

CURRICULUM MAP

Subject: AP 2-D Design

Grade Level: 12

Revised 7/21

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>INTRODUCTION TO THE COURSE: Policies and guidelines</p> <ul style="list-style-type: none"> Classroom as community Grading: Sustained Investigation 80%, Writing Assignments 10%, critique/class participation/sketchbook (10%) Evaluating art and the critique process <p>INTRODUCTION TO DESIGN:</p> <ul style="list-style-type: none"> Introduction to the history design Historical and contemporary art focusing on the elements of principles of design. Focus on the elements of design including: line, shape, form, color, texture, space, value Focus on the principles of design including: rhythm, balance, emphasis, contrast, proportion, gradatio, harmony, variety and movement. <p>RESEARCH:</p> <ul style="list-style-type: none"> Discuss reliable sources for research and sites to find dynamic artwork Create a “design” book to illustrate each element and principle using historical and contemporary artwork Print books in color to be use as reference <p>DEVELOPING DESIGN SAMPLES:</p> <ul style="list-style-type: none"> Focus on idea exploration and problem solving Research historical and contemporary artist who focus on design Weekly critiques Exploration of new materials Students will develop a series of six artworks illustrating the elements and principles of design Students will document their work through photographs, notes and drawings in their sketchbook 	<p>INQUIRY-BASED, SUSTAINED INVESTIGATION:</p> <ul style="list-style-type: none"> Students will develop and refine their sustained investigation using the research completed in quarter one to guide them Students will have a weekly formal critique as as daily individual critiques with teacher Self-reflection and peer evaluation will be stressed <p>WRITING:</p> <ul style="list-style-type: none"> Students will complete a very specific artistic statement that will guide their sustained investigation for the year The artist’s statement may be adjusted throughout the year as the sustained investigation focus may evolve With each completed design, students will write a short statement discussing concept, use of elements and principles, materials and process <p>DOCUMENTATION:</p> <ul style="list-style-type: none"> Students will document all work using photographs, sketches, and writing <p>PORTFOLIO REVIEW:</p> <ul style="list-style-type: none"> Students will complete a personal reflection statement on their artistic process and growth for the year thus far. Students will have an individual portfolio review with the teacher 	<p>INQUIRY-BASED, SUSTAINED INVESTIGATION:</p> <ul style="list-style-type: none"> Students will use their artist statement written in quarter two as a guide in the production of the sustained investigation Students will have a weekly formal critique as as daily individual critiques with teacher Self-reflection and peer evaluation will be stressed <p>WRITING:</p> <ul style="list-style-type: none"> With each completed design, students will write a short statement discussing concept, use of elements and principles, materials and process <p>DOCUMENTATION PROCESS:</p> <ul style="list-style-type: none"> Students will document all work using photographs, sketches, and writing Students will learn how to combine, edit and adjust digital images using either Photoshop or Pixlr Students will create a “process” digital images for each design produced Students will create a digital portfolio on Google Drive Students will upload artwork and writing to the College Board Site 	<p>FINALIZING THE PORTFOLIO:</p> <p>Part One, The Sustained Investigation</p> <ul style="list-style-type: none"> Students will complete fifteen or more design works Students will create 15 images to be uploaded to the College Board Site A selection of process images must be represented Students will write, and upload, a concise artist’s statement discussing their Sustained Investigation and personal-artistic process <p>Part Two, Selected Work:</p> <ul style="list-style-type: none"> Students will select their strongest works in terms of design and technical skill to be included Students will document their process and idea behind their work through writing on the digital portfolio <p>FINAL PORTFOLIO REVIEW:</p> <ul style="list-style-type: none"> Students will complete a personal reflection statement on their artistic process and growth for the year. Students will have an individual portfolio review with the teacher <p>ARTWORK FOR SCHOOL COMMUNITY:</p> <ul style="list-style-type: none"> Students will view, and discuss, artwork for both local and national communities Students will work individually, or as a part of a team, to create a dynamic public work of art for our school community

STUDENT SKILLS AND ABILITIES

With the completion of the course, students will:

- Develop their own, individual artist voice: their own artistic voice should be apparent in both their artwork and writing
- Demonstrate thorough understanding of the elements of art and principles of design through an investigative experimentation of ideas, materials, and processes.
- Focus on the investigative process of generating ideas and solving problems.
- Write and speak about artwork with fluency and a keen eye for observation.
- Recognize and discuss key artistic movements, artists and able to recognize and discuss artwork and artists from a variety of countries focusing on diversity and inclusivity.
- Should have the confidence to select media that work well for their chosen subject matter and use the materials with skill.
- Will have an academic plan if a student chooses to pursue art in the future.
- Leave school with a strong digital portfolio and ability to edit and organize the portfolio.