

Auburn School District # 408 Framework: Advanced Placement Studio Art

Course: Advanced Placement Studio Art

Total Framework Hours: 180 Hours

CIP Code: 500406

Type: Preparatory

Career Cluster: Arts, Audio/Video Technology & Communications

Date Last Modified: Monday, June 13, 2016

Resources and Standard used in Framework Development:

Standards used in this framework are from the AP College board as well as The Professional Photographers of America Test Specifications for the Certified Professional Photographer Degree, SkillsUSA Photography Blueprint, NOCTI Pathway Assessment Blueprint "Visual Arts", and 21st Century Skills as outlined in the OSPI Model Framework for 500406 Commercial Photography.

Unit 1 AP BREADTH

Hours: 20

Performance Assessment(s):

(As required by College Board) Demonstrate a Breadth of high quality work to which 12 selected pieces will be included in the AP Portfolio. Students will also develop a body of work that expresses a personal Concentration (central idea) of which 12 of these pieces will also be chosen for the AP Portfolio. NOTE: pieces that are submitted for Breadth may not be submitted for Concentration. Students will complete enough volume of work (a combination of Breadth, Concentration, and prior work) to select five pieces of excellence for the Quality Component of the AP Portfolio. Through sustained investigation of all three aspects (Breadth, Concentration and Quality) students will complete a well-developed AP Portfolio to submit to the College Board.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

9.A.1 Know when it is appropriate to listen and when to speak

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal

Analytical, Logical & Creative Thinking: Observe, Patterns, Classify, Compare/Contrast, Predict, Main Idea, Summary, Point of View, Analysis, Evaluation, Finding

Evidence, Conclusion, Reasoning, Problem Solving, Goal Setting, Elaboration, Flexibility, Originality, Precision

The student will analyze, refine, and apply decision-making skills in the investigative creative process in developing a body of visual artwork (maybe through classroom, family, community, culture or business and industry (work-related) experiences).

Students demonstrate artistic integrity and utilize ethical practices in all artwork submitted.

The student will demonstrate self-advocacy skills by achieving planned, individual goals to build a body of work for all three components for the Drawing Portfolio or 2D Design Portfolio that reflects personal investigation and development of art elements, principles in a variety of visual imagery.

Demonstrate the ability to professionally present samples of work.

Standards and Competencies

C-3: Careers

C-3.1 Assess interest areas to determine potential career pathways, including career ladders from multiple sources of research and information.

C-3.3 Develop a career plan with alternatives

C-3.7 Demonstrate good interviewing skills

C-3.8 Understand portfolio strategies that are audience specific and create a portfolio within one of those strategies

C-5: Design Elements / Principles

C-5.1 Understand the elements of art (Line, Shape, Value, Form, Texture, Color, Space) and principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity).

C-5.2 Understand traditional composition (Framing, Rule of Thirds, Horizon Line, Leading Lines, Perspective, Background/Foreground, Point of View, Tension) and its use in photography.

C-5.3 Understand non-traditional composition and its use in photography.

Standard WR 4: Problem Solving

WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.

WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts.

WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals

WR-4.4 Conduct technical research to gather information necessary for decision-making

WR-4.5 Explain the importance and dynamics of individual and teamwork approaches of problem solving

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

WR-4.7 Explain strategies used to formulate ideas, proposals and solutions to problems

WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues,

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals

1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when

Vocabulary Acquisition and Use

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career

Mathematics

CC: Mathematical Practices (MP)

2 - Reason abstractly and quantitatively.

6 - Attend to precision.

7 - Look for and make use of structure.

Reading

CC: Reading Informational Text

Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or

Range of Reading and Level of Text Complexity (11-12)

10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Science

Social Studies

Civics

Civics 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

1.1.2 (12) Evaluates relationships between key ideals and historical and current realities.

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

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Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

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- 2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
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- 8.A.1 Set goals with tangible and intangible success criteria
- 8.A.2 Balance tactical (short-term) and strategic (long-term) goals
- 9.A.1 Know when it is appropriate to listen and when to speak
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Demonstrate the ability to professionally present samples of work.

