

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**ART DEPARTMENT**

**AP STUDIO DRAWING PORTFOLIO  
AP STUDIO 2-D DESIGN PORTFOLIO  
AP STUDIO 3-D DESIGN PORTFOLIO**

Grade Level: 11-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 25, 2008**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## Course Philosophy

Unique opportunities to inspire, guide, and provoke creative thoughts in students should always be pursued in education. One of the goals during all AP course experiences is to develop students into lifelong learners with an appreciation for the arts. Because human passion and the desire for self expression is still encouraged today, AP studio art curriculums can reaffirm a necessary link in educational systems by establishing proper training for tomorrow's thinkers.

## Course Description

Advanced Placement studio art courses permit students the opportunity to develop and sharpen their skills beyond high school levels and allow access to college credit. Furthermore, it provides for the development of aesthetic appreciation through a network of studio skills including, self motivation, self-discipline, research and organizational skills, creative problem solving and portfolio development.

The Advanced Placement Studio Art classes are taught at a challenging pace. By incorporating higher level thinking skills, students are required to develop their own artistic voice and use critical decision making methods to create artwork. Students proudly witness and experience ownership within their artistic development and will appreciate and understand the bearing of time to create their unique artistic abilities. Their focus will be applying art at an elevated level, building their artistic imaginations, and in turn offer fresh perspectives through relevancy and context. The AP art courses emphasize making art as an ongoing process in terms of personal interest and goals, consumer choices and society at large.

The AP studio art courses require a full year of study, and at this time the student's portfolio is of paramount importance. These courses are designed to help serious art students plan and prepare their art portfolios. The student will work to develop a professional portfolio in conjunction with the guidelines set down by ETS. Student's vies of their instructor will shift towards seeing their teacher as a helpful resource provider. The Advanced Placement courses will address three major concerns that are consistent with the teaching of art these include Quality of work, the student's concentration on an area of visual interest, the need for breadth of experience. The fulfillment of these three areas requires students to commit after school time to complete outside projects and research. The student who engages successfully in any of the AP Studio Art classes is one who is considering art and focusing on higher education during and after college.

### Drawing

Students will create original works of art which show their mastery of drawing through a wide range of approaches and media. They will be able to describe an in-depth exploration of a particular drawing and their professional portfolio will demonstrate an understanding of drawing through a variety of means. To assist in the student's development, drawing contrast, line quality, rendering of form, composition, surface manipulation, and perspective will be acquired skills.

### 2-D Design

The AP 2-D design course entails decision making using the elements and principles of art in a unified manner. Students demonstrate their understanding of various design principles as applied to a two-dimensional surface. Through different visual elements (line, texture, space, value and color) students will articulate their comprehension of balance, emphasis, unity/variety, contrast rhythm and repetition. Some of the two-dimensional processes that will be explored are weaving, illustration, painting, printmaking, collage, fabric design, etc. Students are not limited to these mediums and can experiment to with different ideas.

### 3-D Design

The AP 3-D design course entails decision making regarding the use of elements and principles of art in an integrative way. Students will establish their understanding of design principles as they relate to depth and space. Also, they will articulate their comprehension of balance, emphasis, unity/variety, contrast rhythm and repetition by demonstrating different visual elements ((line, texture, space, value and color) in their works. Some of the three-dimensional processes that can be explored are ceramics, mosaic, fiber arts, figurative and nonfigurative sculpture, etc. Such as before, students are limited to these mediums.

**Freehold Regional High School District  
Curriculum Map**

**AP drawing, 2-D & 3-D Design**

<b>Relevant Standards<sup>1</sup></b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Assessments</b>		
			<b>Diagnostic (before)</b>	<b>Formative (during)</b>	<b>Summative (after)</b>
<b>1.1 Aesthetics</b> All students will use aesthetic knowledge in the creation of and in response to visual art.	Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.  Whether simple or complex, quality encompasses several components: composition, execution, and concepts of art work.	How does one illustrate awareness of contemporary and traditional artwork?  Is it possible to distinguish between thoughtless and thoughtful artistic judgments?	Questions assessing prior knowledge  Handouts  Individual portfolio review	Monitoring and adjusting lessons  Class/ Individual Critiques  Quizzes  Time Management  Projects  Sketchbook/ Journal  Clean up, participation and effort	Final Critique  Presentation of portfolio  AP Exam
<b>1.2 Creation and Performance</b> All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of visual art.	Devotion to time, effort, and thought is essential in the creation and development of a unique artistic ability within the individual.  The production of a complimentary group of work in a series illustrates a depth of focus.	What are the components needed to produce a portfolio of work that explores depth of focus?  How can we incorporate other experiences, skills and knowledge into artwork?			
<b>1.3 Elements and Principles of the Arts</b> All students will demonstrate an understanding of the elements and principles of visual art.	The best visual representations of breadth show a variety of conceptual approaches to drawing and/or the principles of design.	Is there a limit or range of conceptual approaches when creating art?  How do the elements and principles of design guide the creation of artwork?			
<b>1.4 Critique</b> All students will develop, apply and reflect upon knowledge of the process of critique.	Familiarity and comfort with critique enables students to successfully comprehend the power of reflection in their everyday lives.	Why is the ability to offer comments, questions, opinions, and constructive criticism through critique important?  How does critique affect the creating and/or modification of an existing or new work of			

<sup>1</sup> Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
		<p>art?</p> <p>Why is being objective important to the critique process?</p>			
<p><b>1.5 World Culture, History and Society</b></p> <p>All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.</p>	<p>Culture and historical events affects artistic self expression.</p>	<p>Does art define culture or does culture define art?</p> <p>What are the connections between art and other disciplines?</p> <p>Why is it important to approach the field of visual art with a deeper understanding of how it relates to world culture, history and society?</p>			

<sup>1</sup> Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**AP Drawing, 2-D and 3-D Design Portfolio**

