

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW X REVISED CURRICULUM

DATE: March 8, 2013

CONTENT AREA: HHS VISUAL ARTS - Advanced Placement Art Studio

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Lynn Mound

**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain) \_\_\_\_\_  
\_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVAL DATES:**

*Ima 4.24.13* Approved by Assistant Superintendent

*TL 4/11/13* Approved by Education Committee

ard of Education

Board of Educ. Approved  
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL  
VISUAL ARTS CURRICULUM

**ADVANCED PLACEMENT ART STUDIO**  
GRADE 11-12

AUGUST 2012

## Fine & Performing Arts

# Advanced Placement Art Studio

Grades 11-12

### Course Overview

Advanced Placement Art Studio is a one year course that offers students the opportunity to pursue college level work in art. It is intended for the highly motivated student interested in the serious study of art. This course prepares the student for the AP Art Studio Exam. The course work is based on the submission of a portfolio of work for evaluation at the end of the school year. Each student develops and submits a portfolio that serves as a direct demonstration of achievement.

Students will be given assignments with the goal of encouraging creativity and investigation of design and concepts in art. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making. Through various art activities the course will help students develop technical skills and familiarize them with the use of the visual elements and principles.

The AP Studio Art class is in line with common college foundation courses. The AP Program works cooperatively with high school teachers and students to complete a college level course and permits colleges to evaluate, acknowledge, and encourage that accomplishment through appropriate credit and placement.

This 5 credit full year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)1vii for “at least 5 credits in Visual and Performing Arts” for all students who entered high school in 2010 or later.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers.

<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Artists use a variety of problem solving and decision making skills to apply the Elements of Art and Principles of Design in two dimensional works of art.</li> <li>2. Two dimensional design in various media helps identify various cultures and civilizations throughout history.</li> <li>3. The creation of art involves creative planning and designing.</li> <li>4. Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</li> <li>5. Artists use a variety of media and technology tools to find inspiration and visual resources.</li> <li>6. The development of critical thinking skills enables keener insights when solving future design problems.</li> <li>7. Human understanding and communication are enhanced through art making.</li> <li>8. Building 2-D design technique and skill is necessary for pursuing career pathways in visual arts.</li> </ol>
<p><b>Unit/Skill: 2-D Design Portfolio</b></p>	
<p><b>Days</b></p>	<p>5 days</p>
<p><b>NJCCCS</b></p>	<ol style="list-style-type: none"> <li>1.1 <b>The Creative Process</b>-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</li> <li>1.2 <b>History of the Arts and Culture</b>- All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>1.3 <b>Performance</b>- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>1.4 <b>Aesthetic Responses &amp; Critique Methodologies</b>- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</li> </ol>
<p><b>NJCCCS CPI</b></p>	<ol style="list-style-type: none"> <li>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</li> <li>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</li> <li>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</li> <li>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</li> <li>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</li> </ol>
<p><b>Essential Questions</b></p>	<p>What do artists do?                  How do underlying structures guide the creation of works of art?                  What is a portfolio?                  How can a portfolio reveal an artist's growth and development?                  AP Studio Art: 2-D Design Exam is based on the submission of a portfolio of work for evaluation at the end of the school year.</p>
<p><b>Skills The Student Will...</b></p>	<p>Develop and submit a portfolio that serves as a direct demonstration of achievement.                  Apply the principles and elements of art to create works of art that convey meaning.                  Present work that is done over a single year or longer, in class or on one's own.                  Demonstrate deliberate manipulation of the visual tools represented by the elements and principles.                  Select and manipulate two-dimensional media to create art works.                  Demonstrate competence and range of understanding in visual concerns and methods.</p>