Standards and Competencies

C-4: Business Practices

C-4.1 Understand legal practices such as copyright, work for hire and royalties.

C-4.2 Understand the elements of a client presentation.

C-4.3 Understand business ethics.

C-4.6 Understand common business models and their implications (e.g. independent contractor vs employee, work for hire, licensing vs sales, etc).

C-4.11 Locate information from books, journals, magazines, and the Internet

C-4.18 Apply active listening skills to obtain and clarify information

C-4.21 Explain the importance of following workplace etiquette/protocol

C-5: Design Elements / Principles

C-5.1 Understand the elements of art (Line, Shape, Value, Form, Texture, Color, Space) and principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity).

C-5.2 Understand traditional composition (Framing, Rule of Thirds, Horizon Line, Leading Lines, Perspective, Background/Foreground, Point of View, Tension) and its use in photography.

C-5.3 Understand non-traditional composition and its use in photography.

Standard WR 7: Ethics and Legal responsibilities

WR-7.1 Evaluate and justify decisions based on ethical reasoning.

WR-7.3 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

WR-7.5 Collaborate with classmates in researching or reviewing an Acceptable Use Policy

WR-7.6 Internet search (optional)

WR-7.7 Responsibilities of Internet use (using the Internet efficiently and ethically for work, identifying the risks of posting personal and work information on the internet, social networking sites, job search sites, taking measures to avoid internet security risks such as viruses, malware)

WR-7.8 Discuss legal issues associated with locating and retrieving information from the internet

WR-7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws

WR-7.10 Conduct research on the Internet and correctly identify sit sources in bibliography

WR-7.11 Utilize information from electronic communication sources

WR-7.13 Understand Intellectual Properties rights

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

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Students will demonstrate understanding of a wide range of design fields and their association to the arts and their professions through the portfolio method. These items will be evaluated twice at a minimum. Once by the advisory board and second by the College Board AP committee.

Portfolio. NOTE: pieces that are submitted for Breadth may not be submitted for Concentration. Students will complete enough volume of work (a combination of Breadth, Concentration, and prior work) to select five pieces of excellence for the Quality Component of the AP Portfolio. Through sustained investigation of all three aspects (Breadth, Concentration and Quality) students will complete a well-developed AP Portfolio to submit to the College Board.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
- 2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 8.A.1 Set goals with tangible and intangible success criteria
- 8.A.2 Balance tactical (short-term) and strategic (long-term) goals
- 9.A.1 Know when it is appropriate to listen and when to speak
- 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
- 10.A.2 Prioritize, plan and manage work to achieve the intended result
- 11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal

Analytical, Logical & Creative Thinking: Observe, Patterns, Classify, Compare/Contrast, Predict, Main Idea, Summary, Point of View, Analysis, Evaluation, Finding Evidence, Conclusion, Reasoning, Problem Solving, Goal Setting, Elaboration, Flexibility, Originality, Precision
The student will analyze, refine, and apply decision-making skills in the investigative creative process in developing a body of visual artwork (maybe through classroom, family, community, culture or business and industry (work-related) experiences).

Students demonstrate artistic integrity and utilize ethical practices in all artwork submitted.

The student will demonstrate self-advocacy skills by achieving planned, individual goals to build a body of work for all three components for the Drawing Portfolio or 2D Design Portfolio that reflects personal investigation and development of art elements, principles in a variety of visual imagery.

Demonstrate the ability to professionally present samples of work.

Standards and Competencies

C-2: Survey of History of Photography

C-2.3 Understand the significance of early documentary photography and its social, political, and scientific impact

C-2.4 Distinguish between various movements, styles, and trends in the history of photography

C-2.6 Understand and discuss how photography has shaped modern society.

C-7: Camera Operation (Function of a Lens, Exposure Control, Light Meters and Exposure and Digital Camera & Photography)

C-7.2 Understand the basic principles of how to operate either a manual or automatic SLR camera

C-7.7 Understand the shutter in terms of action and exposure.

C-7.9 Understand the relationship between shutter, aperture and ISO to control exposure.

