Course Title	*AP Studio Art 2D – Media Arts (CTE)*	Course Code	**CT393 & CT394**

Transcript Title:	*APStudioArt2DCTE*	Grades Levels:	*11-12*	Board Adoption Date:		**4/19/22**
Content Area:	*Visual Arts / CTE*	GPA Scale:	*4.0*	Date Course Submitted:		**3/23/22**
Credential Required:	*CTE Arts, Media, and Entertainment*	Graduation Subject Areas:	*VAPA*	*CALPADS Code:*	*7221*	
UC/CSU "A-G" Area Approvals:		*Desire F*		School Site/person that wrote and submitted the course:		*Kirby Piazza, CMHS*
Recommend Skills:	*Skills developed in Intermediate Media Arts, Adobe CC, prior art class*					
Next course(s):	*N/A; this is the capstone.*					
Textbook and/or software to be used:	*Adobe Creative Cloud, DragonFrame, Ableton Live, GMetrix and Compass*					

Newport-Mesa Unified School District
Office of Career Technical Education
High School Course of Study

AP Studio Art 2D-Media Arts (CTE)

DATE: March 15, 2022

INDUSTRY SECTOR: Arts, Media, and Entertainment

PATHWAY: Design, Visual and Media Arts (Pathway 111)
                      Media Arts (Sub-Pathway 111D)

CALPADS TITLE: Advanced Media Arts (Capstone)

CALPADS CODE: 7221

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	57	123

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Multimedia artist and animators	27-1014.00	Photographer	27-4021.00
Graphic Designers	27-1024.00	Desktop Publisher	43-9031.00

COURSE DESCRIPTION:

 AP® Studio Art: 2-D- Media Arts is a year-long course that challenges students who are seriously interested in the practical application of art by producing both a college and professional career (entry-level) body of work encompassing two-dimensional design issues addressed by professionals in the field of design. Design involves purposeful decision making about how to use the elements of art and principles of design in an integrative way while investigating a variety of concepts and approaches in design, including techniques, composition, execution of ideas, and creative problem-solving. These are employable skills that students are asked to demonstrate mastery of through a variety of two-dimensional media or processes, including but not limited to photography, graphic design, digital design/illustration, digital imaging, collage, fabric/textile design, and printmaking. Students are required to investigate both aspects of the AP® 2-D design portfolio which includes the sustained investigation and selected works. All students upon successful completion of the course, will have a complete portfolio of work which can be used for both college entrance and employment.

PREREQUISITES:

High School Name:	Site Prerequisite:
Costa Mesa High School	Intermediate Media Arts and Photography
Corona del Mar High School	Intermediate Media Arts and Photography

A – G APPROVAL: ☐ Yes   ☐ No   **X** Desired

ARTICULATION:

High School Name:	College Name:	College Course Title:
CMHS	Community colleges, State and UC schools	Varies by school: Most common is **3 units** in beginning art class
CdM	Community colleges, State and UC schools	Varies by school: Most common is **3 units** in beginning art class

LEVEL: Participant   Introductory   Concentrator   Capstone

CERTIFICATION:

High School Name:	Embedded/Leads to:	Description:
CMHS	Adobe Certified Associate	Photoshop certification
CdMHS	Adobe Certified Associate	Photoshop certification

METHOD OF STUDENT EVALUATION:
- ✔ Pre and Post test
- ✔ Student Projects
- ✔ Written work
- ✔ Observation record of student performance
- ✔ Completion of assignments

METHOD OF INSTRUCTION:
- ✔ Lecture
- ✔ Group and individual applied projects
- ✔ Demonstration
- ✔ Field Trips
- ✔ Guest Speaker

RECOMMENDED TEXTS AND/OR SOFTWARE/MATERIALS:

- Computer, DSLR camera Digital drawing tablets
- Adobe CC software including Photoshop, Illustrator, and InDesign
- Adobe Tutorials (Adobe & Instructor Selected/Created)
- Google Drive Account
- DragonFrame
- Ableton Live
- GMetrix and Compass – to implement Adobe Certified Associate certification