<b>Unit Title</b>	<b>Unit Understandings</b>	<b>Recommended Duration</b>
Unit #1: Quality	<p>Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value. Whether simple or complex, quality encompasses several components: composition, execution, and concepts of artwork.</p> <ol style="list-style-type: none"> <li>Students will produce 5 actual works that demonstrate mastery of drawing.</li> </ol>	<p>The student should have at least 3-5 finished works within a marking period. This ensures 5 quality (actual) works required for portfolio submission in May.</p>
Unit #2: Concentration	<p>The production of a complimentary group of work in a series illustrates a depth of focus. Devotion to time, effort, and thought is essential in the creation and development of a unique artistic ability within the individual.</p> <ol style="list-style-type: none"> <li>Students will create artwork describing an in-depth exploration of a particular drawing concern...12 slides.</li> </ol>	<p>The concentration is defined within the first marking period by the student.</p> <p>An ongoing art journal will be checked at the end of each month regarding section II, concentration.</p> <p>A written final commentary must accompany the final 12 slides in May.</p> <p>Organizational sheets are checked at the end of each marking period.</p>
Unit #3: Breadth	<p>The best visual representations of breadth show a range of conceptual approaches to drawing and/or the principles of design.</p> <ol style="list-style-type: none"> <li>Students will produce a variety of work demonstrating an understanding of fundamental drawing concerns (observation, composition, value, line quality, etc.)...12 slides</li> </ol>	<p>Completion of the breadth section must be finished by the end of the 2<sup>nd</sup> marking period. Requirements are:</p> <p>12 slides for the drawing portfolio 12 slides for 2-D design portfolio 16 slides: 8 works, 2 views of each</p>
Unit #4: Critique	<p>Familiarity and comfort with critique enables students to successfully comprehend the power of reflection in their everyday lives.</p> <ol style="list-style-type: none"> <li>Students will develop, apply, and reflect upon knowledge of the process of critique.</li> </ol>	<p>Individual and class critiques are ongoing. The timing of critiques relies on the student's progress of a particular work.</p> <p>The final portfolio review and critique are conducted the week before the portfolio is submitted to the AP board.</p>

<p>Unit #5: World history, culture &amp; society</p>	<p>Culture and historical events affect artistic expression.</p> <ol style="list-style-type: none"> <li>1. Students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.</li> </ol>	<p>Conversation and research are ongoing.</p> <p>Students are responsible for art journal sketches, written comments, reactions, and research regarding a particular area of study in history, culture &amp; society and how it relates to their portfolio.</p> <p>Art journals are checked at the end of each marking period.</p>
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**Freehold Regional High School District  
AP Drawing**

**Unit #1: Quality**

**Enduring Understanding:** Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.

Whether simple or complex, quality encompasses several components: composition, execution, and concepts of artwork.

**Essential Question:** How does one illustrates awareness of contemporary and traditional artwork?

Is it possible to distinguish between thoughtless and thoughtful artistic judgments?

**Unit Goal:** Students will produce 5 actual works that demonstrates mastery of drawing.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can the ability of creating original artwork be a reflection of self?</p> <p>Is it possible to distinguish between thoughtless and thoughtful artistic decisions?</p> <p>Is mastery of drawing apparent in simple or more complex drawings?</p>	<p>Create original works of art that show mastery of drawing through a wide range of approaches and media.</p> <p>Fully develop the following drawing issues: value, line quality, rendering of form, composition, surface manipulation, and the illusion of depth.</p> <p>Explore quality through a variety of means such as painting, drawing, printmaking and mixed media.</p> <p>Understand quality in abstract, observational and inventive works.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (DR 1-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, image-manipulation software (e.g.: Photoshop)</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Suggest keeping a sketch diary of ideas and preliminary drawings</p> <p>Encourage visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet</p>

**Suggestions on how to differentiate in this unit:**

- Suggest different approaches to drawing such as painting, printmaking and mixed media.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP Drawing**

**Unit #2: Concentration**

**Enduring Understanding:** Devotion to time, effort, and thought is essential in the creation and developments of a unique artistic ability within the individual.

The production of a complimentary group of work in a series illustrates a depth of focus.

**Essential Question:** What are the components needed to produce a portfolio of work that explores depth of focus?

How can we incorporate other experiences, skills and knowledge into artwork?

**Unit Goal:** Students will learn to create artwork describing an in-depth exploration of a particular drawing concern...12 slides.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What does personal imagery mean in art?</p> <p>What constitutes plagiarism?</p> <p>Why is it so important to show personal imagery in your artwork?</p> <p>How can we incorporate other experiences, skills and knowledge into artwork?</p>	<p>Present a number of conceptually related works that show growth and discovery.</p> <p>Describe an in-depth exploration of a particular drawing concern.</p> <p>Define the concentration early in the year so the portfolio shows direction and focus required for a concentration.</p> <p>Develop a complete series of work which embraces a concentration topic: landscapes, figurative, abstractions from particular objects, interpretive self portraiture.</p> <p>Formulate a written commentary describing the central idea and how it demonstrates the exploration of your idea.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets(DR 2-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encourage visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet</p>

**Suggestions on how to differentiate in this unit:**

- Allow students to explore and focus on specific visual themes.
- This is an open ended area; the student's selection of a topic is infinite.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP Drawing**

**Unit #3: Breadth**

**Enduring Understanding:** The best visual representations of breadth show a range of conceptual approaches to drawing and/or the principles of design.

**Essential Questions:** Is there a limit or range of conceptual approaches when creating art?

How do the elements and principles of design guide the creation of artwork?

**Unit Goal:** Students will create a variety of work demonstrating an understanding of fundamental drawing concerns (observation, composition, value, line quality, Etc...)...12 slides.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does informality and experimentation become significant in art?</p> <p>Is there a limit to the range and arrangements of marks and materials used in drawing?</p>	<p>To explore a rich variety of approaches and materials in drawing.</p> <p>Drawings should include objective, nonobjective forms, effective use of value, line quality, surface manipulation, compositions, expressive mark making, etc...</p> <p>Demonstrate thoughtful considerations to drawing concerns while composing artwork.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets(DR 3-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues.</p> <p>Discuss subject matter, compositional structure and color usage of artists.</p> <p>Review slides and reproduction of artists.</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making.</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements.</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art.</p> <p>Encouraging visits to art museums and galleries.</p> <p>Inform students of resources available such as: art books, slides and reproductions.</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas.</p> <p>Homework requiring an ongoing weekly sketchbook or journal.</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Suggest different approaches to mark making.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP Drawing**

**Unit #4: Critique**

**Enduring Understanding:** Familiarity and comfort with critique enables students to successfully comprehend the power of reflection in their everyday lives.

