

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	AP Studio Art: 2D Design
<b>2. Transcript Title/Abbreviation:</b>	AP Design
<b>3. Transcript Course Code/Number:</b>	5E66
<b>4. Seeking Honors Distinction:</b>	Yes
<b>5. Subject Area/Category:</b>	Meets the UC/CSU "f" Visual & Performing Arts requirement
<b>6. Grade Level(s):</b>	10-12
<b>7. Unit Value:</b>	5 credits per semester/10 credits total
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	May 3, 2018
<b>13. Brief Course Description:</b> <p>In this course, students will be creating a portfolio that focuses on two-dimensional (2-D) design. Design involves purposeful decision making about how to use the elements and principles art in an integrative way.</p> <p>The principle of designs (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). The principles and elements of art help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective Design is possible whether one uses representational or abstract approaches to art.</p> <p>The 2-D Design portfolio has a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The portfolio asks the student to demonstrate a depth of investigation and process of discovery through the Sustained Investigation section (Section II). In the Range of Approaches section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Selected Works section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content</p> <p>For this portfolio, students are asked to demonstrated understanding 2-D Design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However still images from videos or films are accepted. There is no preferred) or unacceptable) style or content.</p>	

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When creating a portfolio in two-dimensional design, students must submit artwork that should show a clear individual “voice” that is evident within the art piece. Any work that makes use of (appropriate) photographs, published images and/or other artists’ work must show substantial and significant development beyond duplication. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy another artists’ work or imagery (even in another medium) and represent it as one’s own art.

When students submit digital images to the teacher and the AP exam, the images in the Breadth and Concentration sections of the portfolio may be edited. However, the goals of image editing should be able to present the clearest, most accurate representation of the student’s artwork, and to ensure that images meet the requirements of the Digital Submission Web application.

<b>14. Prerequisites:</b>	Teacher Approval
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**15. Context for Course:**

AP Studio Art: 2D design will be a year-long elective course offered primarily to sophomores, juniors, and seniors. Students will need to present a portfolio of previous work to the teacher when entering the class. AP Studio Art is anticipated as a critical component of Ayala High School’s attempts to expand the reach of AP course offerings to a broader range of students and to help provide a course that will prepare our students for classes and careers that use 2D design.

**16. History of Course Development:**

This course has been developed over the 2017-2018 school year. The curriculum is modeled on the requirements and suggestions in the College Board’s AP Studio Art Course Description.

<b>17. Textbooks:</b>	None
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**18. Supplemental Instructional Materials:**

- Computers for Each Student (Computer Lab). Suggested operating systems for computers:
  - Windows 10
  - Windows XP
  - Windows Vista
  - Mac OS
- Licenses for the adobe suite (Photoshop, Lightroom, Illustrator, Animate etc.),
- Drawing tablet for each computer (Wacom tablets)

### C. COURSE CONTENT

**1. Course Purpose:**

AP Studio Art: 2D design is a class designed for students who have an interest in the practical experience of art. Students will learn skills and techniques necessary to be successful in college courses and careers in the field of art. Students will be creating a portfolio in this class that demonstrates artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

This course will:

- Encourage create and systematic investigation of formal and conceptual issues
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making
- Help students develop technical skills and familiarize them with the functions of the visual elements
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through artmaking.

**2. Course Outline:**

Week 1: AP Portfolio Overview

- AP Portfolio requirements and its components will be explored in detail.
- Students will look at examples of successful and less successful portfolios.

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- Students will practice scoring portfolios themselves to see if they can recognize the expectations of the readers.
- Discuss and understand the principles of design and the elements of art. Understand how it is connected to making work

### Weeks 2-3: Quick Breadth Work

- Students will begin 4 smaller scale works in a variety of media. These lessons are designed to get the students back into practice, give a refresher on techniques, and create several quick works that may fit into the Breadth section.
- Explanation of the Breadth Section
- Components of a Critique. Practice in small groups analyzing a variety of different works to practice vocabulary
- In small groups, students will start listing possible ideas for works they can make for the Breadth Section.
- Start Rough sketches for the portfolio sections.
- Tutorials on how to use Photoshop and Illustrator.

### Weeks 4-12: Breadth Section

- Group collaboration on making a schedule and goals for the breadth section
- Students will start creating works for their breadth section. There will be the expectation of ***creating two portfolio-ready works every two and a half weeks***
- Every work will require a written reflection explaining their rationale and thought process.
- Students will start their case studies which will be due at the end of the semester.
- Presentations will be made at the end of the Breadth Section so students can explain what they have learned over the semester.
- Every 2 weeks, we will spend one day doing critiques on works so far. This will be done as a whole class to talk what is successful within the works and what could possibly be improved.

### Week 13: Quick Concentration Work

- Explanation of the Concentration Section
- Students will research and show a wide variety of artists that have a good theme that connects a wide variety of pieces in a concentration. Students will choose a theme for their portfolio.
- In small groups, students will start listing possible ideas for works they can make for the concentration section.
- Start Rough sketches for the portfolio section.

