

Portfolio (2D and Drawing)

2015 – 2016

	Topics	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 16	1	Introduction; expectations; classroom organization; classroom storage	Internet searching; introduction to the AP website (if applicable) Classroom examples; textbook analysis information
	2	Viewing successful high quality artwork/artists; looking at AP examples (if students on AP track); learning how to find artists (technology)	
	3	Criticism; art analysis review; how to discuss art/constructive criticism	
	4	Self-assessment; self-evaluation and discovery of areas of interest (pre-concentration investigation/self-exploration)	
	5	“Breadth” –teacher generated assignment that deals with elements of art/principles of design (examples: unusual perspective self-portrait; value or monochromatic with multiple viewpoints of one object/subject)	Internet research of past/contemporary artists; AP website; Teacher generated websites; previous student work (examples)
	6	Sketchbook (planning, revising and making corrections and changes prior to creating a work of art)	Examples of successful sketchbooks
	7	Studio time with ongoing assessment; teacher and peer evaluations; informal and formal	AP Rubric; teacher generated goals/scales; template for feedback
	8	Critique process: written and oral feedback and scoring using goals/scales/AP Rubric; opportunity of revising work	
	9	“Breadth” –teacher generated assignment that deals with elements of art/principles of design (example: repetition and realistic observation still life drawing using color pencils to show value, cropping, space; line with motion with a repeating solid form and color theory: ribbon moving through a composition of repeating object using split complements and value)	AP website; examples of successful projects completed by artists and past student work; sketchbooks
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Quarter 2 Oct 20 – Dec 18	1	Studio time with ongoing assessment: teacher and peer evaluations; informal and formal	Exit slips; quick critiques using sketchbooks “needs improvement and successes” recorded by peers as they move through the room Examples of successful student work; internet examples of artists with successful artwork
	2	“Breadth” –teacher generated assignment that deals with elements of art/principles of design (example: cut paper designs to show value, space, emphasis; gestural figure drawings to show expressive mark making using charcoal/pastel/ghesso)	
	3	Studio time with ongoing assessment: teacher and peer evaluations; informal and formal	

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	4	“Breadth” –teacher generated assignment that deals with elements of art/principles of design (example: figure/ground relationships; still life to show understanding of chiaroscuro lighting; value)	<p>Examples of successful artwork from artists and previous students; sketchbook activities</p> <p>Quick critiques; exit slips</p> <p>AP website: concentration student samples; examples of concentration statements; sketchbook exercises</p> <p>AP website; artist examples; reference from photos, internet;</p> <p>Looking at artists who use appropriation and laws for copyright; materials and supplies based on student needs</p>
	5	Studio time with ongoing assessment: teacher and peer evaluations; informal and formal	
	6	“Breadth” – teacher generated assignment that deals with elements of art/principles of design (example: mixed media; social commentary artwork; shadow painting with color theory)	
	7	Introduce Concentration: students writing statements after viewing concentration examples and statements; collect information and ideas in sketchbooks for concentration (sustained investigation of 8-12 works that shows growth of an idea)	
	8	Concentration work: student generated assignment and project that explores a topic that the student has selected	
	9	Discussion of copyright imagery; appropriation of imagery	
<p>Quarter 3 Jan 6 – Mar 17</p>	Topics	Major Concepts / Topics	Possible Resources
	1	Concentration work: student generated assignment and project that explores a topic that the student has selected	<p>Internet examples of artist work; references based on photographs from students; AP website; materials and supplies based on student need</p>
	2	Concentration work: student generated assignment and project that explores a topic that the student has selected	
	3	“Breadth” – teacher generated assignment that deals with elements of art/principles of design (printmaking to include linoleum cuts/intaglio; monoprints with drawing and design mixed media)	
	4	Concentration work: student generated assignment and project that explores a topic that the student has selected	
	5	“Breadth” – teacher generated assignment that deals with elements of art/principles of design (Visual dissection of a natural object; investigation of an object to show scale/proportion)	<p>Student examples; artist examples; internet reference/resources; AP website</p>
	6	Studio time with ongoing assessment: teacher and peer evaluations; informal and formal	
	7	“Breadth” – teacher generated assignment that deals with elements of art/principles of design (example: image transfer with mixed media components; value drawing exploring fabric/crumpled paper)	<p>Student examples; artist examples; internet reference/resources; AP website</p>

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	8	Concentration work: student generated assignment and project that explores a topic that the student has selected	Sketchbooks; reference images from photographs, internet
	9	Concentration work: student generated assignment and project that explores a topic that the student has selected	
Quarter 4 Mar 29 – May 26	Topics	Major Concepts / Topics	Possible Resources
	1	Ongoing critiques; evaluations: peer and teacher and self; informal and formal	Exit slips; sketchbooks and written critiques
	2	Concentration: student generated assignment and project that explores a topic that the student has selected	Videos; tutorials; hands on demonstrations of matting materials
	3	Preparation to present artwork; how to display artwork; prepare for a show (mat work; clean; crop; frame; title work); how to act in a gallery/museum	
	4	“Breadth” – teacher generated assignment that deals with elements of art/principles of design (example; still life with color theory/pattern; self-portrait to show personal interests)	Examples of work from students; artists
	5	Critiques; evaluations of Portfolios of student work; view PowerPoints of student work completed over the course of the class. Formal and informal feedback/assessment	View examples of collaborative works
	6	Opportunity for collaborative works; art in public places; students create group assignments	
	7	Studio time to complete collaborative work	
	8	Display collaborative work/celebrations; display completed work	
9			

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