C-7.12 Understand how to make adjustments for white balance.

C-7.13 Understand the basic differences between various digital cameras on the market and weigh the relative advantages and disadvantages, conveniences and costs associated with their use

C-7.16 Understand and use various file formats including jpeg, tiff and camera raw.

C-7.17 Understand the care and use of memory cards.

Standard WR 2: Personal Success

- WR-2.1 Implement effective study skills for academic success;
- WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.
- WR-2.3 Use interpersonal skills to facilitate effective teamwork;
- WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;
- WR-2.5 Use effective time-management and goal-setting strategies;
- WR-2.6 Effectively use information and communication technology tools; and
- WR-2.7 Identify skills that can be transferable among a variety of careers.
- WR-2.8 Create and complete appropriate documents such as electronic portfolio, personal resumé, employment application, letter of intent, letters of recommendation and thank you letters.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
 - Reflects for the purpose of self-evaluation and improvement of the creative work.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
 - Selects artistic resources, materials and/or repertoire to create, perform and present.
 - Interprets meaning through personal understanding of the work and/or performance.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

- 3.2 Uses the arts to communicate for a specific purpose.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.1. Demonstrates and analyzes the connections among the arts disciplines.
- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.3. Understands how the arts impact and reflect personal choices throughout life
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- Presentation of Knowledge and Ideas (9-10)
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

Comprehension and Collaboration (11-12)

- 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems,

Presentation of Knowledge and Ideas (11-12)

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

Health and Fitness

Language

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2b - Spell correctly.

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when

Mathematics

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21st Century Skills

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Students will be exploring a single visual concern/project in depth. It is something like a visual term paper and is an important part of the class. When a subject is settled on, the student should spend considerable time developing it. It should show investigation, growth, and discovery involved with a compelling visual concept. The Concentration is usually completed in the second term. This/these items/projects will be evaluated by use of a industry developed rubric and an advisory panel.

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Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
- 2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 4.A.2 Evaluate information critically and competently
- 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Interpret information and draw conclusions based on the best analysis
- 8.A.1 Set goals with tangible and intangible success criteria
- 8.A.2 Balance tactical (short-term) and strategic (long-term) goals
- 9.A.1 Know when it is appropriate to listen and when to speak
- 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
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Demonstrate the ability to professionally present samples of work

Standards and Competencies

C-5: Design Elements / Principles

C-5.1 Understand the elements of art (Line, Shape, Value, Form, Texture, Color, Space) and principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity).

C-5.2 Understand traditional composition (Framing, Rule of Thirds, Horizon Line, Leading Lines, Perspective, Background/Foreground, Point of View, Tension) and its use in photography.

C-5.3 Understand non-traditional composition and its use in photography.

C-6: Critical Analysis

C-6.1 Discuss and debate the possible intentions of various photographs using art and design concepts and techniques.

C-6.4 Objectively critique the process used to create an image by determining how well technique supports the artist intent.

C-6.5 Use written reflection in evaluation of your own work.

C-6.6 Use written evaluations for a critiquing a variety of types of work from multiple areas of photography

C-6.8 Demonstrate skills used to define and analyze a given problem

C-6.9 Explain the importance and dynamics of individual and teamwork approaches of problem solving

C-6.10 Describe methods of researching and validating reliable information relevant to the problem

C-6.11 Explain strategies used to formulate ideas, proposals and solutions to problems

C-6.12 Implement and evaluate solution(s)

C-10: Digital Post Processing and Printing

C-10.1 Understand the difference between various software programs and their effectiveness.

C-10.2 Manage and set up an efficient workspace.

C-10.3 Understand file management workflow (capture, download, organize, edit, output, archive)

C-10.5 Implement an effective image editing workflow (rotate, crop, tone, color, selected area, retouching, sharpening)

C-10.6 Understand the importance of using layers and layer masks when adjusting images.

C-10.7 Understand the ethics of altering images

C-10.8 Understand the relative advantages and disadvantages of a number of kinds of printers and printer technologies

C-10.9 Demonstrate printing procedures using paper profiles, monitor calibration, media type.

