

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Drawing</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: Art</div> <u>To be completed by Human Resources only.</u>	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <span style="float: right; vertical-align: middle;">12/3/2019</span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Signature</span> <span>Date</span> </div>	
<b>Meets "AP" Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Ceara Torres</b> <b>Site: Heritage High School</b> <b>Date: 10/25/2019</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		11-17-19
Asst. Superintendent of Educational Services		
Governing Board		

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<b>Prerequisite(s) (REQUIRED):</b>
Art 2 or Teacher Approval
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
This rigorous college level course is designed for those who wish to earn college credit in Art. Students create a portfolio throughout the year containing works guided by a sustained investigation to be submitted online and by mail to the College Board for grading in May. Students must create original works of art using drawing media including but not limited to ink, graphite, markers, paint etc.

B. COURSE CONTENT
<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
AP Art and Design courses should address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work.  The purpose of this college level course is to show creative investigation of traditional and contemporary issues in drawing. Each student will complete an extensive drawing portfolio of artwork that demonstrates art as an ongoing process. The course will include various means of assessment. Students will participate in individual and group critiques building on written and verbal skills with the teacher and peers. They will be able to analyze and evaluate their own artwork and those of their classmates.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

- **It is suggested that the class cover Big Idea 1 within first 6-10 weeks (teachers may also require summer work)**
  - **Big idea 1: Investigate Materials, Processes and Ideas**
    - Student research artists contemporary and historic artists with the goal of informing their own work
    - Students document personal experiences to generate possibilities for making art
    - Teacher demonstrates new and familiar techniques while students complete short exercises to build on skills in preparation for portfolio completion
    - Document examples of how inquiry guides sustained investigation through art and design
    - Document investigation of viewers interpretations of art and design
  - Students must have materials, processes and ideas documented so they can develop their essential question(s)
  - **Big Idea 2: Make Art and Design (All works to be included in the portfolio should be complete by mid April or sooner to allow time to prepare for portfolio submission unless steps have been taken to prepare throughout the year)**
    - Students develop essential questions to guide their inquiry
      - Strategies may include brainstorming, SCAMPER, sentence frames etc.
    - Students create a poster or other presentation that highlights their questions, influence, key imagery and color schemes etc.
    - Students conduct a sustained investigation through art and design that demonstrates practice, experimentation and revision guided by questions
      - To meet the portfolio requirements, students will be creating a number of independent projects
      - A suggested outline for project completion is as follows
        - a. Detailed Proposal
        - b. Thumbnail sketches
        - c. Complete project
        - d. Critiques occur throughout the artmaking process
        - e. Reflection on work
  - **Big Idea 3: Present Art and Design (Documentation of student work can be spread out through the course or completed at the end)**
    - Students take quality photos of their work
    - Students will also need to do the following in writing...
      - Identify materials processes and ideas used to make their works of art and design
      - Describe how works of art and design demonstrate synthesis of materials, processes and ideas
      - Describe how works of art and design demonstrate 2-D, 3-D or drawing skills
      - Identify questions that guided a sustained investigation through art and design

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Students will complete writings that analyzes their own work and the work of fellow students in the form of critiques. Students will write detailed proposals for each project.

Students will be answering, in written form, portfolio explanation questions that require critical thinking.

**INSTRUCTIONAL MATERIALS (REQUIRED)****Textbook #1 AP Art and Design Course and Exam Description**

<https://apcentral.collegeboard.org/pdf/ap-art-and-design-course-and-exam-description-1.pdf?course=ap-drawing>

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

AP Drawing Page of AP Central website:

<https://apcentral.collegeboard.org/courses/ap-drawing?course=ap-drawing>

It is suggested that a sketchbook or folder of some kind be used for research and development assignments

Various art history books and contemporary art periodicals should be made available to students for the purposes of research and development

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach backup as applicable.

Cost determined on a site by site basis

**Materials may include but are not limited to:**

Graphite, Ink, Markers, Paint etc.

Cost for class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

**Portfolio of original works**

Using the AP Drawing Description as a reference and guidelines, students will build a portfolio that includes a group of artworks that result from conducting a Sustained Investigation through making art that is guided by essential questions.

Description of Portfolio Requirements

**Selected Works 40% of score**

Five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using drawing skills

**Sustained Investigation 60% of score**

15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision

**Critiques**

Through written and verbal critiques students will articulate the ideas of their sustained investigation with clarity, technical expertise and original imagery. Students will also make connections with history and contemporary artists who influence their ideas and progress throughout the school year.

**Planning Assignments**

Students should use detailed proposals and thumbnail sketching to plan for each project. Proposals include choices of size, theme, materials etc. along with explanations. These assignments can be used later to help with written portion of the portfolio to be turned in.

<b>Instructional Methods and/or Strategies (REQUIRED):</b>
<p><b>A number of teaching strategies will be used including but not limited to:</b>          Direct Instruction          Open Studio          Project Based Learning          Technology based assessment and instruction such as use of Google Classroom, Canvas etc.</p>
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
<p><b>A number of assessment methods will be used including but not limited to:</b>          Planning assessments - Proposals, thumbnails etc.          Critiques- Student and teacher led</p>

<b>COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)</b>				
<b>Day(s)</b>	<b>Objective</b>	<b>Standard(s)</b>	<b>Chapter(s)</b>	<b>Reference</b>
First 6-10 weeks	<b>Big Idea/Course Skill 1 - Inquiry and Investigation</b> Investigate materials, processes, and ideas.	1.A Generate possibilities for investigation (not assessed).  1.B Describe how inquiry guides investigation through art and design (not assessed).  1.C Describe how materials, processes, and ideas in art and design relate to context (not assessed).  1.D Interpret works of art and design based on materials, processes, and ideas used (not assessed).  1.E Investigate materials, processes, and ideas (not assessed).		AP Framework
Majority of year	<b>Big Idea/Course Skill 2 - Making Through Practice, Experimentation, and Revision</b> Make works of art and design by	2.A Formulate questions that guide a sustained investigation through art and design.		AP Framework

	practicing, experimenting and revising.	<p>2.B Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.</p> <p>2.C Make works of art and design that demonstrate synthesis of materials, processes, and ideas.</p> <p>2.D Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.</p>		
Beginning mid April (unless incorporated sooner)	<b>Big Idea/Course Skill 3 - Communication and Reflection/Present Art and Design</b>	<p>3.A Identify, in writing, questions that guided a sustained investigation through art and design.</p> <p>3.B Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.</p> <p>3.C Identify, in writing, materials, processes, and ideas used to make works of art and design.</p> <p>3.D Describe how works of art and design demonstrate synthesis of materials, processes, and ideas (not assessed).</p> <p>3.E Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills (not assessed).</p> <p>3.F Present works of art and design for viewer interpretation (not assessed).</p>		AP Framework

**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.



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<b>D. BACKGROUND INFORMATION</b>
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<b>Context for course (optional)</b>
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<b>History of Course Development (optional)</b>
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