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	<p>Create work (in either traditional or technologically manipulated media) that shows the student's voice beyond the duplication of appropriated published or photographic sources. This development may be demonstrated through the manipulation of the formal qualities, design, and/or concept of the original work.</p> <p>Submit works in the following three sections:                  Section I: Quality-(1/3 of total score) a body of work unified by an underlying idea.                  Section II: Concentration-(1/3 of total score) a body of works demonstrating understanding of the principles of design.                  Section III: Breadth-(1/3 of total score) a body of three and a maximum of seven faculty consultants (artists/educators who have been carefully selected and specially trained by Educational Testing Service). Each of the three sections is reviewed independently based on scoring guidelines for that section, and each carries equal weight.</p> <p>Student written self-response form                  Process Folio                  The College Board Scoring Guidelines                  Museum Report</p>
<b>Assessment</b>	
<b>Literacy Integration</b>	RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>Mathematics Integration</b>	N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
<b>Health &amp; Phys Ed Integration</b>	2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12.E.2 Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
<b>Science Integration</b>	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.
<b>World Language Integration</b>	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
<b>Unit/Skill: 2D-Design Quality- Section I</b>	
<b>Days</b>	Ongoing
<b>NJCCCS</b>	<p><b>1.1 The Creative Process-</b>All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p><b>1.2 History of the Arts and Culture-</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance-</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies-</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music,</p>

Unit/Skill: 2D-Design Quality- Section I	
	theatre, and visual art.
<b>NJCCCS CPI</b>	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
<b>Essential Questions</b>	<p>What is meant by a well-informed sense of composition?</p> <p>How do experts agree/disagree about the value, power and source of art work?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How does the artist's skill and discipline turn notions into a quality product?</p> <p>How would you judge the quality or success of the work in a portfolio?</p>
<b>Skills The Student Will...</b>	<p>Submit five works that demonstrate mastery of design-apparent in the composition, concept, and execution of the works.</p> <p>Create and submit five actual works; in one or more media; maximum size is 18" x 24".</p> <p>Demonstrate use of design elements to investigate the principles of two-dimensional design.</p> <p>Practice decision making and intention in the compositional use of the elements and principles of design.</p> <p>Display originality, imagination and invention in composed work.</p> <p>Show engagement with experimentation, and/or risk taking to compose work.</p> <p>Use art materials and media with technical competence and skill to effectively express ideas.                      (Work may have been created quickly or over a long period of time; it may be representational, abstract, stylized or it may show a combination of any of these characteristics. Works can be flat paper, cardboard, canvas board, or un-stretched canvases.)</p> <p>The five works chosen for the Quality section may come from the student's Concentration section and/or Breadth section, but they don't have to.</p> <p>They may be a group of related works, unrelated works, or a combination of related and unrelated works.</p>
<b>Assessment</b>	<p>The College Board Scoring Guidelines                      Journal probes                      Museum Report</p>
<b>Literacy Integration</b>	<p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<b>Mathematics Integration</b>	<p>N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p>
<b>Science Integration</b>	<p>5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.</p>
<b>Social Studies Integration</b>	<p>6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.</p>

<b>Unit/Skill: 2D-Design Quality- Section I</b>	
<b>World Language Integration</b>	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<b>Unit/Skill: 2D-Design Concentration- Section II</b>	
<b>Days</b>	40 days
<b>NJCCCS</b>	<p><b>1.1 The Creative Process-</b>All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p><b>1.2 History of the Arts and Culture-</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance-</b>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies-</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>1.4.12.A.2 Speculate on the artist's intent using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p>
<b>Essential Questions</b>	<p>How do underlying structures unconsciously guide the creation of art works?                      What is a visual concentration?                      How can art works express visual thinking and focus on a particular concept?                      How does planned risk taking affect the creation more sophisticated imagery?                      What is the central idea of your concentration?                      How does the work in your concentration demonstrate the exploration of your idea?</p>

**Unit/Skill: 2D-Design Concentration- Section II**

**Skills  
 The Student  
 Will...**

Submit a body of work unified by an underlying idea that has visual coherence (12 images; some may be details).  
 Create a body of related works based on the individual's interest in a particular idea expressed visually.  
 Practice the process of investigation, growth, and discovery.  
 Demonstrate understanding and application of two-dimensional design principles.  
 Use art materials and media with technical competence and skill to effectively express ideas.  
 Transform visual references (appropriation of published or photographic resources) showing a personal vision in which the student's voice is prominent.