MODEL CTE PATHWAY: CMHS and CdMHS

Grade:	Fall Semester:	Spring Semester:
9th-10th	Intro to Media Arts 1A	Intro to Media Arts 1B
10th-11th	Intermediate Media Arts 1A	Intermediate Media Arts 1B
11th-12th	AP Studio 2D-Media Arts 1A	AP Studio Art 2D-Media Arts 1B

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
California Department of Education CTE Standards website: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

INDUSTRY SECTOR
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
2.1 Recognize the elements of communication using a sender–receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.
2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)
4.1 Use electronic reference materials to gather information and produce products and services.
4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.
4.5 Research past, present, and projected technological advances as they impact a particular pathway.
4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
5.1 Identify and ask significant questions that clarify various points of view to solve problems.
5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
6.6 Maintain a safe and healthful working environment.
6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.6 Demonstrate knowledge and practice of responsible financial management.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
8.1 Access, analyze, and implement quality assurance standards of practice.
8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.
8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)
9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
9.5 Understand that the modern world is an international community and requires an expanded global view.
9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.
11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.
11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.
11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

CR = Classroom Hours LAB/CC = Laboratory/Shop/Community Classroom Hours

I.	INTRODUCTION	CR	LAB/CC	STANDARDS
	Students will review Intermediate Media Arts, learn about AP Studio Art projects, skills, and learning events. Career opportunities, guest speakers and outside learning trips will be explained along with expectations for student achievement. Main Topics Reviewed: ● Image Editing ● Fundamentals of the Media Design Process ● Media Design Production Processes ● Concepts/ Skills of Multimedia Design ● Portfolio review & Design	3	5	**Academic:** VA.9-12(Advanced), AP.IoMC.1.7 LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.9, 11-12.10 WS 11-12.4, 11-12.5, 11-12.7, 11-12.8, 11-12.10 **CTE Anchor:** 1.0 3.0

				CTE Pathway: A1.0 A2.0 A5.0
II.	**OVERIVEW OF THE AP STUDIO ART 2-D DESIGN PORTFOLIO**	**CR**	**LAB/ CC**	**STANDARDS**
	Students are introduced to the AP Studio Art 2-D Design Portfolio. The overall requirements of the AP Portfolio are reviewed, including the three sections that comprise the portfolio: 1) Breadth, 2) Concentration, and 3) Quality. Students review and discuss the works of previous student submissions to the College Board. Students are given copies of and review and discuss the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* . The concepts of artistic integrity, appropriation, and historical and cultural perspective are also reviewed within the context of different design media throughout time. **Required Assignments** Students review the overall requirements of the AP Studio Art 2-D Design Portfolio submission. Students review and discuss the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines*. Review of Previous Student AP Portfolio Submissions: • Review, describe, analyze, interpret, and discuss previous student AP Studio Art 2-D Design Portfolio submissions, including those that scored from a 2 through 6. • Discuss the merits of each portfolio through the lens of the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines.* • Identify and discuss student voice as well as appropriation and artistic integrity when relevant. **Self-Assessment and Reflection:** Students review their own current body of artistic work thus far and write a self-reflection of their current portfolio, reflecting upon their point of view, creative voice, strengths, areas of needed improvement, and proposals for how to act upon these areas of improvement for	3	8	**Academic:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.9, 11-12.10 WS 11-12.4, 11-12.5, 11-12.7, 11-12.8, 11-12.10 ETS1.a, ETS1.B, ETS1.C **CTE Anchor:** 2.0 4.0 5.0 **CTE Pathway:** A2.0 A3.0 A7.0

the coming year by identifying and articulating where and how the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* are reflected in their own work.

Suggested Assignments:
- Students review each other's current portfolios and give each other verbal feedback as to their current strengths and areas of improvement, as measured by the *College Board AP Studio Art 2-D Design.Portfolio Scoring Guidelines.*
- Peers identify and articulate where and how the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* are reflected in another's work.
- Students share their written self-reflections with a peer or with a small group.
- Students share their peer review and feedback with a small group or the whole class.

