

Rumson-Fair Haven Regional High School

Course: *AP Studio Art*

Staff Writers: Kristen Lanfrank and Alexa James

Supervisor: Seth Herman

Board Approval: August 2026

Section I: Course Description

The *AP Studio Art and Design* program consists of three different courses and portfolio options, corresponding to common college foundation courses, that precede the *AP Studio Art* course. In *AP Studio Art*, students will create a portfolio of work to demonstrate inquiry through art and design, and development of materials, processes, and ideas. Rather than a written exam, students will submit a digital portfolio to the College Board for evaluation at the end of the school year. Students will have the opportunity to go on at least one field trip with the *AP Art History* class to view artwork, research, and draw from two-dimensional and three-dimensional historical works of art.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives:

1. [2020 New Jersey Student Learning Standards – Visual and Performing Arts](#)
 - The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLS:](#)
 - “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 prepare New Jersey students for college and careers.”
3. [Standard 9.4 \(Life Literacies and Key Skills\) of the 2020 NJSLS:](#)
 - “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.”
***Climate Change:** The state of New Jersey has mandated instruction in, “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.”
4. [*Amistad Law: N.J.S.A. 18A 52:16A-88:](#)
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
5. [*Holocaust Law: N.J.S.A. 18A 35-28:](#)
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
6. [*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:](#)
 - 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."

7. *[Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:](#)
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
8. 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 Multi Language Learners (MLL) 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 those outlined on the [Modifications/Accommodations for Visual and Performing Arts](#) Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *AP Studio Art* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>AP Studio Art</i>	Grade Level: 12
Unit I: Portfolio Preparation	Weeks 1-6
Unit II: Sustained Investigation (1-6)	Weeks 7-24
Unit III: Sustained Investigation II (7-12)	Weeks 25-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *AP Studio Art*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- AP Classroom (College Board)
- <https://www.youtube.com/>
- [AP Studio Art SI Rubric 26](#)
- <https://www.metmuseum.org/>

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 before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *AP Studio Art* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *AP Studio Art* instructional team to inform future learning and to measure student growth.

Each *AP Studio Art* student will be required to develop and submit a portfolio. Portfolio requirements and components can be found in the [AP Studio Art Portfolio Requirements and Components document](#).

Section VIII: Unit Templates

The following unit templates have been established for the *AP Studio Art* curriculum by the *AP Studio Art* instructional team:

Unit I: Portfolio Preparation		
Unit Summary		
In this unit, students will begin to inventory previous art that they have made in the prerequisite course of <i>Portfolio Design</i> to see how many compositions are complete to go into a fine art portfolio for both college and the <i>AP Studio Art</i> Portfolio selected works section. Students will create a minimum of three additional original pieces of artwork that demonstrate a high level in media, composition, and overall skill. Students will be using their sketchbooks for every piece of artwork they create to demonstrate the process. Students will be brainstorming ideas for the Sustained Investigation and begin the working process and first artworks that pertain. Students will also be introduced to the <i>AP Studio Art</i> Rubric and begin using it to critique.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Studio Art</i> :		
2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12 1.5.12 ACC.CN10A, 1.5.12PROF.CN10A, 1.5.12ACC.CR1A, 1.5.12PROF.PR4A, 1.5.12PROF.PR5A, 1.5.12ACC.RE7B 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1		
Unit Essential Questions	Unit Enduring Understandings	
- What artworks are essential for a fine art portfolio? - Why is a fine art portfolio important as a supplement to a college application? - What is a Sustained Investigation and how does it relate to the <i>AP Studio Art</i> Portfolio? - What makes a strong Sustained Investigation?	- Students will use multiple media and skills to demonstrate high-level original art: finished portfolios are 15-20 pieces of art, which can include sketchbook pages. - Portfolios demonstrate students' skills and talent, as well as an understanding of the Elements and Principles of Art and Design, which can translate into other fields. - Students will become proficient in coming up with multiple ideas that they can use as a Sustained Investigation Inquiry. They will use their sketchbook to demonstrate the process of ideas. All these works can be used in the students' fine art portfolio. - Students will use personal experience to create a Sustained Investigation. The strongest ideas come directly from the students' lives. - A strong investigation tells a story without any words.	
Evidence of Learning		
Formative & Alternative Assessments: - Sketchbook - Research - Peer critiques - Creating Art - Final Artwork - Art Vocabulary - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Weekly Sketchbook Collection - Final Art Piece-each piece is about 10-12 class periods; check in at 5 (Summative) - Individual Student Benchmark check-in with instructor - Final Critiques-student must have met deadlines (Summative)	Resources Needed: - AP Classroom - Google Classroom - Various Art Media - Previous Year Examples - Field trip to see art and work in sketchbook https://www.youtube.com/the