Students submitting a 2D-design portfolio are free to work with any idea in any medium. The concentration should grow out of a plan of action or investigation. A concentration could consist of 12 independent works that share a single theme; for example, an in-depth study of a visual problem or a variety of ways of handling what the student thinks is a compelling subject. If the student uses subject matter as the basis of the concentration, the work should show the development of a visual language appropriate for that subject. Some concentrations involve sequential works; for example, series of studies that leads to, and is followed by, more finished works.  
 All concentrations must be submitted in digital slide form through the AP College Board Digital Submission Web Site.

Possible concentration topics:  
 Below are examples of concentrations that have been submitted in the past. They are intended only to provide a sense of range and should not necessarily be considered "better" ideas than one's own ideas.

- A series of original photographs in which formal and expressive qualities have been enhanced through the use of other media.
- A series of self-portraits exploring one's relationship to the past, present and future.
- A project that explores interior and exterior architectural space emphasizing principles of perspective, structure, ambiance created by light, etc.
- Abstract paintings developed from cells and other microscopic images.
- An exploration of pattern and design found in nature and/or culture.
- A series of drawings that begin with representational interpretations and evolve into abstraction.
- The choice of technique, medium, style, form, subject, and content will be made in consultation with the teacher.

Written commentary of the concentration topic is required to be submitted with the concentration to answer the essential questions.  
 Students will briefly define the nature of the concentration project.  
 Students will briefly describe the development of the concentration and the sources of the ideas. Students may refer to specific images as examples.  
 The commentary is not scored by the examiner, but instead is read to help the examiner better understand the concentration idea.

**Assessment**

- The College Board Scoring Guidelines:
- Coherence and/or development.
- Quality of the concept/idea represented.
- Degree of development and investigation that is evident in the work.
- Quality of the work in both concept and technique, regardless of the medium.
- Journal Probes
- Checklist
- Annotated artworks
- Constructed response items
- Museum report



<b>Unit/Skill: 2D-Design Concentration- Section II</b>	
<b>Literacy Integration</b>	L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>Mathematics Integration</b>	G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
<b>Health &amp; Phys Ed Integration</b>	2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
<b>Science Integration</b>	5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
<b>Social Studies Integration</b>	6.2.12.D.4 k Analyze how the arts represent the changing values and ideals of society. 6.2.12.D.5 c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
<b>World Language Integration</b>	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems. 8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
<b>Unit/Skill: 2D-Design Breadth-Section III</b>	
<b>Days</b>	40 days
<b>NJCCCS</b>	<p><b>1.1 The Creative Process-</b>All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p><b>1.2 History of the Arts and Culture-</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance-</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies-</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music</p>

<b>Unit/Skill: 2D-Design Breadth-Section III</b>	
	<p>theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.                      1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.                      1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two - and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.                      1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.                      1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
<b>Essential Questions</b>	<p>How do underlying structures guide the creation of works of art?                      Does art have boundaries?                      When is art criticism vital and when is it beside the point?                      What is the difference between a thoughtful and a thoughtless artistic judgment?                      How does planned risk taking affect the creation more sophisticated imagery?                      Submit 12 images of a variety of works demonstrating understanding of the principles of design. Readers/examiners look for engagement with a range of design principles.</p>
<b>Skills The Student Will...</b>	<p>Demonstrate a broad investigation of 2-D design principles.                      Display originality and innovation in composed work.                      Apply 2-D design principles to a broad range of design problems.                      Demonstrate purpose and intention in the compositional use of the elements and principles of design.                      Use art materials and media with technical competence and skill to effectively express ideas.                      Transform visual references (appropriation of published or photographic resources) showing a personal vision in which the student's voice is prominent.</p> <p>All breadth sections must be submitted in digital slide form through the AP College Board Digital Submission Web Site.</p> <p>Examples of breadth works:                      Color theory, such as that embodied in Fauvism, Expressionism, etc.                      Color organization using primary, secondary, tertiary, analogous, or other subsets.                      Color used to create or intensify expression.                      Positive/negative or figure/ground relationships.                      Development of modular design or repeated pattern to demonstrate engagement with rhythm, unity/variety, and repetition.                      Typographic organization, layout, or logo.                      Graphic designs for posters, book jackets, etc.                      Industrial or product design.                      Designs using balance/emphasis/contrast.                      Designs using proportion/scale.</p>
<b>Assessment</b>	<p>The College Board Scoring Guidelines                      Student Self-Assessments:                      Annotated artworks                      Constructed response items                      Critique: Group and Individual                      Student Checklist for Portfolio Evidence                      Museum report</p>