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.5 Use effective time-management and goal-setting strategies;

WR-2.6 Effectively use information and communication technology tools; and

WR-2.7 Identify skills that can be transferable among a variety of careers.

WR-2.8 Create and complete appropriate documents such as electronic portfolio, personal resumé, employment application, letter of intent, letters of recommendation and thank you letters.

WR-2.10 Demonstrate proper interview techniques in various situations;

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues,
- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Presentation of Knowledge and Ideas (9-10)
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

Comprehension and Collaboration (11-12)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,
 - 1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on

Presentation of Knowledge and Ideas (11-12)

- 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

- 2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and
- 2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

(As required by College Board) Demonstrate a Breadth of high quality work to which 12 selected pieces will be included in the AP Portfolio. Students will also develop a body of work that expresses a personal Concentration (central idea) of which 12 of these pieces will also be chosen for the AP Portfolio. Discuss whether the work is a significant success with the advisory board, why or why not, and support your judgment with evidence from the work itself, your experiences creating the work, responses others have shared when viewing the work, and AP Studio Art scoring guidelines

NOTE: pieces that are submitted for Breadth may not be submitted for Concentration. Students will complete enough volume of work (a combination of Breadth, Concentration, and prior work) to select five pieces of excellence for the Quality Component of the AP Portfolio. Through sustained investigation of all three aspects (Breadth, Concentration and Quality) students will complete a well-developed AP Portfolio to submit to the College Board.

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction.

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

9.A.1 Know when it is appropriate to listen and when to speak

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal

Analytical, Logical & Creative Thinking: Observe, Patterns, Classify, Compare/Contrast, Predict, Main Idea, Summary, Point of View, Analysis, Evaluation, Finding Evidence, Conclusion, Reasoning, Problem Solving, Goal Setting, Elaboration, Flexibility, Originality, Precision

The student will analyze, refine, and apply decision-making skills in the investigative creative process in developing a body of visual artwork (maybe through classroom, family, community, culture or business and industry (work-related) experiences).

Students demonstrate artistic integrity and utilize ethical practices in all artwork submitted.

The student will demonstrate self-advocacy skills by achieving planned, individual goals to build a body of work for all three components for the Drawing Portfolio or 2D Design Portfolio that reflects personal investigation and development of art elements, principles in a variety of visual imagery.

Demonstrate the ability to professionally present samples of work.

Standards and Competencies

C-10: Digital Post Processing and Printing

C-10.1 Understand the difference between various software programs and their effectiveness.

C-10.2 Manage and set up an efficient workspace.

C-10.3 Understand file management workflow (capture, download, organize, edit, output, archive)

C-10.7 Understand the ethics of altering images

C-10.8 Understand the relative advantages and disadvantages of a number of kinds of printers and printer technologies

C-10.9 Demonstrate printing procedures using paper profiles, monitor calibration, media type.

C-10.10 Evaluate prints for quality and appearance for both color and B/W.

C-11: Presentation / Finishing

C-11.1 Prepare/Publish images for a variety of media including internet, multi-media, and print.

C-11.2 Present portfolio both digitally and printed.

C-11.3 Understand archival print finishing techniques (spotting, window matting, dry mounting)

C-11.4 Create artist statement fine art portfolio.

C-11.5 Understand how the context in which the photograph is presented alters the viewer's perception. (Galleries, Websites, Books, Display of Related Photos)

C-11.6 Be able to write clear, concise and accurate text to accompany photographs (photo captions, brochures, website)

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.3 Use interpersonal skills to facilitate effective teamwork;

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.5 Use effective time-management and goal-setting strategies;

WR-2.6 Effectively use information and communication technology tools; and

WR-2.7 Identify skills that can be transferable among a variety of careers.

WR-2.10 Demonstrate proper interview techniques in various situations;

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Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,

1c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify,

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

Health and Fitness

Language

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 5 - Use appropriate tools strategically.
- 7 - Look for and make use of structure.

Reading

Science

Social Studies

Economics

- 2.1.1 (12) Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.

Writing

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