

CURRICULUM FRAMEWORK

CONTENT AREA: VISUAL ARTS


GRADE LEVEL/COURSE: AP STUDIO ART

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <ol style="list-style-type: none"> Students recognize and use visual arts as a form of communication Students know and apply elements of art, principles of design and expressive features of visual arts. Students know and apply visual arts materials, tools, techniques and processes Students relate the visual arts to various historical and cultural traditions Students analyze and evaluate the characteristics, merits, and meaning of works of art. <p>(Students at this level have the ability to use prior knowledge flexibly and intellectually use the aspects found in all of the content standards daily.</p>	<p><i>I. Unit 1- Direct observations</i></p> <ul style="list-style-type: none"> Students will create drawings that are examples of direct observation and/or use mediums in their areas of concentration using elements and principles of art.. Students will do historical research and create sketches of all products. <p>Standards 1-5</p>	<p><i>II. Unit 2- Color and design</i></p> <ul style="list-style-type: none"> Students will create examples that demonstrate their knowledge and ability to use color and design using elements and principles of art. Students will do historical research and create sketches of all products. <p>Standards 1-5</p>	<p><i>III. Unit 3- Self-developed portfolio</i></p> <ul style="list-style-type: none"> Students create unique works in their chosen area of concentration using elements and principles of art. Students will do historical research and create sketches of all products. <p>Standards 1-5</p>	<p><i>III. Unit 3- Self-developed portfolio</i></p> <ul style="list-style-type: none"> Students create unique works in their chosen area of concentration using elements and principles of art. Students will do historical research and create sketches of all products. <p>Standards 1-5</p>

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<p>PERFORMANCE ASSESSMENT <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i> Criteria for assessment</p> <ul style="list-style-type: none"> -Impact of performance -Work quality and craftsmanship -Adequacy of methods and behaviors -Validity of content -Degree of expertise <p>VALIDATION Isolated skill performances, tests, quizzes etc.</p>	<ol style="list-style-type: none"> 1. Products from focus medium equal to AP exemplars 2. Self-critiques 3. Portfolios and sketch books 4. Term paper 5. quizzes and tests 	<ol style="list-style-type: none"> 1. Products from focus medium equal to AP exemplars 2. Self-critiques 3. Portfolios and sketch books 4. Term paper 5. quizzes and tests 	<ol style="list-style-type: none"> 1. Products from focus medium equal to AP exemplars 2. Self-critiques 3. Portfolios and sketch books 4. Term paper 5. quizzes and tests 	<ol style="list-style-type: none"> 1. Products from focus medium equal to AP exemplars 2. Self-critiques 3. Portfolios and sketch books 4. Term paper 5. quizzes and tests
<p>TOPICAL or CURRICULUM ALIGNMENT</p> <p>Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>				
<p>COMPETENCIES <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> 1. College level research 2. Goal setting 3. Self-evaluation on AP criteria 4. Technology 	<ol style="list-style-type: none"> 1. College level research 2. Goal setting 3. Self-evaluation on AP criteria 4. Technology 	<ol style="list-style-type: none"> 1. College level research 2. Goal setting 3. Self-evaluation on AP criteria 4. Technology 	<ol style="list-style-type: none"> 1. College level research 2. Goal setting 3. Self-evaluation on AP criteria 4. Technology
<p>INSTRUCTIONAL STRATEGIES</p>	<ol style="list-style-type: none"> 1. Self-paced 			

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