

CFISD 2018–2019

Advanced Placement ART-2D Design

Scope & Sequence

As students advance through the Art Course levels, performance requirements will increase in complexity and expectations for demonstrating critical and creative thinking for problem-solving are elevated.

Course Description:

The 2D Design portfolio course is intended to address a broad interpretation of two-dimensional design issues in visual thinking and aesthetic perception. This type of design involves purposeful decision-making about how to use the Elements of Art and Principles of Design in an integrative way. For this portfolio, students are asked to demonstrate mastery in two-dimensional design using a variety of art forms. These could include, but are not limited to, photography, mixed media, digital art and media, painting, and printmaking. The portfolio is submitted as both original pieces and as digital images of selected pieces that represent the student's best works and includes a written statement defining the student's focus of concentration. Prerequisite: students must have completed a Level II art course.

- Juniors or seniors only
- Supplies are required
- A course fee will be charged

Texas Essential Knowledge and Skills:

<http://ritter.tea.state.tx.us/rules/tac/chapter117/index.html>

Instructional Sections	Days**
1st Semester	78
SECTION 1: Analyze and discuss, through instructional conversation, artistic integrity and what constitutes plagiarism	
SECTION 2: Investigate 3 components of the portfolio development (Quality, Concentration, Breadth)	
SECTION 3: Demonstrate mastery in 2D Design: Concept, Composition, Execution (Quality)	
2nd Semester	99
SECTION 4: Develop a cohesive body of work with strong underlying 2D visual ideas and a coherent plan of action	
SECTION 5: Demonstrate a range of ability and versatility with technique, problem solving, and ideation (Breadth)	
SECTION 6: Employ critical decision-making to demonstrate a range of abilities as an ongoing process	
SECTION 7: Analyze and discuss, through instructional conversation, a process for conducting individual and group critiques	

*Includes time for final exams

**The length of each Section is not specific to a number of days, but it is dependent upon the materials used and the complexity of the assignment. Oftentimes, Sections are combined. The purpose of this flexibility is to allow teachers the opportunity to plan for the needs of their students and to accommodate re-teaching or review when necessary. If pre-assessment indicates student mastery could be achieved in a fewer number of days, the additional time could be used for extension or carried into the next Section.

Instructional Material:

Exploring Visual Design - eBook
 Joseph Gatto, Albert Porter, Jack Selleck
 Davis Publishers

Various Subject-Matter Expert publications, including magazines and periodicals