

CFISD 2018–2019

Advanced Placement ART-Drawing

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 drawing portfolio course is designed to address a broad interpretation of drawing issues. Painting, printmaking, abstract, and observational works are included in a drawing portfolio. This portfolio allows for a more specific course of study that readily parallels specialized drawing curriculums and programs in college and university art departments as well as in art schools. Works presented in the portfolio may have been produced in art classes and may cover a period longer than a single school year. Work presented in an Advanced Placement Drawing portfolio may not be included in other Advanced Placement portfolios at another time. 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 Drawing: Concept, Composition, Execution (Quality)	
2nd Semester	99
SECTION 4: Develop a cohesive body of work with strong underlying 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