**Essential Question:** Why is the ability to offer comments, questions, opinions, and constructive criticism through critique important?

How does critique affect the creating and/or modification of an existing or new work of art?

Why is being objective important to the critique process?

**Unit Goal:** Students will develop, apply, and reflect upon knowledge of the process of critique.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does critique affect the creation and modification of an existing or new work of art?</p> <p>How do description, analysis, interpretation, and judgment pertain to art?</p> <p>Why does it seem that all successful artists are deceased?</p>	<p>Organize individual thoughts and facts particular to artwork during the critique process.</p> <p>Provide vocabulary and knowledge necessary to critique art intelligently.</p> <p>Be able to rely on individual feelings; establish relationships, and build confidence with the individual.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal. Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Appreciate and consider the importance of individual feelings, thoughts and experiences throughout critique process.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP Drawing**

**Unit #5: World culture, history and society**

**Enduring Understanding:** Culture and historical events affects artistic self expression.

**Essential Question:** Does art define culture or does culture define art?

What are the connections between art and other disciplines?

Why is it important to approach the field of visual art with a deeper understanding of how it relates to world culture, history and society?

**Unit Goal:** Students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>Does art define culture or does culture define art?</p> <p>Predict how new technology, social problems, and world politics will affect future artwork.</p> <p>How does art reflect the time period and culture in which it was created.</p>	<p>Apply art at an elevated level, build imaginations, and offer fresh perspectives through relevancy and context.</p> <p>Understand that socio-cultural events affect change in the arts.</p> <p>Grasp the relevancy of integrating world culture, history, and society within the study of art.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP scoring guide</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips</p> <p>Guest Speakers</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 2-D Design**

**Unit #1: Quality**

**Enduring Understanding:** Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.

Whether simple or complex, quality encompasses several components: composition, execution, and concepts of artwork.

**Essential Question:** How does one illustrate awareness of contemporary and traditional artwork?

Is it possible to distinguish between thoughtless and thoughtful artistic judgments?

**Unit Goal:** Students will produce 5 actual works that demonstrate mastery of design.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does well-planned and executed artwork assist in developing a sense of self worth?</p> <p>Are there any differences between contemporary and traditional aesthetics?</p> <p>What defines quality in art?</p> <p>Are there any ideal mediums to illustrate design principles?</p>	<p>Demonstrate mastery of design with successful composition, concept and execution of artwork.</p> <p>Create artwork in one or more media that illustrate simple or complex mastery of design.</p> <p>Understand quality can be apparent in separate, distinct works or directly related artwork.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (2D 1-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements.</p> <p>Suggest keeping a sketch diary of ideas and preliminary drawings</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries.</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>



**Suggestions on how to differentiate in this unit:**

- Suggest different approaches to design dealing with composition, content, and execution of work.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 2-D Design**

**Unit #2: Concentration**

**Enduring Understanding:** Devotion to time, effort, and thought is essential in creating and developing a unique artistic ability within the individual.

The production of a complimentary group of work in a series illustrates a depth of focus.

**Essential Question:** What are the components needed to produce a portfolio of work that explores depth of focus?

How can we incorporate other experiences, skills and knowledge into artwork?

**Unit Goal:** Work should describe an in-depth exploration of a particular design concern...12 slides.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>How can an art portfolio explore personal and artistic growth?</p> <p>Is concentration proven merely by taking an absorbent amount of time to complete a project?</p> <p>Is individual thought process important in building a concentration in work?</p>	<p>Define the concentration early in the year so the portfolio shows the direction and focus required.</p> <p>Formulate a written commentary concerning the nature and evolution of the related works.</p> <p>Realization that concentration in artwork grows out of coherent plan of action or investigation.</p> <p>To explore a topic and push it to its visual limit.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (2D 2-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues.</p> <p>Discuss subject matter, compositional structure and color usage of artists.</p> <p>Review slides and reproduction of artists.</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making.</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements.</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art.</p> <p>Encouraging visits to art museums and galleries.</p> <p>Inform students of resources available such as: art books, slides and reproductions.</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas.</p> <p>Homework requiring an ongoing weekly sketchbook or journal.</p> <p>Ongoing class and individual critiques.</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Allow students to explore and focus on specific visual themes. This is an open ended area of the portfolio; the student's topic is infinite.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 2-D Design**

**Unit #3: Breadth**

**Enduring Understanding:** The best visual representations of breadth show a range of conceptual approaches to drawing and/or the principles of design.

**Essential Question:** Is there a limit or range of conceptual approaches when creating art?

How do the elements and principles of design guide the creation of artwork?

**Unit Goal:** A variety of works demonstrating understanding of the principles of design...12 slides.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can color or design be used to express or enhance emotion?</p> <p>How can the mastery of basic and professional artistic skills be developed?</p> <p>How is design successfully used when companies market a product?</p> <p>Has the approach of using design elements in marketing changed over time?</p>	<p>Show a range of approaches to 2-D design using: emphasis, unity/variety, balance, contrast, rhythm, repetition, proportion/scale and figure/ground relationship.</p> <p>Produce 2-D design works which represent a range of materials and expression.</p> <p>Produce color and design work in a two dimensional form.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (2D 3-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues.</p> <p>Discuss subject matter, compositional structure and color usage of artists.</p> <p>Review slides and reproduction of artists.</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making.</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements.</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art.</p> <p>Encouraging visits to art museums and galleries.</p> <p>Inform students of resources available such as: art books, slides and reproductions.</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas.</p> <p>Homework requiring an ongoing weekly sketchbook or journal.</p> <p>Ongoing class and individual critiques.</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Suggest different approaches to 2-D design.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 2-D Design**

**Unit #4: Critique**

**Enduring Understanding:** Familiarity and comfort with critique enables students to successfully comprehend the power of reflection in their everyday lives.

**Essential Question:** Why is the ability to offer comments, questions, opinions, and constructive criticism through critique important?

How does critique affect the creating and/or modification of an existing or new work of art?

Why is being objective important to the critique process?

**Unit Goal:** To develop, apply and reflect upon knowledge of the process of critique.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does critique affect the creation and modification of an existing or new work of art?</p> <p>How do description, analysis, interpretation, and judgment pertain to art?</p> <p>Why does it seem that all successful artists are deceased?</p>	<p>Organize individual thoughts and facts particular to artwork during the critique process.</p> <p>Provide vocabulary and knowledge necessary to critique art intelligently.</p> <p>Be able to rely on individual feelings; establish relationships, and build confidence with the individual.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements.</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Appreciate and consider the importance of individual feelings, thoughts and experiences throughout critique process.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District**  
**AP 2-D Design**

**Unit #5: World culture, history and society**

**Enduring Understanding:** Culture and historical events affects artistic self expression.

**Essential Questions:** Does art define culture or does culture define art?

What are the connections between art and other disciplines?

Why is it important to approach the field of visual art with a deeper understanding of how it relates to world culture, history and society?

**Unit Goal:** Understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Does art define culture or does culture define art?</p> <p>Predict how new technology, social problems, and world politics will affect future artwork.</p> <p>How does art reflect the time period and culture in which it was created.</p>	<p>Apply art at an elevated level, build imaginations, and offer fresh perspectives through relevancy and context.</p> <p>Understand that socio-cultural events affect change in the arts.</p> <p>Grasp the relevancy of integrating world culture, history, and society within the study of art.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Support the diversity of culture, history and society within the classroom.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.



**Freehold Regional High School District  
AP 3-D Design**

**Unit #1: Quality**

**Enduring Understanding:** Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.

Whether simple or complex, quality encompasses several components: composition, execution, and concepts of art work.

**Essential Question:** Is it possible to distinguish between thoughtless and thoughtful artistic judgments?

How does one illustrate awareness of contemporary and traditional artwork?

**Unit Goal:** Slides of 5 works that demonstrate mastery of three-dimensional design...10 slides: 5 works, 2 views each.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding/ Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can the principles of design be articulated through the visual elements of design?</p> <p>What defines quality in art?</p> <p>What are some different approaches to 3-D design which can be used to show quality?</p>	<p>Demonstrate an understanding of design principles as they relate to depth and space.</p> <p>Create artwork in one or more media that illustrate simple or complex mastery of design.</p> <p>Mastery of design should be apparent in the composition, concept and execution of work.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (3D 1-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Suggest keeping a sketch diary of ideas and preliminary drawings</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation(A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Suggest different approaches to 3-D design such sculpture, metal work and ceramics.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 3-D Design**

**Unit #2: Concentration**

**Enduring Understanding:** The production of a complimentary group of work in a series illustrates a depth of focus.

Devotion to time, effort, and thought is essential in the creation and development of a unique artistic ability within the individual.

**Essential Question:** What are the components needed to produce a portfolio of work that explores depth of focus?

How can we incorporate other experiences, skills and knowledge into artwork?

**Unit Goal:** Works describing an in-depth exploration of a particular design concern...12 slides.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are you personally interested in?</p> <p>How many different ways can you express a central interest?</p> <p>Is individual thought process important in building a concentration in work?</p>	<p>Devote considerable time, effort and thought to an investigation of a specific visual idea.</p> <p>Present a number of conceptually related works that show growth and discovery.</p> <p>Artwork shows the principles of 3-D design in an informed and/or experimental way.</p> <p>Formulate a written commentary concerning the nature and evolution of the related works.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (3D 2-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc.</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries, etc.)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Suggest keeping a sketch diary of ideas and preliminary drawings</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Allow students to explore and focus on specific visual themes.
- This is an open ended area of the portfolio; the student's topic is infinite.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 3-D Design**

**Unit #3: Breadth**

**Enduring Understanding:** The best visual representations of breadth show a range of conceptual approaches to drawing and/or the principles of design.

**Essential Question:** Is there a limit or range of conceptual approaches when creating art?

How do the elements and principles of design guide the creation of artwork?

**Unit Goal:** A variety of works demonstrating understanding of the principles of three-dimensional design...16 slides: 8 works, 2 views each.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can color or design be used to express or enhance emotion?</p> <p>How many different approaches to design can there be within one medium?</p> <p>Has the approach of using design elements in marketing changed over time?</p>	<p>Show a range of approaches to 3-D design using: Emphasis, unity/diversity, balance, contrast, rhythm, repetition, proportion/scale and figure/ground relationship.</p> <p>Produce 3-D design works which represent a variety of materials and expression.</p> <p>Produce color and design work in a three dimensional form.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>AP organizational sheets (3D 3-1)</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Suggest different approaches to 3-D design.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

**Freehold Regional High School District  
AP 3-D Design**

**Unit #4: Critique**

**Enduring Understanding:** Familiarity and comfort with critique enables students to successfully comprehend the power of reflection in their everyday lives.

**Essential Question:** Why is the ability to offer comments, questions, opinions, and constructive criticism through critique important?

How does critique affect the creating and/or modification of an existing or new work of art?

Why is being objective important to the critique process?

**Unit Goal:** To develop, apply and reflect upon knowledge of the process of critique.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does critique affect the creation and modification of an existing or new work of art?</p> <p>How do description, analysis, interpretation, and judgment pertain to art?</p> <p>Why does it seem that all successful artists are deceased?</p>	<p>Organize individual thoughts and facts particular to artwork during the critique process.</p> <p>Provide vocabulary and knowledge necessary to critique art intelligently.</p> <p>Be able to rely on individual feelings; establish relationships, and build confidence with the individual.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions</p> <p>Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues.</p> <p>Discuss subject matter, compositional structure and color usage of artists.</p> <p>Review slides and reproduction of artists.</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making.</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements.</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art.</p> <p>Encouraging visits to art museums and galleries.</p> <p>Inform students of resources available such as: art books, slides and reproductions.</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas.</p> <p>Homework requiring an ongoing weekly sketchbook or journal.</p> <p>Ongoing class and individual critiques.</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Appreciate and consider the importance of individual feelings, thoughts and experiences throughout critique process.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.



