



Think. Learn. **Grow.**

# Advanced Placement Studio Art Curriculum Guide

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**Visual Arts Curriculum, Instruction, and Assessment**

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## Foreword

Curriculum in this document is based on the National Core Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

## Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. – *National Art Education Association*



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## How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

**Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.**

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.



## Art History Curriculum Guide

# Des Moines Public Schools Educational Philosophy

### Vision

Becoming the model for urban education in the United States.

### Mission Statement

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

### Student Expectations

Students demonstrate proficiency and understanding of a rigorous core curriculum:

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate financial and economic literacy
- *They demonstrate an understanding of the value of fine and performing arts in society*
- *They demonstrate proficiency in technological and information literacy*
- They demonstrate proficiency in science, including life, earth and physical science

Students possess the knowledge and skills to be self-directed and autonomous:

- *They demonstrate critical thinking and problem solving skills*
- *They exercise sound reasoning in making complex choices*
- *They exhibit creative, innovative and entrepreneurial thinking*
- *They understand the attributes of physical and mental well-being*

Students have world awareness:

- *They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community*
- *They understand the rights and obligations of citizenship at local, state, national, and global levels*
- *They are actively engaged in community life*
- *They will be exposed to languages and cultures of the world*

## Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts

- Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
- Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
- Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

## Effective Components of an Educational Studio Program

- Demonstrations of artistic techniques and uses of media
  - Opportunities for practice, experimentation, and refinement based on effective feedback
  - Support for divergent thinking and multiple learning outcomes
  - A rich and robust variety of visual references
  - A variety of critique and response formats
  - Introductions to and expectations for use of appropriate art vocabulary
  - Connections among artists, careers, and art in everyday life and communities
  - An organizational system for storage and disbursement of materials and tools
  - Clear and maintained expectations for art room safety, cleaning, and classroom procedures
  - Integrations and connections with other content areas
  - Displays of various student works within the school and the community
- **Learning Topics for Introduction to Art History**
    - **Design Concepts: Elements of Art and Principles of Design**
    - **Studio Skills: Media, Processes, and Techniques**
    - **Thematic Expression**
    - **Critical Analysis: Planning, Evaluating, and Presenting**

## Document Structures

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales.

Learning goals for Art History courses are guided by the [College Board AP Studio Art](#) standards and objectives.

Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal

\*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>



## College Board Instructional Goals

The instructional goals of the AP Studio Art Program can be described as follows:

- Encourage creative 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 visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through artmaking.

The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. Accordingly, the committee has chosen to suggest guidelines for the submission of an AP portfolio rather than to delineate a specific course. The portfolios are designed to allow freedom in structuring AP Studio Art courses while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. Therefore, the major responsibility for creating an AP course in art and preparing work to submit for evaluation belongs to the participating students and teachers. Teachers of AP Studio Art courses in the Des Moines Public Schools have collaborated to determine common learning goals and scales in alignment with the portfolio submission standards.

AP courses should address three major concerns that are constants in the teaching of art:

1. The student's ability to recognize quality in her or his work
2. The student's concentration on a sustained investigation of a particular visual interest or problem
3. A range of approaches to the formal, technical, and expressive means of the artist.

AP work should reflect these three areas of concern: quality (selected works), concentration (sustained investigation), and breadth (range of approaches).

## AP Portfolio Structures

2-D Design Portfolio	3-D Design Portfolio	Drawing Portfolio
<b>Quality (Selected Works) – Section I</b>		
<p style="text-align: center;"><b>5 actual works</b> that demonstrate understanding of design in concept, composition, and execution</p>	<p style="text-align: center;"><b>10 digital images,</b> consisting of 2 views each of 5 works that demonstrate understanding of three-dimensional design in concept, composition, and execution</p>	<p style="text-align: center;"><b>5 actual works</b> that demonstrate understanding of drawing in concept, composition, and execution</p>
<b>Concentration (Sustained Investigation) – Section II</b>		
<p style="text-align: center;"><b>12 digital images;</b> some may be details</p> <p>Works describing an in-depth exploration of a particular 2-D design concern</p>	<p style="text-align: center;"><b>12 digital images;</b> some may be details or second views</p> <p>Works describing an in-depth exploration of a particular 3-D design concern</p>	<p style="text-align: center;"><b>12 digital images;</b> some may be details</p> <p>Works describing an in-depth exploration of a particular drawing concern</p>
<b>Breadth (Range of Approaches) – Section III</b>		
<p style="text-align: center;"><b>12 digital images;</b> 1 image each of 12 different works</p> <p>A variety of works demonstrating understanding of 2-D design issues</p>	<p style="text-align: center;"><b>16 digital images;</b> 2 images each of 8 different works</p> <p>A variety of works demonstrating understanding of 3-D design issues</p>	<p style="text-align: center;"><b>12 digital images;</b> 1 image each of 12 different works</p> <p>A variety of works demonstrating understanding of 2-D drawing issues</p>

AP Studio Art Assessment Rubric				
Learning Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard
Design Concepts: Elements of Art and Principles of Design	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Apply multiple elements and principals of design to create original artworks.</li> <li>Provide evidence for artistic choices.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Effectively and independently manipulate the principles of design in compositions to communicate original artistic ideas.</li> <li>Provide in-depth evidence for choices made in use of design concepts.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Media, Processes and Techniques	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>Apply media using appropriate processes and techniques to more clearly articulate a meaning or message in an original artwork.</li> <li>Provide evidence for artistic choices.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Experiment and take risks with media, processes, or techniques.</li> <li>Provide evidence for technical choices made, based on experimentation.</li> <li>Effectively and independently manipulate media to communicate original artistic ideas.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Thematic Expression	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>Select an idea or problem for investigation.</li> <li>Create a body of work that may include a variety of ideas or artistic problems.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Select and investigate a singular idea or artistic problem with personal relevance.</li> <li>Create a body of work that shows commitment to thoughtful investigation of a specific visual idea.</li> <li>Curate a body of work that demonstrates growth and discovery.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Planning, Evaluating, & Presenting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will use academic vocabulary in evaluating, responding, and presenting. Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>Formulate and convey a response to their own and the work of others based on established criteria.</li> <li>Formulate and communicate an action plan</li> <li>Adhere to legal and ethical constraints for the use of images and intellectual property.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Critically analyze and evaluate their own work or the work of others based on personal preference and established criteria.</li> <li>Formulate, communicate, and implement an action plan, making appropriate adjustments.</li> <li>Display imaginative ideas and artistic choices.</li> <li>Adhere to legal and ethical constraints for the use of images and intellectual property.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.