CURRICULUM MAP

Subject: AP 2-D Design   **Grade Level: 12**   **Updated Date of Review July, 2024**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
INTRODUCTION TO THE COURSE: Policies and guidelines • Classroom as community • Grading: Sustained Investigation 80%, Writing Assignments 10%, critique/class participation/sketchbook (10%) • Evaluating art and the critique process INTRODUCTION TO DESIGN: • Introduction to the history design • Historical and contemporary art focusing on the elements of principles of design. • Focus on the elements of design including: line, shape, form, color, texture, space, value • Focus on the principles of design including: rhythm, balance, emphasis, contrast, proportion, gradatio, harmony, variety and movement. RESEARCH: • Discuss reliable sources for research and sites to find dynamic artwork • Create a "design" book to illustrate each element and principle using historical and contemporary artwork • Print books in color to be use as reference DEVELOPING DESIGN SAMPLES: • Focus on idea exploration and problem solving • Research historical and contemporary artist who focus on design • Weekly critiques • Exploration of new materials • Students will develop a series of six artworks illustrating the elements and principles of design • Students will document their work through photographs, notes and drawings in their sketchbook	INQUIRY-BASED, SUSTAINED INVESTIGATION: • Students will develop and refine their sustained investigation using the research completed in quarter one to guide them • Students will have a weekly formal critique as as daily individual critiques with teacher • Self-reflection and peer evaluation will be stressed WRITING: • Students will complete a very specific artistic statement that will guide their sustained investigation for the year • The artist's statement may be adjusted throughout the year as the sustained investigation focus may evolve • With each completed design, students will write a short statement discussing concept, use of elements and principles, materials and process DOCUMENTATION: • Students will document all work using photographs, sketches, and writing PORTFOLIO REVIEW: • Students will complete a personal reflection statement on their artistic process and growth for the year thus far. • Students will have an individual portfolio review with the teacher	INQUIRY-BASED, SUSTAINED INVESTIGATION: • Students will use their artist statement written in quarter two as a guide in the production of the sustained investigation • Students will have a weekly formal critique as as daily individual critiques with teacher • Self-reflection and peer evaluation will be stressed WRITING: • With each completed design, students will write a short statement discussing concept, use of elements and principles, materials and process DOCUMENTATION PROCESS: • Students will document all work using photographs, sketches, and writing • Students will learn how to combine, edit and adjust digital images using either Photoshop or Pixlr • Students will create a "process" digital images for each design produced • Students will create a digital portfolio on Google Drive • Students will upload artwork and writing to the College Board Site	FINALIZING THE PORTFOLIO: Part One, The Sustained Investigation • Students will complete fifteen or more design works • Students will create 15 images to be uploaded to the College Board Site • A selection of process images must be represented • Students will write, and upload, a concise artist's statement discussing their Sustained Investigation and personal-artistic process Part Two, Selected Work: • Students will select their strongest works in terms of design and technical skill to be included • Students will document their process and idea behind their work through writing on the digital portfolio FINAL PORTFOLIO REVIEW: • Students will complete a personal reflection statement on their artistic process and growth for the year. • Students will have an individual portfolio review with the teacher ARTWORK FOR SCHOOL COMMUNITY: • Students will view, and discuss, artwork for both local and national communities • Students will work individually, or as a part of a team, to create a

			dynamic public work of art for our school community

STUDENT SKILLS AND ABILITIES

With the completion of the course, students will:

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