**Freehold Regional High School District  
Unit Plan for AP 3-D design curriculum**

**Unit #5: World culture, history and society**

**Enduring Understanding:** Culture and historical events affect artistic expression.

**Essential Question:** Does art define culture or does culture define art?

What are the connections between art and other disciplines?

Why is it important to approach the field of visual art with a deeper understanding of how it relates to world culture, history and society?

**Unit Goal:** Understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

**Duration of Unit:** 1 school year

**NJCCCS:** 1.1-1.5, 8.1-8.2, 6.3 6.4, 6.6, 3.1-3.5, 4.2, 4.5, 9.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Does art define culture or does culture define art?</p> <p>Predict how new technology, social problems, and world politics will affect future artwork.</p> <p>How does art reflect the time period and culture in which it was created.</p>	<p>Apply art at an elevated level, build imaginations, and offer fresh perspectives through relevancy and context.</p> <p>Understand that socio-cultural events affect change in the arts.</p> <p>Grasp the relevancy of integrating world culture, history, and society within the study of art.</p>	<p>AP art poster (displayed in classroom through entire length of course)</p> <p>AP portfolio</p> <p>AP scoring guide</p> <p>Media Center - research materials</p> <p>Computer, internet, Photoshop etc...</p> <p>Art books, periodicals, and magazines</p> <p>Slides/Power point</p> <p>Reproductions Digital images</p> <p>Field Trips (museums, galleries etc...)</p> <p>Guest Speakers (local artists)</p>	<p>Encourage creative and systematic investigations of formal and conceptual issues</p> <p>Discuss subject matter, compositional structure and color usage of artists</p> <p>Review slides and reproduction of artists</p> <p>Emphasize making art as an ongoing process that involves students in informed and critical decision making</p> <p>Help students develop technical skills and familiarize them with the functions of the visual elements</p> <p>Motivate students to become independent thinkers who contribute inventively and critically to their culture through the making of art</p> <p>Encouraging visits to art museums and galleries</p> <p>Inform students of resources available such as: art books, slides and reproductions</p>	<p>Conduct regular discussion/critiques of each others' work to help develop and expand ideas</p> <p>Homework requiring an ongoing weekly sketchbook or journal</p> <p>Ongoing class and individual critiques</p> <p>Midterm and Final Portfolio Evaluation (A-1)</p> <p>Ongoing checks of the AP organizational booklet (A-1)</p>

**Suggestions on how to differentiate in this unit:**

- Support the diversity of culture, history and society within the classroom.
- Organization of instruction should permit teacher and student to work in close cooperation.
- Teacher may allow for extended blocks of time during, after and before school for instruction and work.

AP ORGANIZATIONAL SHEET  
DRAWING PORTFOLIO

## Structure of the Portfolios at a Glance

	<b>DRAWING</b>	<b>2-D DESIGN</b>	<b>3-D DESIGN</b>
<b>SECTION I: QUALITY</b>	<p>5 actual drawings</p> <p>Maximum size is 18"x24"</p>	<p>5 actual works</p> <p>Maximum size is 18"x24"</p>	<p>10 slides: 5 slides, 2 views of each work.</p>
<b>SECTION II: CONCENTRATION</b>	<p>12 slides required; some may be detail.</p> <p>Written commentary</p>	<p>12 slides required; some may be detail.</p> <p>Written commentary</p>	<p>12 slides required; some may be details.</p> <p>Written commentary</p>
<b>SECTION III: BREADTH</b>	<p>12 slides of 12 different works. <b>Details may not be included.</b></p>	<p>12 slides of 12 different works. <b>Details may not be included.</b></p>	<p>16 slides: 8 works, 2 views of each.</p>

## AP PORTFOLIO ORGANIZATIONAL SHEET

## DRAWING PORTFOLIO

**SECTION I: QUALITY***5 required works*

*\*works from this section may come from your concentration or breadth.*

The quality section is defined by excellence. Students will demonstrate quality through carefully selected examples of work. Such art includes work that succeeds in developing your intentions, in terms of both concept and execution. There is no preferred (or unacceptable) style or content. Your mastery of drawing should be apparent in the composition, concept, and execution of your works, whether they are simple or complex.

**You must submit actual works in one or more media in this section.** They may be separate distinct works, or they may be related. Flat paper, cardboard, canvas board, or unstretched canvas is acceptable. The work may not be larger than 18”x24”, including matting or mounting. Any work smaller than 8”x10” should be mounted on sheets at least 8”x10”.

Work	Medium	Size
1.		
2.		
3.		
4.		
5.		

**AP ORGANIZATIONAL SHEET**

**DRAWING PORTFOLIO**

**SECTION II (a): CONCENTRATION  
AP WRITTEN COMMENTARY**

*\*You may not submit slides of the same work that you are submitting for the Breadth.*

A written commentary describing what your concentration is and how it evolved must accompany the work in this section. The response should be legible and concise and commentaries may not exceed the space provided. The commentary is not graded, but it does help in the evaluation process. It consists of responses to the following:

**1. What is the central idea of your concentration?**

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**2. How does the work in your concentration demonstrate the exploration of your idea? You may refer to specific slides as examples.**

