusion
May include, but are not limited to the following:

<i>limited to the following:</i>		
<i>Learn and reflect about artist's sustained investigations /portfolios of work</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ol style="list-style-type: none"> Multiple means of Representation Information is presented in different ways, using alternative means for the delivery of information. Multiple means of Action and Expression Students are provided a variety of ways to actively construct and demonstrate their understanding. Multiple means of Engagement Teachers involve students in learning activities that optimize individual choice and autonomy, are authentic, and as a result, are motivating and engaging.
Create personal inquiry based questions for sustained investigation	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<p>Key AVID strategies to differentiate representation, action and expression, and engagement may include:</p> <ul style="list-style-type: none"> • Be the Docent • Critique Reasoning • Debate • Describe • Discussion Group • Fishbowl • Flash Cards • Graphic Organizer • Guided Discussion • Jigsaw • Look for a Pattern • Making Connections • Match Claims and Evidence • Match Game • Quickwrite • Peer Review/Peer Editing • Socratic Seminar • Think-Pair-Share

Digital Tools & Supplementary Resources

- Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Art and Design digital submission web application)
- Digital projector and screen for viewing and discussing works of art and design with students
- Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit
- Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources

Unit 2 - Making through practice, experimentation and revision

Essential Questions:

1. How do artists and designers make works of art and design?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Learning Targets

- I can formulate questions or areas of inquiry that guide a sustained investigation through art and design.
- I can conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry.
- I can make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- I can make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

[Collegeboard Rubric](#)

Performance Assessment Options

May include, but are not limited to the following:

Process pages

Artistic Process

Check all that apply:

- Creating
- Presenting

Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

1. **Multiple means of Representation**
Information is presented in different ways,

	<input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<p>using alternative means for the delivery of information.</p>
Sustained investigation pieces	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<p>2. Multiple means of Action and Expression Students are provided a variety of ways to actively construct and demonstrate their understanding.</p> <p>3. Multiple means of Engagement Teachers involve students in learning activities that optimize individual choice and autonomy, are authentic, and as a result, are motivating and engaging.</p> <p>Key AVID strategies to differentiate representation, action and expression, and engagement may include:</p> <ul style="list-style-type: none"> ● Be the Docent ● Critique Reasoning ● Debate ● Describe ● Discussion Group ● Fishbowl ● Flash Cards ● Graphic Organizer ● Guided Discussion ● Jigsaw ● Look for a Pattern ● Making Connections ● Match Claims and Evidence ● Match Game ● Quickwrite ● Peer Review/Peer Editing ● Socratic Seminar ● Think-Pair-Share

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Unit 3 - Communication and reflection

Essential Questions:

1. Why and how do artists and designers present their work to viewers?

Unit Standards

Priority Standards

- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can identify, in writing, questions or inquiry that guided a sustained investigation through art and design.
- I can describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry.
- I can identify, in writing, materials, processes, and ideas used to make works of art and design.
- I can describe how works of art and design demonstrate synthesis of materials, processes, and ideas
- I can describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.
- I can present works of art and design for viewer interpretation.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

[Collegeboard Rubric](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Written commentary</i>	<input type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ol style="list-style-type: none"> 1. Multiple means of Representation Information is presented in different ways, using alternative means for the delivery of information.

		<p>2. Multiple means of Action and Expression Students are provided a variety of ways to actively construct and demonstrate their understanding.</p> <p>3. Multiple means of Engagement Teachers involve students in learning activities that optimize individual choice and autonomy, are authentic, and as a result, are motivating and engaging.</p> <p>Key AVID strategies to differentiate representation, action and expression, and engagement may include:</p> <ul style="list-style-type: none"> ● Be the Docent ● Critique Reasoning ● Debate ● Describe ● Discussion Group ● Fishbowl ● Flash Cards ● Graphic Organizer ● Guided Discussion ● Jigsaw ● Look for a Pattern ● Making Connections ● Match Claims and Evidence ● Match Game ● Quickwrite ● Peer Review/Peer Editing ● Socratic Seminar ● Think-Pair-Share
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