Unit II: Sustained Investigation 1-6		
Unit Summary		
In this unit, students will begin their Sustained Investigation. Students will explore many ideas and choose a theme that will be the focus of their Sustained Investigation. They will create a minimum of eleven finished pieces of artwork in the SI that will demonstrate the growth of ideas. In this unit, students are expected to complete six works. Each finished work will demonstrate the highest level of media, composition, and idea. Each work will have a process page in their sketchbook that will be submitted with the work. Students will abide by a strict calendar due date and participate in a group critique for each work. Students will become proficient in critiquing and using the AP Scoring Rubric and the proper vocabulary when talking about their work and the work of their peers.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Studio Art</i> :		
2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12 1.5.12 ACC.CN10A, 1.5.12PROF.CN10A, 1.5.12ACC.CR1A, 1.5.12PROF.PR4A, 1.5.12PROF.PR5A, 1.5.12ACC.RE7B 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1		
Unit Essential Questions	Unit Enduring Understandings	
- What is a strong, Sustained Investigation? - How does an artist take a theme and grow the idea over eleven to twelve finished pieces of artwork? - What does a strong sketchbook process look like? - How can students revise and rework art? - What is the student's personal media strength?	- Students will use multiple media and skills to demonstrate high-level original art that demonstrates a theme or inquiry. Students will use personal experiences to build an inquiry. - Students will demonstrate an understanding of the Elements and Principles of Art and Design and demonstrate it through growth of the SI Inquiry. - Students will become proficient in creating sketchbook process pages that demonstrate brainstorming, media testing, references, art historical images, and thumbnails. - Students will use their sketchbooks to demonstrate the entire artistic process of creating a piece of art from research, thumbnails, references, and media tests. The sketchbook is part of revision and building ideas. - Students will meet deadlines and become proficient in critiquing. Students will build upon the media they really like working with and continue to show growth in how they are mastering it.	
Evidence of Learning		
Formative & Alternative Assessments: - Sketchbook - Research - Peer critiques - Creating Art - Final Artwork - Art Vocabulary - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Weekly Sketchbook Collection - Final Art Piece-each piece is about 10-12 class periods; check in at 5 (Summative) - Individual Student Benchmark check-in with instructor - Final Critiques-student must have met deadlines (Summative)	Resources Needed: - AP Classroom - Google Classroom - Various Art Media - Surrounding Area AP Studio Art Classes to critique with

Unit III: Sustained Investigation 7-12		
Unit Summary		
In this unit, students will continue to grow their Sustained Investigation. They will complete a minimum of eleven finished pieces of artwork that will demonstrate the process and expansion of the original idea. Students will demonstrate revision and will document important elements of each composition, such as size, media, process, and idea. Each finished work will demonstrate the highest level of media, composition, and idea. Students will abide by a strict calendar due date and participate in a group critique for each work. Students will become proficient in critiquing and continue using the AP Scoring Rubric. Students will take photographs of the finished works and upload them to the College Board <i>AP Studio Art</i> website.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Studio Art</i>:		

2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12 1.5.12 ACC.CN10A, 1.5.12PROF.CN10A, 1.5.12ACC.CR1A, 1.5.12PROF.PR4A, 1.5.12PROF.PR5A, 1.5.12ACC.RE7B 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1		
Unit Essential Questions		Unit Enduring Understandings
- How does an artist continue to grow their Sustained Investigation idea? How can revision be used? - How is mastery of idea, media, and composition demonstrated? - How does an artist explain the idea behind their SI in 600 characters? - Does an artist’s body of work demonstrate synthesis?		- Students will use multiple media and skills to demonstrate high-level original art, and each composition will push the inquiry further. - Students will demonstrate understanding of the Elements and Principles of Art and Design in original works. - Students will demonstrate high knowledge when critiquing and using the correct vocabulary when talking about art, as well as their own ideas behind their SI. - Synthesis is when the artwork flows and tells a story; each idea is original and demonstrates a high skill level. - Students will meet deadlines and come to critiques prepared and ready to talk about their works as well as their peers.
Evidence of Learning		
Formative & Alternative Assessments: - Sketchbook - Research - Peer critiques - Creating Art - Final Artwork - Art Vocabulary - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Weekly Sketchbook Collection - Final Art Piece-each piece is about 10-12 class periods; check in at 5; 6 additional works (Summative) - Individual Student Benchmark check-in with instructor - Final Critiques-student must have met deadlines (Summative) - Final Personal and Group Projects-after exam submission (Summative)	Resources Needed: - AP Classroom - AP Digital Upload Site - Google Classroom - Various Art Media

Section IX: Unit Reflection

The *AP Studio Art* instructional team must confer upon the completion of each instructional unit in the *AP Studio Art* curriculum and rate the degree 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 should be used by the instructional team for future modifications within the *AP Studio Art* curriculum.

Unit Reflection Form: AP Studio Art			
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 modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st 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 the 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.			

Appendix ***Writing Instruction and the RFH Community***

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)