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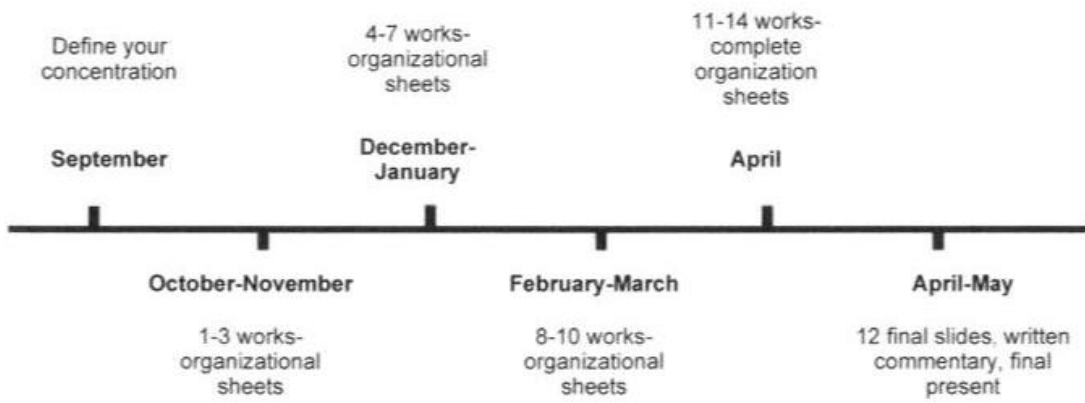
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**Suggested Time Line: Concentration**

**AP Portfolio Concentration**

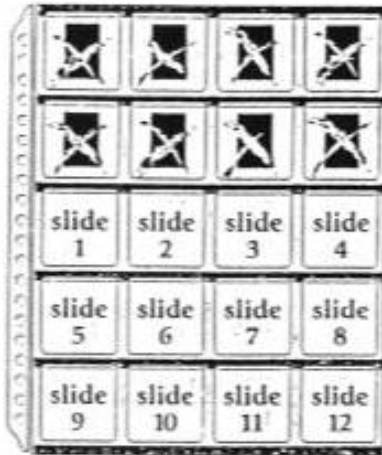


## AP PORTFOLIO ORGANIZATIONAL SHEET DRAWING PORTFOLIO

### SECTION II (b): CONCENTRATION...12 Slides (some slides may be details)

The concentration is a body of related works that are based on an individual's interest in a particular visual idea. A concentration focuses on a process of investigation, growth, and discovery. Give thought to the sequence of slides in the slide sheet. You should organize them to best show the development of your concentration. In most cases, this would be chronological.

Do not use the top 2 rows.  
Insert slides in sheet as shown here.



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*Each slide should be labeled on the mount with a dot in the lower left corner, the dimensions of the work, the medium, and the section in which it belongs.*

Work	Medium	Size
1. _____		
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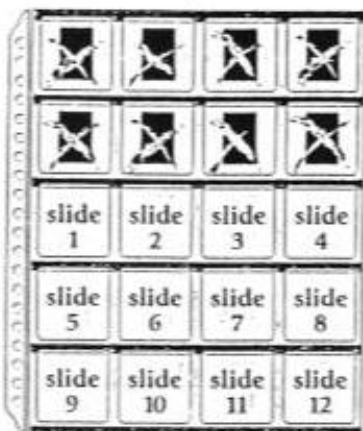


## AP PORTFOLIO ORGANIZATIONAL SHEET DRAWING PORTFOLIO

**SECTION III: BREADTH ...12 slides of different works.** Detailed slides may not be included.  
*\*You may not submit slides of the same work that you are submitting for your concentration.*

In this section, the artworks you submit should demonstrate your understanding of fundamental drawing concerns. The best demonstrations of breadth show a range of conceptual approaches to drawing. Include examples of drawing from observation, work with invented or nonobjective forms, effective use value, line quality, surface manipulation, composition, various spatial systems, and expressed mark-making.

Do not use the top 2 rows.  
 Insert slides in sheet as shown here.

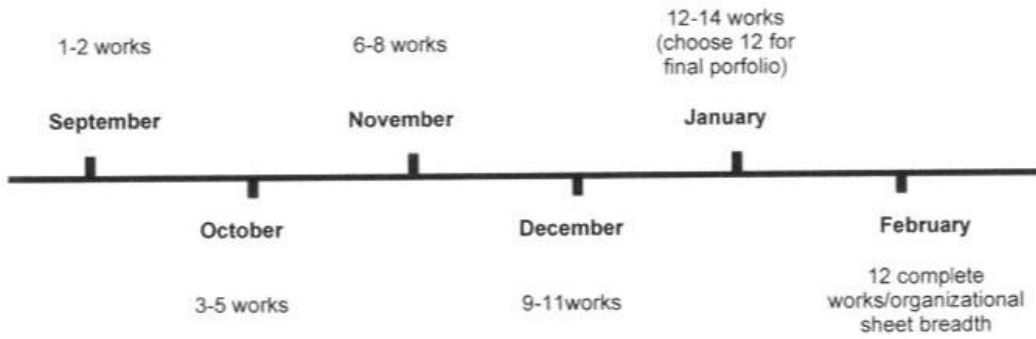


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 Each slide should be labeled on the mount with a dot in the lower left corner, the dimensions of the work, the medium, and the section in which it belongs.

Work	Medium	Size
1. _____		
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**Suggested Time Line: Breadth**

**AP Portfolio time line Breadth**



## AP PORTFOLIO ORGANIZATIONAL SHEET

## 2-D DESIGN PORTFOLIO

## QUALITY SECTION I

*5 required works**\*works from this section may come from your concentration or breadth.*

The quality section is defined by excellence. Students demonstrate quality through carefully selected examples of work. Such art includes work that succeeds in developing your intentions, in terms of both concept and execution. There is no preferred (or unacceptable) style or content. Your mastery of design should be apparent in the composition, concept, and execution of your works, whether they are simple or complex.

**You must submit actual works in one or more media in this section.** They may be separate distinct works, or they may be related. Flat paper, cardboard, canvas board, or unstretched canvas is acceptable. The work may not be larger than 18”x24”, including matting or mounting. Any work smaller than 8”x10” should be mounted on sheets at least 8”x10”.

Work	Medium	Size
1.		
2.		
3.		
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5.		

