

**AP Studio Art**  
**Rumson-Fair Haven Regional High School**

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**Approved: 2021**

**Section I: Course Description**

AP Studio Art is a teacher recommended course in which students are creating high level original studio work that would be used to create and submit an AP Studio Art Portfolio to the College Board. The Students have the option of three portfolios, 2D, Drawing or 3D. Students will create a minimum of ten completed works for the Inquiry section of the AP portfolio as well as numerous sketchbooks and process ideas and sketches demonstrating progress and thinking. Students will also learn the process of photographing, editing and uploading their portfolio to the College Boards Digital Submission Webpage.

Successful completion of Portfolio Design Honors or Advanced Ceramics (for 3d) and a recommendation from the art instructor are prerequisites for AP Studio Art.

***The Portfolio***

**Sustained Investigation—Section 1**

15 digital images; some may be details or process images | 60% of portfolio score

Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:

- 15 digital images that include works of art and design and process documentation.
- Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.

**Selected Works—Section 2**

5 works | 40% of portfolio score

In the 2020-21 school year, there will be no physical portfolios. Students will submit digital images of their work and commentary online to demonstrate skillful synthesis of materials, processes, and ideas:

- 5 works with commentary identifying the materials, processes, and ideas used.
- Works may come from the Sustained Investigation section, but they do not have to.

AP Studio Art will provide an individual, creative, and academic experience for student artists and will focus not just on finished compositions, but how we get and work through ideas, i.e., THE PROCESS, which is what the College Board is looking for in the portfolio. It is not only about the finished works, but also how the students got there.

**Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives**

1. <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>
  - “Study of the Visual Arts are designed to promote lifelong artistic literacy and fluency, To empower students to develop creative and critical thinking, social-emotional competencies, and

intellectual and expressive abilities that will allow them to become active, contributing members of a global society.”

2. **Career Ready Practices:**

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- “Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.”

3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.”

5. **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”

6. **Climate Change:**

<https://www.nj.gov/education/cccs/2020/>

- “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs”

7. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives**

**Section III: Curriculum Modifications**

The *AP Studio Art curriculum* is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One on one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

#### **Section IV: Preparation for Standardized Testing**

Instruction in *AP Studio Art* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *AP Studio Art* demonstrate alignment with the aforesaid standardized assessments.

#### **Section V: Curriculum Pacing Guide**

Curriculum Pacing Guide		
Course Title: AP Studio	Grade Level: 12	
Unit I: (mp 1) <i>Ideas and Process</i> Selected Works (Portfolio quality compositions that could be included in the Selected Works section of	12 weeks	

<p>the AP Studio portfolio as well as the college portfolio)</p> <p>Sketchbook/Process and Ideas (PREPARED model) Critique Model using AP Studio Art rubric</p>	
<p><b>Unit II: (mp 2) Sustained Investigation</b> Exploring the SI portion of the AP Portfolio Ideas for Inquiry</p> <p>Sketchbook Process of overall inquiry ideas</p>	6 weeks
<p>Begin 3 compositions for SI that include all aspects of PREPARED Critique</p>	6 weeks
<p><b>Unit III: (mp 3) Sustained Investigation cont.</b> 6 SI Compositions that include all process and sketchbook work Critique on individual and body of work ie: 6 piece crit</p>	12 weeks (each composition is completed in 10 school days and have a due date with Critique)
<p><b>Unit IV: (mp 4) Complete Sustained Investigation, Upload Portfolio, Present Final Portfolio, Show Works</b></p> <p>Final Portfolio Presentation to class Upload and Submit AP Studio Art Portfolio Art Show/Display of final portfolio</p>	

**Section VI: Texts and Instructional Resources**

The following texts and instructional are some of the regular resources which are employed in fine art honors level courses

<https://apcentral.collegeboard.org/courses/ap-drawing/portfolio>

<https://apstudents.collegeboard.org/courses/ap-2-d-art-and-design>

AP Studio art classroom through College board

<https://myap.collegeboard.org/login>

30,000 Years of Art: Phaidon editors

History of Art (Stokstad)

Various major art institution videos and online articles

Art theory foundational texts like *The Work of Art in the Age of Mechanical Reproduction* (Walter Benjamin); excerpts from McLuhan's *Understanding Media*; Bentham/Foucault with regards to the Panopticon; and writing on deconstruction

