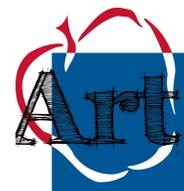


**Anne Arundel County
Public Schools**
High School Visual Arts Syllabus



**AP 2D Design/Photography
School Year 2018-2019
Grade 10-12**

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Reteaching/Reassessment: Pride Period Monday/Tuesday/2nd Half

Course Overview & Sequence

Advanced Placement 2D Design is a year-long rigorous experience designed for students who are seriously interested in the practical experience of art/design and photography and wish to develop mastery in the concept, composition and execution of their ideas through the development of a portfolio. AP 2D Design is not based on a written exam; instead, students submit portfolios in both digital and hard copy formats for evaluation in early May. In building their portfolios students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students develop work for the three sections of the AP Art Portfolio: **Breadth, Concentration and Quality.**

Breadth (12 works) is the section designed to display the students ability to manipulate a variety of approaches, styles and subjects in the development of photographs that explore the principles and elements of art.

Concentration (12 works) section is a series of works unified together through one main key concept of ideas that shows growth developed through experimentation and exploration over time.

Quality (5 works) section shows the best examples of the student's work in terms of displaying critical thinking skills towards composition, and mastery of a particular aspect of digital photography.

Upon completion of this course, the student will have conceived and created 24 original works of art that demonstrate a skill level that is equal to a freshman college photography design course level.

What the Teacher Will Do to Support the Student:

- Create engaging and rigorous learning activities that help students build his/her understanding of art and art making practices.
 - Chunk assignments into manageable amounts and include time in class to debrief and review work.
 - Provide meaningful and constructive feedback to accurately provide direction for reaching course standards
 - Model constructive strategies for creating new ideas and directions, offer lessons on grit, endurance, creative problem solving and the importance of mentor research and identification.
- Notify parents via email or phone at any point during the marking period if a student is in danger of failing or dropping 2 or more letter grades.

What the Student Will Do to be Successful:

- The student will initiate, define and solve challenging visual art problems independently using intellectual skills such as analysis, synthesis and evaluation.
- Demonstrate the ability to formulate written analysis of one's own work and explain to others the motivations of her/her work.
- Evaluate the manner in which subject matter, symbols and images are used in other students' works as well as works by well-known artists.

- Analyze relationships of works of art to one another in terms of history, aesthetics and culture, justifying conclusions and using them in the creation of one's own work.
- Reflect analytically on various interpretations as a means for understanding and critiquing works of art
- Develop personal ideation for compositions based upon the student's sketchbook, photographs and methods demonstrated in class and through personal research and experimentation.
- Complete all assignments as required. Upload Assignments to Google Classroom when due.
- Download Google Classroom and Google Drive to your phone.
- Review and synthesize classroom notes, activities, and assignments frequently to help prepare for upcoming assessments and to internalize learning.
- Take advantage of opportunities for additional help. Students should attend these sessions with specific questions so that the teacher can most effectively help the student.
 - o Send a portfolio the College Board to be evaluated in the spring.

Student Conduct

All students must demonstrate the ability to arrive on time to class and be prepared to participate in a teacher directed activity or work independently toward creatively solving problems, which they have either been assigned, or they have developed themselves. Work of this nature demands the full consideration of the property and rights of fellow classmates and the full cooperation, attention and maturity of each and every student in class.

No student may copy published photographs for any work. Copying work, written or visual, is plagiarism. The school policy is outlined in detail in the Student Handbook.

Critiques & Reflection

Critiques and personal reflection is a vital part of a creative journey. The role of the teacher is to provide a vision of the standard of expected performance as outlined in the College Board Rubric for 2D Design. Students will be expected to learn the language of assessment and provide feedback for oneself and others in the form of receiving and giving constructive feedback for each member of the class. This is a growth experience that will become easier as the course develops throughout the year.

Assignments

Meeting the timeline for assignments is a critical component of successfully developing the AP Portfolio and submitting it to the College Board in early May. Deadlines are not negotiable, and follow the outlines of late work as described in detail below reproduced from the Student Handbook.

What Parents Can Do to Support the Student:

- Download the free Google Chrome Browser to your home computer if you do not have it already installed. <https://www.google.com/chrome/browser/> and have your student create a Gmail account if not yet already done so.
- Help your student to become familiar with Google Drive and Google Classroom on your home computer and download the Google APPs to their smartphone
- Ask your student about Google classroom so that you may view assignments if they feel they need your support.
- Ensure that the student has supplies and complete projects/units for home based assignments
- Encourage the student to seek additional help when it is needed.
- Check Parent Connect regularly to monitor student grades.
- Contact teacher with any questions about assignments, grade, or other issues in a timely manner.

Textbook and Supplies:

Focus on Photography. Joyner, Hermon and Kathleen Monaghan, Worcester, 2007. (supplied)

Materials needed for class:

Digital Cameras are available for student use during class time and Pride Period, but may not be taken off of school property. (Students may use Smartphone cameras as a digital recording device in the classroom, but use as a streaming device, text, or phone not considered as instructional is restricted) All student owned digital cameras are welcome and encouraged.

Students will submit home and school assignments through Google Classroom and receive assignment reminders through the Google Classroom APP.

There is no longer a supply fee for materials. However, prints will be managed by the instructor.

There is a College Board Fee for the exam. Please see Mr. Starr , our school testing coordinator for details.

Course Content and Standards:

All visual arts programs in Anne Arundel County are based on standards aligned with and adapted from the National Standards for Visual Arts and the Maryland State Standards for Visual Arts:

- 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.
- 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
- 3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
- 4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

For the complete MSDE Visual Arts Standards go to: <http://mdk12.org/instruction/curriculum/arts/index.html>

Standards of Visual Arts Practices:

Students will work with ways to heighten thoughts and expression in their artwork. Knowledge gained from studying other artists and cultures will be applied in solving problems in art. Design skills will be used to solve problems based on observation and life experiences that exemplify personal critical choices. Topics of study are:

- Elements and Principles of Design Review: How do artists utilize the art elements and principles of design within an artwork?
- Communication: How do artworks serve as a source of communication?
- Visual Thinking: How does visualization promote the recording of images and ideas?
- Working from Observation: Why is accurate perception integral to working from observation?
- Working from Art: Why is it important to analyze and interpret exemplar artworks?
- Previsualization: How is visual memory instrumental in creating art?
- Experimentation: How does experimentation with media and/or subject matter glean an artistic response?
- Portfolio Assessment: How do certain artistic behaviors contribute to the aesthetic quality of the portfolio?

Course Grading:

Grades are given to high school students to document progress toward and mastery of course content, skills, and standards. Teachers shall evaluate student progress to determine the degree of mastery of course content, skills, and standards. The art grade represents a composite of the student's achievement and performance in daily assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstrations of criteria-based skills and techniques in artwork.

Teachers shall record the marking period grades for each student using the following process based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up), and shall appear on the report card.

Your grade in this course will be determined based upon your progress towards mastery of the standards. Specifically, your grade will be calculated using the following weighted categories.

Marking Period Grades	
Category	Percentage of Overall Grade
Assessment	65%
Classwork	15%
Homework	10%
Quarterly	10%
<i>Total</i>	<i>100%</i>

Grades are recorded and can be accessed by parents through Power Teacher.

Assessment: The Art teacher uses both formative and summative assessment strategies to monitor student mastery. Students will be assessed on a regular basis; **at least 9 assessments** are recorded during a marking period. Students are provided the lesson criteria and their artwork should demonstrate mastery knowledge of skills and content. The Art teacher will select and implement an evaluation instrument such as, self-assessment, peer assessment, end of unit assessment, teacher assessment, and/or portfolio assessment, which is appropriate for the lesson taught.

Assignment Descriptions:

1. **Summative Unit Assessments and Projects** – there will be at least one unit assessment or project per unit.
2. **Classroom Assignments and Quizzes** – there will be at least one graded classwork assignment every two weeks. When an assignment is completed as part of collaborative work, each student will receive his/her own grade based upon his/her individual work.
3. **Quarterly Assessment** – there will be one quarterly assessment per quarter. Quarterly assessments measure student mastery of the major standards for the quarter and course. These assessments may not be redone.
4. **Homework (Teacher Option)** – there will be at least one graded homework assignment per week. Homework serves as opportunities to promote the attainment of positive work habits and study skills, practice material and skills previously taught so learners can continue to practice mastery of content, prepare for upcoming lessons by reviewing prerequisite content/skills, study for upcoming assessments, and/or extend student understanding of concepts.

Opportunity for Mastery:

Procedures for Re-do:

- Students may redo an assessment after receiving feedback and re-teaching from the teacher.
- The higher grade for the assessment will be recorded in the grade book.
- Resubmissions are due on the 10th school day after the assignment is returned to the students.

**Classwork and Homework are not eligible for redo.*

**Alternative assessments can be used for re-do assignments.*

Violations of the academic integrity policy as determined by administration will require students to complete an alternative assessment with no opportunity for re-do. Behavior consequences may also be assigned.

Per AACPS regulation, students may redo up to assessments and/or assignments each quarter.. The teacher may choose to have the student redo all of an assessment or assignment or may have student only redo specific items or parts of the work. Students may not redo homework, the quarterly assessment, or a large project. However, students may redo parts of a large project, if graded separately by the teacher, with each part counting as a separate redo. Assessments or assignments due in the last week of the quarter are not eligible.

Late Work and Incomplete Assignments:

Students are expected to submit assignments on the date that they are due. Students are expected to complete assignments, in full, to the best of his/her ability and students should take advantage of tutoring and reteaching opportunities so that the student can submit his/her best work. Late assignments are penalized 10% for each day it is late up until five school days (not A/B days). After five school days, the assignment becomes a zero and may not be submitted for a grade. Should your student be in danger of failing or not meeting course criteria, you will be notified.

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

When a student is absent, it is the student's responsibility to get the make-up work during Open Pride Periods. The student will be allotted the same number of days equal to the number of days absent to make-up work.

Recording of Grades and Communication with Parents:

Per AACPS regulation, all grades, with the exception of lengthy assignments such as projects and extended writing assignments, will be entered into Parent Connect within one week of assignment submission. Parents can check Parent Connect regularly to monitor student grades.

Academic Dishonesty:

A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.

Student's signature _____

Parent's signature _____

Parent's e-mail _____

Parent's Phone _____

**Return Syllabus with signature - Homework Assignment #2
Due Monday, September 10, 2018**

Homework #1- Summer Assignments is due on Wednesday, September 12.