**AP ORGANIZATIONAL SHEET****2-D DESIGN PORTFOLIO****SECTION II (a): CONCENTRATION****AP WRITTEN COMMENTARY**

*\*You may not submit slides of the same work that you are submitting for the Breadth.*

A written commentary describing what your concentration is and how it evolved must accompany the work in this section. The response should be legible and concise and commentaries may not exceed the space provided. The commentary is not graded, but it does help in the evaluation process. It consists of responses to the following:

**1. What is the central idea of your concentration?**

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**2. How does the work in your concentration demonstrate the exploration of your idea?  
You may refer to specific slides as examples.**

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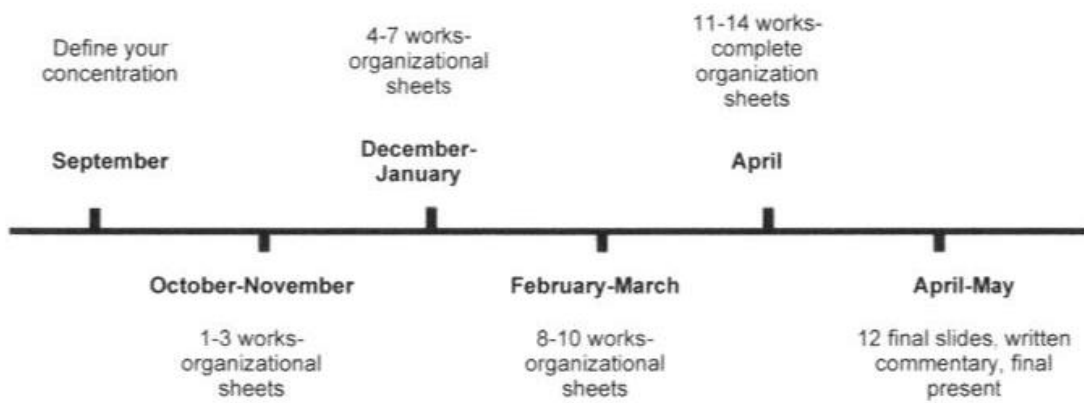
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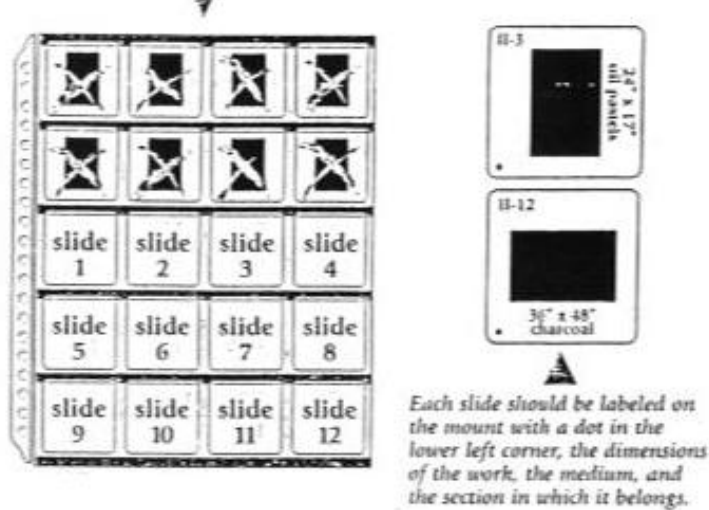
**Suggested Time Line: Concentration****AP Portfolio Concentration**

**AP PORTFOLIO ORGANIZATIONAL SHEET  
2-D DESIGN PORTFOLIO**

**SECTION II (b): CONCENTRATION...12 Slides (some slides may be details)**

The concentration is a body of related works that are based on an individual's interest in a particular visual idea. A concentration focuses on a process of: investigation, growth and discovery. Give thought to the sequence of slides in the slide sheet. You should organize them to best show the development of your concentration. In most cases, this would be chronological.

Do not use the top 2 rows.  
Insert slides in sheet as shown here.



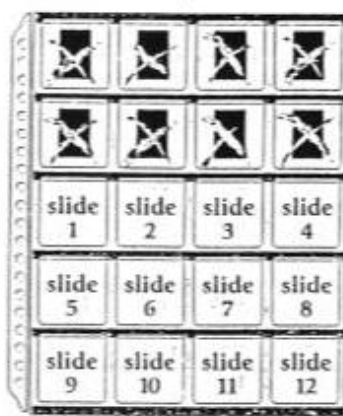
Work	Medium	Size
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## AP PORTFOLIO ORGANIZATIONAL SHEET 2-D DESIGN PORTFOLIO

**SECTION III: BREADTH ...12 slides of different works.** Detailed slides may not be included.  
*\*You may not submit slides of the same work that you are submitting for your concentration.*

In this section, the artworks you submit should demonstrate your understanding of principles of design. The best demonstrations of breadth show a range of conceptual approaches to design. Include examples of unity/variety, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship. The best demonstrations of breadth clearly show a range of conceptual approaches to 2-D design.

Do not use the top 2 rows.  
 Insert slides in sheet as shown here.

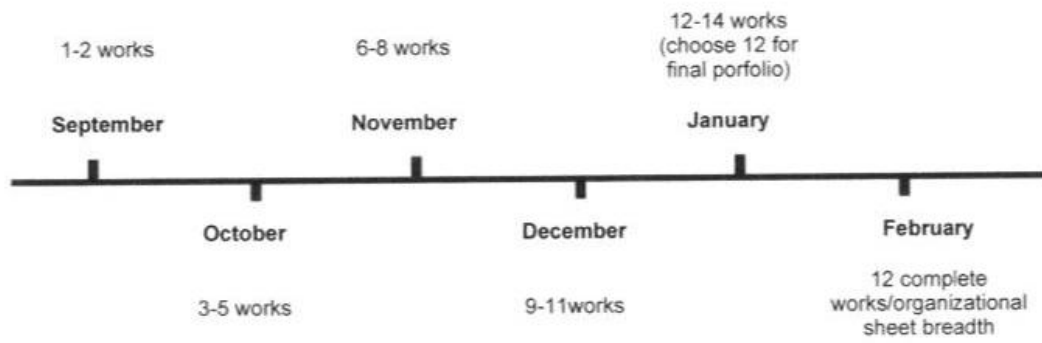


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 Each slide should be labeled on the mount with a dot in the lower left corner, the dimensions of the work, the medium, and the section in which it belongs.