Current art exhibitions via internet and publication, in-person (NYC/Phila) when possible

Digitized art collections

Periodicals including, but not limited to, *Art in America*, *Art Forum*, *Hyperallergic*

*Guerilla Girls Guide to Art History*

Various current events/articles, reviews, in news publications

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in AP Studio Art are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

### **Section VIII: Unit Templates**

In each of the following units, Students in AP Studio Art will:

1. acquire/develop/refine the visual creation and response capacities needed for college and career readiness
2. participate as knowledgeable, reflective, creative and thoughtful members of a creative community through their reading and writing experiences;
3. acquire/develop/refine critical thinking heuristics and use these strategies to facilitate thoughtful engagement with texts and influence/inform complementing creating tasks;
4. acquire/develop/refine the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world which includes engaging with climate change, racial justice, contributions from LGBTQ people and persons with disabilities.

The following *Unit Templates* have been established for the AP Studio Art *Curriculum* by the *fine art Instructional Team*:

## Unit 1 : Ideas and Process/ Introduction to the AP Studio Art Portfolio

Unit Summary: Students will be introduced to the AP Studio Art Portfolio. Students will become familiar with the two sections of the portfolio and what will be expected. Students learned the PREPARED model in Portfolio Design H and will use that knowledge and skills throughout the entire course. Students will also be introduced to the AP Studio Art Rubric and the AP Studio Art Critique process.

Students will build their skills in visual analysis, contextual analysis, and historical interpretation. Students will participate in a variety of teacher led activities to help formulate and work through ideas and process. The PREPARED model will be used throughout the entire course.

Students will be documenting process from their sketchbook in photographs and will be uploaded to a computer file so that they will have a digital portfolio for submission

Students will participate in creating compositions for the Selected Works part of their portfolio

Students will create a small number of higher level, portfolio and/or show-ready artworks in this unit.

### Standards/Core Ideas/Performance Expectations

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|--|----------------|---|
| <ul style="list-style-type: none"> <li>● Creating</li> </ul> | 1.5.12adv.Cr1b | 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. |
|  | 1.5.12adv.Cr2c | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.  |

Responding	1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life
	1.5.12acc.Re9a	Establish relevant criteria to evaluate collection of work  Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design
	1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Presenting	1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history
Relate 1.5.1.prof.Cn11b		Describe how knowledge of global issues, including climate change, may influence personal responses to art
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● What is the AP Studio Art Portfolio?</li> <li>● What are the different sections of the AP Studio Art Portfolio</li> <li>● How do I get my ideas? What inspires my thinking?</li> <li>● What constitutes a successful portfolio composition</li> </ul>		<ul style="list-style-type: none"> <li>● Students will understand the AP Studio Art Portfolio sections</li> <li>● Students will understand how they will use the sketchbook to formulate ideas and work through process</li> <li>● Students will understand the AP Studio Art Rubric and language and vocabulary associated</li> <li>● Students will understand the importance of deadline</li> </ul>

Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● classwork</li> <li>● homework</li> <li>● performance activities/sketchbook</li> <li>● Final Compositions</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● critiques</li> <li>● reflections</li> <li>● final projects and related documentation of projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● that which is provided in the art room</li> </ul>

Unit 2 : Sustained Investigation		
Unit Summary: In this unit, students will be introduced to the Sustained Investigation section of the portfolio.		
Students will develop an inquiry that will be the basis of their Sustained Investigation. All works will demonstrate high level portfolio quality skills that also demonstrates process and evolving ideas		
Standards/Core Ideas/Performance Expectations		
Creating	1.5.12adv.Cr1b	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.
	1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
	1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Responding	1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life

	1.5.12acc.Re9a	Establish relevant criteria to evaluate collection of works  Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
	1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
	1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history
Presenting	1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● What is a strong Inquiry for my SI? What are strong ideas to explore?</li> <li>● How can I push and evolve my ideas?</li> <li>● How can I push the narrative and demonstrate the process?</li> </ul>		<ul style="list-style-type: none"> <li>● students will understand what makes a strong Sustained Investigation Inquiry?</li> <li>● students will develop understanding of creating a balanced compositions</li> <li>● students will understand and demonstrate a variety of high level skill and media</li> <li>● students will understand the importance in using perspective correctly</li> <li>● students will understand the difference between sequential and progress when using the sketchbook</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● classwork</li> <li>● homework</li> <li>● performance activities/sketchbook</li> <li>● final compositions SI</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● critiques</li> <li>● reflections</li> <li>● final projects and related documentation of projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● that which is provided in the art room</li> <li>● access to texts via internet</li> </ul>	