III.	INTRODUCTION TO PROFESSIONAL PRACTICE	CR	LAB/CC	STANDARDS
	As an introduction to the professional practice of those working in 2-D design, students will review, analyze, and discuss the concepts of artistic integrity, plagiarism, appropriation, and historical and cultural perspective while looking at a variety of commercial and non-commercial art works in the 2-D design realm. Students will learn about what it means to be a professional in the workplace, brainstorming traits, and characteristics necessary to be successful and conducting research as a team regarding standards for career ready practice. Students will also create a museum report of artistic works that influence them and learn about the importance of keeping a sketchbook as a professional, while beginning the practice themselves. Finally, students will create a draft of a career/college plan after identifying interests and researching a field of their choice. **Required Assignments:** Artistic Integrity, Appropriation, and Historical and Cultural Perspective. Students: review and discuss the concepts of artistic integrity, plagiarism, appropriation, and historical and cultural perspective while looking at a variety of traditional and digital works	5	18	**Academic:** VA.9-12 (Advanced).AV.MIJ.4.4 VA.9-12 (Advanced).CRA.CaCRS.5.4 LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.9, 11-12.10 WS 11-12.4, 11-12.5, 11-12.7, 11-12.8, 11-12.10 WHSST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10 **CTE Anchor:** 2.0 5.0 10.0 **CTE Pathway:** A1.0 A2.0

of artists, photographers, designers, and illustrators from different cultures and throughout different time periods, comparing works made for commercial purposes and those made solely for artistic appreciation.
- analyze how the elements of art and principles of design contribute to the meaning and message of each piece.
- compare the influence of technology as well as the social, political, and cultural climates in each artist's work throughout time.

Professionalism
Students:
- learn about what it means to be a professional in the workplace and the impact of the Arts, Media, and Entertainment sector on our economy.
- brainstorm the traits and characteristics necessary to be successful in a productive work environment.
- work in teams to conduct research and present their findings on the following standards for career ready practice and how it will directly relate to their success and happiness in the profession that they choose
    o Health
    o OSHA laws,
    o Financial Literacy
    o Integrity and Ethics
    o Teamwork and Leadership
    o Responsibility & Flexibility
    o Environmental/Social/Economic Relationships

Museum Report--Artistic Influences as a Professional
Students:
- review a variety of museum websites and create a PowerPoint (or similar) presentation of artist's works that influence, inspire, or resonate with them in some way.
- articulate how and why each work is important or will inform their work-- whether it is due to content, style, genre, media, technical skill, etc.

Sketchbook in Professional Practice
Students:
- learn about the importance of a sketchbook in professional practice

after reviewing sketchbook examples of artists and designers in a variety of 2-D design fields.
- begin making entries in their own sketchbooks including creating compositions which focus on individual design principles.
- choose five of the following design principles: Balance, Emphasis, Contrast, Repetition, Figure/Ground Relationship, Unity, Variety, Rhythm, Proportion, and Scale to create a purely non-objective composition that evokes a particular mood or emotion.

Career/College Planning
Students:
- create an initial draft of a college or/and career plan. Students first use the College Board website to research careers and college majors. They identify character traits necessary for careers, along with any necessary education, training, certification or licensure.
- research a typical day in the life of careers in which they are interested, along with the projected need and growth in that field.
- identify their career/college goals and begin to create a plan that includes these goals with specific target dates and timelines.
- create (or update) resumes.

Suggested Assignments:
- Students research, analyze, and present a comparison of two different media covering the same content.
- Students research, analyze, and present a comparison of the same media from two different cultures addressing similar content
- addressing similar content.

AP Studio Art: 2D Design – Page 12
- Students create a *Pinterest* account (or another similar online) to create mood boards and collect ideas for future art works.
- Students collect artifacts and objects of interest to them and put either the actual object or photographic image.
- Students interview a professional in the field of their interest.

IV.	PORTFOLIO – EXPLORING MEDIUMS	CR	LAB/CC	STANDARDS
	Students will address a range of design problems, including a scope of intentions or approaches, showing originality and innovative thinking along with technical competence and skill with the materials and media used. Along with good image quality, student voice and vision should be apparent. Students will also participate in written and oral peer feedbacks, as well as complete written self-evaluations for each breadth piece. **Required Assignments:** • Piece #1 : Students create a piece focused on one of the following design principles: Balance, Emphasis, Contrast, Repetition, Figure/Ground Relationship, Unity, Variety, Rhythm, Proportion, Scale. Teacher should assign the theme or focus of the artwork, such as -- "Create a composition that depicts a psychological state of mind, using any media of your choice." • Piece #2 : Students create a second h piece focused on one of the following design principles not used in the first breadth piece: Balance, Emphasis, Contrast, Repetition, Figure/Ground Relationship, Unity, Variety, Rhythm, Proportion, Scale. Teacher should assign the theme or focus of the artwork, such as -- "Redesign a book jacket or album/CD cover, using any media of your choice." • Piece #3 : Students create a third piece focused on one of the following design principles not used in the first two breadth pieces: Balance, Emphasis, Contrast, Repetition, Figure/Ground Relationship, Unity, Variety, Rhythm, Proportion, Scale. Teacher should assign the theme or focus of the artwork, such as --"Create a composition that showcases a special memento or group of objects, using any media of your choice." • Pieces #4-#12 : Students create pieces #4 through #12 independently, focusing on a variety of design	25	45	Academic: VA.9-12(Advanced).CE.SPMaT.2.3 VA.9-12(Advanced).CE.SPMaT.2.6 VA.9-12(Advanced).CRA.CaCRS.5.3 LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.9, 11-12.10 WS 11-12.4, 11-12.5, 11-12.7, 11-12.8 **CTE Anchor**: 3.0 6.0 7.0 **CTE Pathway:** A2.0 A3.0

principles, thus showing their understanding of a range of design principles and concepts. Students should also show a range of design problems being addressed, including a range of intentions or approaches and show originality and innovative thinking along with technical competence and skill with the materials and media used. Also, along with good image quality, student voice and vision should be apparent.

Critiques: Students give both written and oral feedback periodically during this period on their classmates' breadth pieces using the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* as a reference.

Self-Evaluations: Students complete a written self-evaluation for each breadth piece using the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* as a reference and any peer feedback given as a point of reflection.

Suggested Assignments:
- Students create *Pinterest* boards for the following design principles: Balance, Emphasis, Contrast, Repetition, Figure/Ground Relationship, Unity, Variety, Rhythm, Proportion, and Scale.
- Students sketch, write, and, if applicable, collect found objects before creating each breadth piece, showing their creative thought process along the way.

Materials:
Computers, Adobe Creative Cloud
Graphite, colored pencils, markers, watercolors, ink, paper, colored printers, etc.
Pinterest.com, iPad Pro, Wacom tablets
AP Studio Art Portfolio Requirements
College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines
College Board website:
https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design/portfolio

	THE PORTFOLIO – THE INQUIRY/SUSTAINED INVESTIGATION	CR	LAB/CC	STANDARDS
V.	Students create a total of 15 self-directed pieces for the Sustained Investigation section	15	32	**Academic:** VA.9-12(Advanced).HaCC.SPMaT.2.3

of the Portfolio. They will create a body of that shows practice, experimentation and revision based on a common Inquiry. Students will give and receive peer feedback on their pieces during critiques as well as complete written self-evaluations for each piece based on the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines.* **Required Assignments:** • Students brainstorm ideas for their Sustained Investigation section of the AP Studio Art 2-D Design Portfolio. • Students identify their interests, comforts, discomforts, medium or media of choice, genres, and design areas in which they are both strong at or would like to investigate and pursue. They must determine an Inquiry, concept, or theme of focus that will warrant a sustained, in-depth investigation. • Students conduct any research that is necessary in this regard. Proposal: Students submit a proposal that describes their Inquiry or concept and give examples of what types of pieces will make up this body of work. Sustained Investigation #1-15: Students: create concentration pieces #1 through #15 independently, focusing on a variety of design principles, thus showing their understanding of a range of design principles and concepts. The body of work should show a sustained investigation that is "unified by an underlying idea that has visual coherence" (taken from the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines)* and shows development from the first piece to the last. They demonstrate evidence of practice, experimentation, and revision. Students show quality in both the concept of their ideas as well as in their process and technical skills. Students strive for work that is original and innovative and that is evocative or engaging to the viewer, thus showing strong student voice. Critiques: Students give both written and oral feedback periodically during this period on their classmates' pieces using the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* as a reference.		VA.9-12 (Advanced).CRA.VL.5.2 VA.9-12 (Advanced).CRA.CaCRS.5.4 LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.9, 11-12.10 WS 11-12.4, 11-12.5, 11-12.7, 11-12.8, 11-12.10 G-GMD 1,3,4 G-MG 1, 2, 3 S-ID 1,2,3 **CTE Anchor:** 2.0 5.0 9.0 **CTE Pathway:** A2.0 A4.0 A5.0

Self-Evaluations: Students complete a written self-evaluation for each piece using the *College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines* as a reference and any peer feedback given as a point of reflection.

Suggested Assignments:
- Students create mood boards for their ideas using *Pinterest* , *Canva* , or a similar website.
- Students give each other feedback regarding their areas of interest and help each other refine ideas.
- Students share ideas with their peers and give each other feedback regarding its coherence, as well as help brainstorm ideas for subject matter or execution.
- Students sketch, write, and, if applicable, collect found objects before creating each piece, showing their creative thought process along the way.

Materials:
Computers, Adobe Creative Cloud
Graphite, colored pencils, markers, watercolors, ink, paper, colored printers, etc.
Pinterest.com
Canva.com, iPad Pro, Wacom tablets
AP Studio Art Portfolio Requirements
College Board AP Studio Art 2-D Design Portfolio Scoring Guidelines
College Board website:
https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design/portfolio

VI.	THE PORTFOLIO: SELECTED WORKS SELECTION AND COLLEGE BOARD SUBMISSION	CR	LAB/ CC	STANDARDS
	Students will prepare and submit their entire portfolio to the College Board. Students will upload all pieces digitally to their College Board account and will physically submit for mailing their five selected works. **Required Assignments:** • Students will photograph all non-digital pieces. • Students will develop a written criteria for the selection of selected works. • Students will select their five pieces to be submitted to the College Board: These five works should demonstrate understanding and engagement with 2-D design issues. Students should	6	15	**Academic:** A.9-12 (Advanced).CRA.CaCRS.5.1 VA.9-12 (Advanced).CRA.CaCRS.5.3 VA.9-12 (Advanced).CRA.CaETOWoA.2.6 LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.9, 11-12.10 WS 11-12.4, 11-12.5, 11-12.7, 11-12.8, 11-12.10 **CTE Anchor:** 10.0 11.0 **CTE Pathway:** A5.0, A7.0

	choose works that also show originality and student voice, inventive composition, experimentation, and risk taking, technical competence and skill with materials and media, and show confidence, being either evocative or engaging to the viewer. • Students will affix their AP labels to the back of each piece, complete all required paperwork, and submit all five pieces in the portfolios provided by the College Board (to be mailed by the school AP Coordinator). • Students will create their individual College Board account. • Students will upload and label all pieces digitally to their College Board account. • Students will complete their written statements that accompany their pieces in their College Board account. • Students will digitally forward their completed digital portfolios to their teacher . **Suggested Assignments:** • write a final reflection and self-evaluation of their entire portfolio, addressing each section. • review each other's portfolios and give feedback as to which pieces should be chosen as best pieces. **Materials:** Student created College Board AP accounts Teacher Key for AP digital account creations Student Labels and AP Exam booklets ● Camera and tripod or copy stand to photograph non-digital works			