Work	Medium	Size
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### Suggested Time Line: Breadth

#### AP Portfolio time line Breadth





## AP PORTFOLIO ORGANIZATIONAL SHEET

## 3-D DESIGN PORTFOLIO

## QUALITY SECTION I

*5 required works.....10 slides: 5 works, 2 views of each*

*\*works from this section may come from your concentration or breadth.*

The quality section is defined by excellence. Students will demonstrate quality through carefully selected examples of work. Such art includes work that succeeds in developing your intentions, in terms of both concept and execution. These works should successfully apply the principles of design. There is no preferred (or unacceptable) style or content. Your mastery of design should be apparent in the composition, concept, and execution of your works, whether they are simple or complex.

You must submit slides of your best five works, with **two views of each work for a total of 10 slides**. They may be separate, distinct works, or they may be directly related to one or more of the other works submitted in this section. The second view of each work should be taken from a different vantage point from the first view.

Work	Medium	Size
1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	

## AP ORGANIZATIONAL SHEET

## 3-D DESIGN PORTFOLIO

**SECTION II (a): CONCENTRATION  
AP WRITTEN COMMENTARY**

*\*You may not submit slides of the same work that you are submitting for the Breadth.*

A written commentary describing what your concentration is and how it evolved must accompany the work in this section. The response should be legible and concise and commentaries may not exceed the space provided. The commentary is not graded, but it does help in the evaluation process. It consists of responses to the following:

**1. What is the central idea of your concentration?**

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**2. How does the work in your concentration demonstrate the exploration of your idea?  
You may refer to specific slides as examples.**

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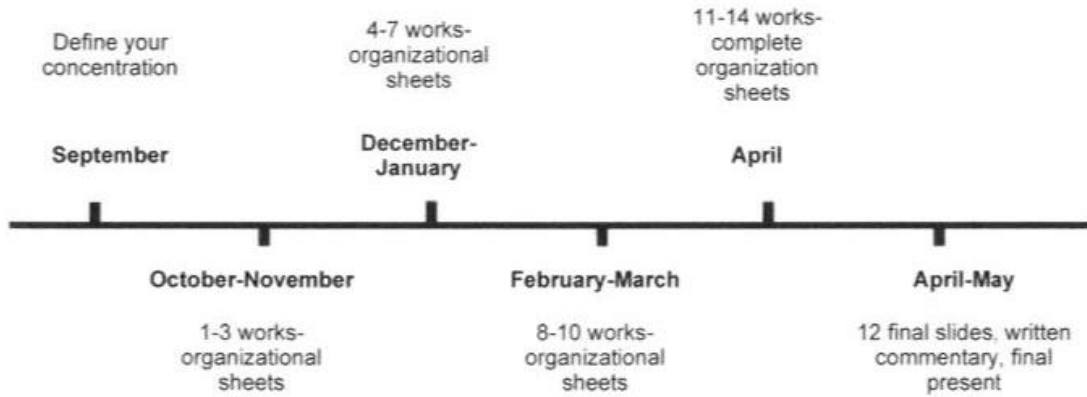
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**Suggested Time Line: Concentration**

**AP Portfolio Concentration**

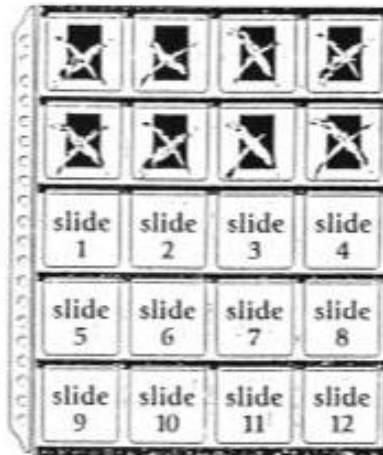


**AP PORTFOLIO ORGANIZATIONAL SHEET  
2-D DESIGN PORTFOLIO**

**SECTION II (b): CONCENTRATION...12 Slides (some slides may be details)**

The concentration is a body of related works that are based on an individual's interest in a particular visual idea. A concentration focuses on a process of: investigation, growth and discovery. These works should use the principles of 3-D design in an informed and/or experimental way.

Do not use the top 2 rows.  
Insert slides in sheet as shown here.



*Each slide should be labeled on the mount with a dot in the lower left corner, the dimensions of the work, the medium, and the section in which it belongs.*

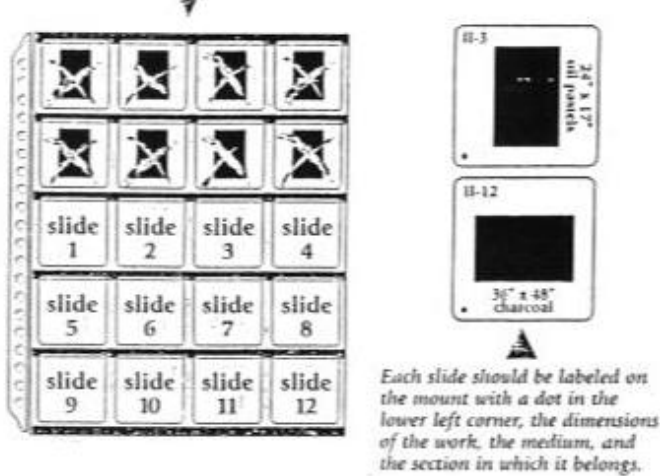
Work	Medium	Size
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## AP PORTFOLIO ORGANIZATIONAL SHEET 3-D DESIGN PORTFOLIO

**SECTION III: BREADTH ...12 slides of different works.** Detailed slides may not be included.  
*\*You may not submit slides of the same work that you are submitting for your concentration.*

In this section, the artworks you submit should demonstrate your understanding of principles of 3-D design. The best demonstrations of breadth show a range of conceptual approaches to design. Include examples of unity/variety, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship. The best demonstrations of breadth clearly show a range of conceptual approaches to 3-D design.

Do not use the top 2 rows.  
 Insert slides in sheet as shown here.



Work	Medium	Size
1.	_____	_____
2.	_____	_____
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5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____

**Suggested Time Line: Breadth**

**AP Portfolio time line Breadth**