<b>Unit/Skill: 2D-Design Breadth-Section III</b>	
<b>Literacy Integration</b>	RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>Mathematics Integration</b>	N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
<b>Health &amp; Phys Ed Integration</b>	2.1.2.E.1 Identify basic social and emotional needs of all people. 2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
<b>Science Integration</b>	5.1.12.A.2 Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories. 5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.
<b>Social Studies Integration</b>	6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries. 6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society. 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
<b>World Language Integration</b>	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

## **Advanced Placement Studio Art Curriculum Resources**

### **Books**

Art Student's College Guide by Linda Sweetow and Carol Brown  
Published by Macmillan, NY

Assessment in Art Education by Donna Kay Beattie  
Published by Davis Publications, MA

The Creative Edge by Mary Todd Beam  
Published by North Light Books, OH.

Design Synectics by Nicholas Roukes  
Published by Davis Publications, MA

Launching the Imagination: A Comprehensive Guide to Basic Design by Mary Stewart  
Published by McGraw Hill, NY

Living With Art by Mark Getlein  
Published by McGraw Hill, NY

The Parent's Guide to College Admissions by Marjorie Nieuwenhuis  
Published by Kaplan Educational Centers and Simon & Schuster, NY

Thinking through Aesthetics by Marilyn G. Stewart  
Published by Davis Publications, MA

### **Web Pages**

<http://apcentral.collegeboard.com>

<http://www.artcyclopedia.com/museums/art-museums-in-usa-new-jersey.html>

<http://www.artcyclopedia.com/museums/art-museums-in-usa-new-york.html>

<http://www.cbsnews.com/video/sunday/>

<http://www.pbs.org/art21/>

<http://www.tineye.com/>

Moodle Site for AP Art Studio students maintained by teacher

### **DVDs/CDs**

Core Concepts in Art, version 2.5.1

Student CD-ROM to accompany Living with Art

### **Periodicals**

American Artist

Art in America

Art News

**DVDs/CDs**

Art: 21 Art in the Twenty First Century PBS Series

A library of college and art school catalogs is kept on a book shelf in the classroom for student reference.

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (\*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

### ELEMENTS OF DESIGN

<b>LINE*</b>	1. a connection of two points in space 2. an edge 3. one dimension, length
<b>SHAPE*</b>	1. a two dimensional object having length and width 2. any <u>flat</u> area with inside and outside spaces defined by an edge (circle, square, etc.)
<b>FORM*</b>	A three dimensional object having length and width and depth
<b>TEXTURE*</b>	The way something feels by actual touch or by sight
<b>VALUE</b>	The lightness to darkness of a color
<b>SPACE*</b>	The area around, above, below (negative space) and within an object (positive space)
<b>COLOR* or HUE</b>	The way an object appears when light is reflected off of it, or emitted by it
	Primary                      red, blue yellow
	Secondary                  orange, green violet
	Intermediate or Tertiary   red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green
	Tint                          any color plus white
	Shade                        any color plus black
	Tone                         any color plus white and black
	Warm colors                orange, red and yellow
	Cool colors                 green, violet and blue
	Intensity                    the brightness or dullness of a color
	Analogous                 colors next to each other on the color wheel
	Complementary            colors opposite each other on the color wheel

### PRINCIPLES OF DESIGN

<b>BALANCE*</b>	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
<b>HARMONY</b>	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
<b>CONTRAST</b>	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
<b>DOMINANCE or EMPHASIS*</b>	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
<b>MOVEMENT</b>	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
<b>GRADATION</b>	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
<b>RHYTHM*</b>	Repeated elements that create a visual tempo or beat
<b>PROPORTION*</b>	The relationship of certain elements to the whole and to each other
<b>UNITY*</b>	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <u>balance of harmony and contrast</u> (an equal weight distribution of similarities and differences of the elements within the artwork)