### Weeks 14-33: Concentration Section

- Group collaboration on making a schedule and goals for the concentration section
- Students will start creating works for their concentration section. There will be the expectation of creating two portfolio ready works every two and a half weeks
- Every work will require a written reflection explaining their rationale and thought process.
- Students will start their case studies which will be due at the end of the semester.
- Presentations will be made at the end of the Concentration Section so students can explain what they have learned over the semester.
- Every 2 weeks, we will spend one day doing critiques on works so far. This will be done as a whole class to talk what is successful within the works and what could possibly be improved.
- Begin downloading completed work to the AP Website during this time. Students will also be writing/revising your artist statement. All work to be included in your portfolio must be completed before the submission deadline.

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### Weeks 34-36: Wrap Up

- Students will create a Powerpoint presentation of their portfolio including the breadth sections, concentration sections, and their quality works.
- Any unfinished work should be completed.
- Final evaluation of portfolio and final reflection

### 3. Key Assignments:

#### Overview

Students will be required to make a portfolio in 2D design. This portfolio will have a three-section structure, which requires the students to show a fundamental competence and range of understanding in visual concerns and methods. The portfolio is broken up into the following sections: Quality (Selected Works), Concentration (Sustained Investigation), and Breadth (Range of Approaches)

#### 2D Design Portfolio

##### Section I: Quality (Selected Works)

Requirements: 5 pieces of actual work in one or more media. These pieces will be mailed and delivered to the AP testing site.

##### Description:

For this section of the portfolio, students are asked to submit 5 *actual works* in one or more media. Students should carefully select works that demonstrate their in-depth understanding of 2-D design issues. The works should be on flat surfaces, such as paper, cardboard, canvas board, or unstretched canvas.

Students will receive all the portfolio materials for submission of the Quality (Selected Works) in May. Because of limitations imposed by shipping and handling of the portfolios, work submitted for this section must fit easily into the portfolio envelop which will be provided by the teacher. The envelop will be approximately 18" X 24". Works for Quality (Selected Works) that are smaller than 8"X10" should be mounted on sheets 8" X 10" or larger. To protect all work, all work on paper should be backed or mounted. Mats are optional. Do not use reflective materials such as acetate or shrink-wrap because they cause a glare that makes the work difficult to see. A sturdy, opaque overleaf that is hinged to one edge of the backing so that it may be easily lifted, provides excellent protection and is highly recommended. Materials that may smudge should be protected with fixative. If the work is matted, a neutral color for that mat is advisable. Do NOT send books, or journals, work on glass, fragile work, work that is rolled or folded, or unmounted work that can be crumbled or damaged in shipping.

The works selected for the Quality Works may come from the Concentration (Sustained Investigation) and /or Breadth (Range of Approaches) sections, but they do not have to. They may be a group of related pieces, unrelated works, or a combination of related and unrelated materials.

##### Section II: Concentration (Sustained Investigation)

Requirements: 12 digital images submitted that have a clear concentration that connects all the pieces and an explanation of how your concentration demonstrates your intent and the exploration of your idea.

##### Description:

This section will focus on students creating a body of work that has a concentration. A concentration is a body of related works that demonstrate a student's sustained and thoughtful investigation on a specific topic. It is not a selection of a variety of works produced as solutions to class projects or a collection of works with differing intent. Students are encouraged to explore a personal, central interest as intensively as possible. Students are free to work with any idea

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in any medium that addresses two-dimensional design issues. The concentration should grow out of the student's idea and demonstrate growth and discovery through a number of conceptually related works. Students in this section should make artwork that not only create art that is good technically, but a piece or work that has visual evidence of the student thinking, selected method of working, and development of the work over time

Some examples of artwork that meet the requirements of the concentration section:

- Development of a series of identity products (logos, letterhead, signage, and so on) for businesses
- A series of political cartoons using current events and images
- Use classical standard such as the golden ratio and variations of it to produce differing compositions
- Diagrammatic overlays of mathematical principles on photography of architectural structures
- A series of fabric designs, apparel design or weavings used to express a particular theme

Since there is a wide range of possibilities of concentration works, the number of works the student creates should be dictated by the focus of the investigation. Students will produce and select 12 pieces of artwork in the concentration section that best represents the process of investigation.

When turning in concentration pieces, students should give thought to the sequence of images on the AP portfolio website. There is no required order but the images should be organized in a way to show the development of the concentration. In most cases, this would be chronological.

### Section III: Breadth (Range of Approaches)

Requirements: 12 pieces submitted of 12 different works that show experimentation and a wide range of conceptual approaches to the elements and principles of design.

#### Description:

This section will focus on students creating 12 works in which the elements and principles of art/two-dimensional design are the main focus. Students are asked to demonstrate that they are thoughtfully applying these principles while composing skills. These works should demonstrate exploration, inventiveness, and the expressive manipulation of form as well as knowledge of compositional organization.