### Unit 3 : Sustained Investigation cont.

**Unit Summary:** Unit 3 will continue the Sustained Investigation section of the AP Portfolio. Students will develop a deeper understanding for the Inquiry they chose and will push the progress section to demonstrate how they got to their final composition. It is not just about the final piece, it is also how they get there.

**Students will** develop a narrative practice for the SI, which includes documentation through both sketchbook and video documentary as well as reflection in their sketchbook and other ideation processes. Students will be pushing their Inquiry to show evolving ideas. Students will engage in many processes to create meaningful, high level quality, portfolio and/or show-ready artworks.

### Standards/Core Ideas/Performance Expectations

Creating	1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr2c 1.5.12adv.Cr3a 1.2.12adv.Cr1a (media arts) 1.2.12adv.Cr1b (media arts)	<p>Visualize and generate art and design that can affect social change.</p> <p>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.</p> <p>Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p> <p>Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions</p> <p>Fluently integrate a sophisticated personal aesthetic for media art production</p>
Responding	1.5.12prof.Re7a	demonstrate connection between student ideas and concepts present in the wider art

	<p>1.5.12acc.Re7a</p> <p>1.5.12adv.Re7a</p> <p>1.5.12acc.Re8a</p>	<p>world</p> <p>recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>
Connecting	<p>1.5.12prof.Cn10a</p> <p>1.5.12acc.Cn10a</p> <p>1.5.12adv.Cn10a</p> <p>1.2.12prof.Cn11a (media arts)</p>	<p>demonstrate use of sketchbooks as meaningful tool in process of ideating</p> <p>utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design</p> <p>Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values</p>
Presenting	<p>1.5.12acc.Pr4a</p> <p>1.5.12adv Pr4a</p>	<p>Analyze, select work and critique personal artwork for a collection or portfolio</p> <p>Critique, justify and present choices in the process of analyzing, selecting, creating and presenting artwork for a specific exhibit or event</p>

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● How can I develop my Sustained Investigation further?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will fully understand their Sustained Investigation Inquiry and continue to develop ideas to push the idea further</li> </ul>

<ul style="list-style-type: none"> <li>● How can I keep demonstrating a more advanced progress in my investigation?</li> <li>● How can I tell a story through my art? How can I show growth?</li> <li>● What has the work of both historical and contemporary artists taught us? How do we learn and grow from it?</li> <li>● How can I demonstrate the impact someone has had on me and my inspiration through my art?</li> <li>● How can I use my sketchbook to expand ideas and process?</li> </ul>	<ul style="list-style-type: none"> <li>● students will understand the how to use various media to create high skill level art</li> <li>● Students will understand the importance of deadlines</li> <li>● Students will understand elements of art and design used to create dynamic compositions</li> <li>● Students will understand the AP College Board critique process and become more proficient in giving and getting feedback. Students will be using the correct language when talking about their art and the art of their peers.</li> <li>● Students will continue artistic growth through process</li> </ul>
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#### Evidence of Learning

<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● classwork: materials skill sets, planning and reflection in sketchbook</li> <li>● homework</li> <li>● Completed Projects in the Sustained Investigation.</li> <li>● Critique</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● critique (instructor &gt; student and whole class) of completed compositions and skill sets</li> <li>● reflection (rubric) on completed tasks and projects</li> </ul>	<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● various paints, pencils, charcoals, etc</li> <li>● canvas, specialty papers, drawing paper, sketchbooks</li> <li>● other/various</li> <li>● digital media, camera/phone camera</li> <li>● contemporary and art historical references and texts</li> </ul>
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#### Unit 4 :Uploading AP Studio Submission, The Final Portfolio, Finishing, Displaying and Marketing Your Work

**Unit Summary:** Students will upload their AP Studio Art portfolio to the college board digital submission website.

Students will be presenting a final portfolio to the class

In the entire course , students experience art preparation, history, analysis, critique, making, and complete this cycle with preparing a work for show and market. Students will participate in an art show of some form

**Students will** photograph, edit and upload their art for both the Selected Works Section as well as the Sustained Investigation section of the AP Studio Art digital submission. Students will meet the AP test deadline day for submission.

Students will create original work that has a personal connection to them as well as learn how to finish, prepare, and anticipate types of value for their work and various showing and displaying opportunities within and outside the school community.

Students will also learn how to photograph their artwork and create a portfolio of finished artworks which represents promise and practice. Students will present a finished portfolio, of both actual works and a digital version.

Students will create a small number of higher level, portfolio and/or show-ready artworks in this unit.

**Standards/Core Ideas/Performance Expectations**

<p>Creating</p>	<p>1.5.12adv.Cr1b 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12adv.Cr3a</p>	<p>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.</p> <p>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.</p> <p>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>
<p>Responding</p>	<p>1.5.12prof.Re7a 1.5.12acc.Re7a 1.5.12adv.Re8a</p>	<p>demonstrate connection between student ideas and concepts present in the wider art world</p> <p>recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>

Connecting	1.5.12prof.Cn10a 1.5.12acc.Cn10a 1.5.12adv.Cn11a 1.5.12acc.Cn11b: (global issues and climate change)	<p>demonstrate use of sketchbooks as meaningful tool in process of ideating</p> <p>utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking</p> <p>Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</p> <p>Compare Uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change</p>
Presenting	1.5.12acc.Pr5a  1.5.12acc.Pr4a  1.5.12adv.Pr4a	<p>Evaluate readiness of the completed artwork for display in a specific place, juried show, or in conjunction with other student works</p> <p>Analyze, select work and critique personal artwork for a collection or portfolio</p> <p>Critique, justify and present choices in the process of analyzing, selecting, creating and presenting artwork for a specific exhibit or event</p>

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● How do I upload my digital portfolio?</li> <li>● How do I meet all the AP deadlines?</li> <li>● How do I demonstrate my process in my AP Portfolio?</li> <li>● How can I use my sketchbook to expand ideas?</li> <li>● What role does color play in evoking emotions with my art?</li> <li>● How does expanding material choices for compositions expand opportunities for expression?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand the process of photographing, editing, uploading and submitting the AP Portfolio</li> <li>● Students will understand the critique process and will be proficient in the language of the AP Studio Art Rubric.</li> <li>● Students will understand the importance of deadlines</li> <li>● Students will understand the process of finishing work for an audience</li> <li>● students will understand the development of a market value for their artwork</li> <li>● students will understand the practice of memorializing work in a portfolio</li> <li>● students will experience getting their art ready for a show</li> <li>● students will understand the importance of the fine art portfolio</li> <li>● students will demonstrate and present a completed portfolio</li> </ul>

<ul style="list-style-type: none"> <li>● What aesthetic qualities are reinforced with “show readiness”?</li> <li>● What are my media strengths</li> <li>● How do I put a portfolio together both digitally and in person?</li> <li>● How do I get my work ready for an art show?</li> </ul>	
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<b>Evidence of Learning</b>
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<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● classwork: materials skill sets, planning and reflection in sketchbook</li> <li>● homework: practice of incremental skills</li> <li>● performance activities</li> <li>● Completed Projects</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● critique (instructor &gt; student and whole class) of completed compositions and skill sets</li> <li>● reflection (rubric) on completed tasks and projects</li> </ul>	<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● various paints, pencils, charcoals, etc</li> <li>● canvas, specialty papers, drawing paper</li> <li>● drawing and painting materials</li> <li>● digital camera/phone camera/online space for digital portfolio</li> <li>● instructor created skills tutorials</li> <li>● contemporary and art historical references and texts</li> <li>● finished portfolios as examples</li> <li>● computer for uploading</li> </ul>
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**Section X: Unit Reflection**

The *AP Studio Art Instructional Team* must confer upon the completion of each instructional unit in the *AP Studio Art* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the *Unit Reflection Form*. Completed *Unit Reflection Forms* must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP Studio Art Curriculum*.

Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate global perspectives;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners;			