

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## Fine and Performing Arts Curriculum Guide

## AP Art and Design (2-D and 3-D)

### Course Description

AP Art and Design is for highly motivated students who are seriously interested in the study of art. The course involves significant commitment. It is highly recommended that AP art students have taken as many art courses at the high school level as possible. Students will need to work outside the classroom as well as in class to develop individual portfolios to apply to colleges and to submit to the College Board for potential AP credit. Students who take AP Art and Design are also required to complete four art projects during the summer prior to enrollment.

### Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

*Creating art with artistic intent.*

*Presenting, performing, or producing artistic works to evoke, express, or communicate.*

*Responding to art through intellect and emotion.*

*Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

### Content Standards for an Advanced Visual Arts Course

#### Creating:

1. Generate original ideas that integrate aesthetic principles with individual personal style while pushing the boundaries of style, genre, medium, and connections.
2. Document personal strategies used regularly to organize artistic ideas .
3. Identify, design, and document several ways to address artistic challenges in a work and reflect upon the advantages and disadvantages of each potential resolution.

#### Presenting:

4. Explain how personal experience of culture or history has influenced a piece of artwork or collection or works.
5. Organize and plan an art exhibition that explores a personally meaningful theme, idea, or concept.
6. Present an artwork that causes audience reflection through its use of different artistic styles or viewpoints.

#### Responding:

7. Identify ways that a contemporary artwork pushes the boundaries of a genre and discipline.
8. Analyze the ways one's own cultural and personal perspectives and biases affect understanding of a visual work.
9. Identify how bias, culture, and privilege affect the criteria used to evaluate artwork.

#### Connecting:

10. Explain the development of a personal aesthetic vision as a visual artist and how it is represented in a specific piece or collection.
11. Identify the historical and cultural contexts that caused shifting of stylistic elements between artistic movements.

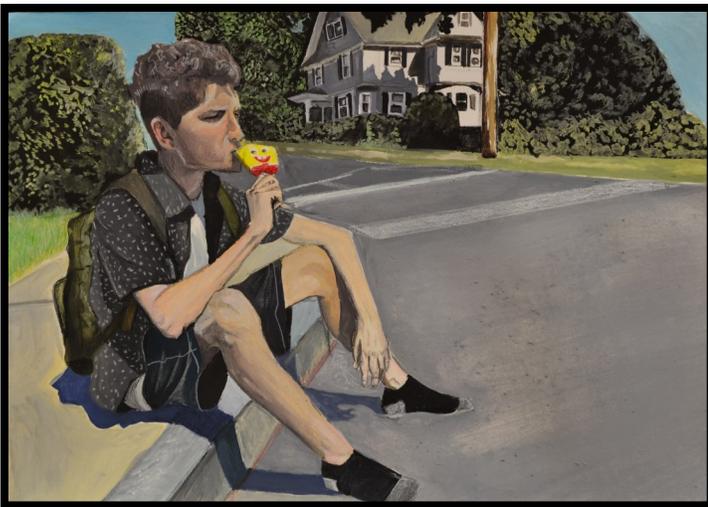
Source: MA Arts Curriculum Framework 2019, page 66

Course framework, instructional topics and pacing, and portfolio requirements may be found in the

College Board's AP Art and Design course and exam descriptions:

2-D: <https://apcentral.collegeboard.org/pdf/ap-art-and-design-course-and-exam-description-2.pdf?course=ap-2-d-art-and-design>

3-D: <https://apcentral.collegeboard.org/pdf/ap-art-and-design-course-and-exam-description-0.pdf?course=ap-3-d-art-and-design>



# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## Fine and Performing Arts Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

### Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."  
- *MA Arts Curriculum Framework 2019*, p.20