Artwork that has the best demonstrations of breadth clearly show experimentation and a range of conceptual approaches to the work. Students can do this in a single medium or a variety of mediums. For example, students can use the medium of collage and use collage to make a wide variety of works that explore different parts of the elements and principles of design. There are many ways that students can show experimentation and exploration of the elements and principles of design. This can include:

- Work that employs line, shape, and color to create unity or variety in a composition
- Work that demonstrates symmetry/asymmetry, balance, or anomaly
- Work that explores figure/ground relationships
- Work that develops a modular or repeat pattern to create rhythm
- Work that uses various color relationship for emphasis or contrast in a concentration
- Work that investigates or exaggerates proportion/scale

#### Critiques

Throughout the course, students will be expected to participate in written and verbal discussion of works of art. Students will learn the process of critiques with examples of portfolios which include discussing the subject, composition, and content of a work. Students will then learn how the principles and elements of art are used in order to support the subject, composition, and content. After learning how to identify the principles and elements of design in a work, students will learn how to improve a piece focusing on how the artist can change the elements and principles of design that will improve the quality of the subject, composition, or content within a piece.

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### Reflections

For each work in the breadth and concentration section of the portfolio, students will be expected to write a reflection about their work. When students write their reflections, they will be expected to describe the following:

- The title, medium, and dimensions of the work
- The elements and principles of design focused in the work
- How the artist utilized subject, content, and composition within the work. Artists will describe how the elements and principles of design support the subject, content, and composition
- Describe their thought process on how they created the work. Students will describe what main idea/concept on they are trying to get across in the work. They will also describe what experimentation used to get to the final result.

### Research

Students will be asked to do research on different artists that have specialize with a certain medium, style, or creative theme/idea. Students will have to learn the thought and experimentation process the artist used to create the work, how the artist utilized the principles and elements of design to support the composition/subject/content of a work, and what the student can take and use from this artist to incorporate into their own work.

### **4. Instructional Methods and/or Strategies:**

Methods used in the class will include:

- Experimentation, Critiques, and Collaboration- When students are working on their works for their portfolio, students will be expected to experiment with different ideas with rough sketches of possible compositions they would want to do for their final work. Before the experimentation process, students will be asked to collaborate in small groups of 3-4 on what concepts and ideas would make an interesting piece. This will provide feedback from other artists and the instructor
- Reflections- For each work in the breadth and concentration section of the portfolio, students will be expected to write a reflection about their work. When students write their reflections, they will be expected to describe the following:
  1. The title, medium, and dimensions of the work
  2. The elements and principles of design focused in the work
  3. How the artist utilized subject, content, and composition within the work. Artists will describe how the elements and principles of design support the subject, content, and composition
  4. Describe their thought process on how they created the work. Students will describe what main idea/concept on they are trying to get across in the work. They will also describe what experimentation used to get to the final result.
- Guided Practice- Throughout the year, the teacher will have different tutorials to provide students skills needed in ordered to help create engaging works. The teacher will provide sequence steps of a concept that students can easily understand and follow to create a final result. There will be many concepts taught including:
  1. How to draw a head from multiple angles to support the element form in a work
  2. How to use color theory to show emphasis and harmony in a work
  3. How to use line and shape to create flow in a composition.
- Independent Practice- After a student learns a concept through guided practice, the teacher will have students practice the concept on their own with a few prompts provided by the teacher. The teacher will walk around the classroom to ensure that students understand the concept. For students that are struggling, the teacher will provide tutoring to have the students help understand the concept better.
- Discussions and Critiques- Class discussion and debate will be frequently used to help students internalize the course material and make connections across topics. Some discussions will be whole-class while other discussions and critiques will take place in smaller groups an inquiry approach. Some possible discussion and debate topics include: How are the elements and principles of design being used in order to support an idea in a work? What elements and principles of design can be changed to strengthen the work? What is a

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concentration and how can you make multiple pieces based off a single concentration? What makes good and bad art? How do we measure if something is “good” or “bad” in art?

- Research- Students will be asked to do research on different artists that have specialize with a certain medium, style, or creative theme/idea. Students will have to learn the thought and experimentation process the artist used to create the work, how the artist utilized the principles and elements of design to support the composition/subject/content of a work, and what the student can take and use from this artist to incorporate into their own work.
- Case Studies- Once a semester, students will examine one or more case studies to grapple with the real-world implications of the issues being studied. Case studies may include some of the following examples—politics in the art field, creating a good portfolio for careers, components of a functional art studio, outsourcing animation and graphic design positions to different countries and its affect to current art industry
- Presentation- At the end of each semester, students will have to make a presentation about all of the art pieces that they created over the semester. For the presentation, they must:
  1. Describe the ideas and concepts in each of their works or a group of works
  2. The elements of art and principles of design focused on in the work
  3. How they used experimentation and collaboration to improve the quality of their piece
  4. The successes and failures they had throughout the creative process and time management
  5. How they plan to improve next semester, in college, or into an art career based off their experience in the class so far.

#### **5. Assessment Including Methods and/or Tools:**

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade