
FINE ARTS



South Texas ISD

Science Academy

GRADES 9-12 | MERCEDES

VP
8/10

Course: Art 1

Instructor: Elizabeth Arriola

Email: elizabeth.arriola@stisd.net

Work Phone: (956) 565-4620

Conference Period: 2A, 2B

Purpose

The purpose of Art at Science Academy is to provide students with an opportunity to appreciate art through the development of critical thinking processes, experience a variety of artistic methods and techniques, and make connections between art history, world history, and the modern world.

Course Description

This is an introductory course to the visual arts. The content covers a variety of concepts and drawing media, painting and color theory, ceramics, three-dimensional design, printmaking and techniques in perspective. An emphasis will be placed on understanding the importance and learning how to recognize and use the elements of art and the principles of design.

Student will gain an understanding of the history of art from Prehistoric art to Modern and Contemporary art. Students will be able to critically evaluate art using Feldman's Model of Art Criticism and produce a written evaluation of an artwork. This course is a prerequisite course for advanced art classes.

Course Objectives

- Students will interpret the importance of art in our society.
- Students will be able to identify the elements of art and principles of design and their purpose in creating art.
- Students will integrate methods of composition into original artworks.
- Students will recognize the various movements and time periods of art history.
- Students will evaluate an artwork using Feldman's Model of Art Criticism.
- Students will be able to use various types of line and create a Blind Contour line drawing.
- Students will be able to demonstrate understanding of the element of space by creating a Negative Space Drawing.
- Students will be able to reproduce various shading techniques.
- Students will use the grid method to create an artwork.
- Students will design a collaborative still life display and produce a drawing from the setup.
- Students will use linear perspective to create a drawing.
- Students will construct a three-dimensional ceramic artwork.
- Students will demonstrate knowledge of color theory and apply various color families to an original design.
- Students will perform the printmaking process and produce a Working Proof Print and Artists' Proof Print of an original artwork.
- Students will incorporate a variety of media into two final projects.

Grading Procedure and Weights

Procedure

All Studio Assignments will be graded using a rubric. The same rubric will be used for each assignment to ensure students understand how their work will be graded. Grading artwork is a difficult task because each person has their own objective view on what is considered "good art". To grade more consistently and objectively, we use a rubric to score artworks.

	0-6 pts	7-12 pts	13-18 pts	19 - 25 pts	
	Emerging	Developing	Proficient	Advanced	Points Earned
Mastery of New Concept	Work lacks proper use of new skills and demonstrates little to no understanding of new concept.	Work shows limited use of new skills and demonstrates some understanding of new concept.	Work fulfills basic requirements and demonstrates good understanding of new concept.	Work is well planned and executed and demonstrates exceptional understanding of new concept.	____/25
Craftmanship	Work includes obvious deficits like folds, rips, and/or stray marks. Little effort went into creating the work and using information demonstrated.	Minor folds or stray marks may be present but the work is acceptable. Some portions of the work could have benefited by more attention to detail.	Overall, the project is clean and without major defects like Folds/Rips. All areas have been considered and finished to meet expectations.	Project is pristine and well-kept without any defects. It has a professional finish and level of detail that shows a pride in work. Areas other may ignore and skip have been considered.	____/25
Time Mangement	Often reminded to stay on task. Social/digital interactions impeded work. Lack of focus had a strong impact on project work.	Student was somewhat distracted from their work and had to be reminded to stay on-task. More focus would have been helpful.	Student was mostly independently motivated with a few social distractions. Work was mostly self-driven.	Student was actively engaged and self motivated. Student may have even taken work home to do more than expected or required. Student was focused and never distracted.	____/25
Composition	Lacks evidence of thoughtful use of elements and principles, resulting in a composition that looks unplanned, rushed, and/or incomplete.	Acceptable use of art elements and principles but composition is lacking harmonization or demonstration of planning or understanding.	Good use of and combination of art elements and principles that work well together for the overall design. Composition meets expectations.	An advanced use of and combination of art elements and principles that seamlessly work together for the overall design. Work demonstrates a deep understanding and ability to manipulate composition.	____/25
				____/ 100 = ____	

Weights

The nine-week grade average will be based on the following grade weights:

40%: Studio Assignments

35%: Quizzes

20%: Nine-weeks Exam Grade

5%: Daily grade, small in-class assignments

Late Work and Absence Policy

Late Work

Students must turn assignments by midnight on the given due date. Students have the opportunity to turn in late work in by the end of the 3-week progress period. No late work will be accepted after the progress report and will result in a zero.

Absence

Students must meet with teacher the day they return from their absence to collect late work or assignments. Any daily grades that are given when student is absent are exempt. Students may get an extension on a Studio Assignment for the number of days absent, only if their absence is excused.

Formative Assessments

Formative assessments are given periodically throughout the year. These are checks for understanding and will not be taken for a grade.

Retesting Policy

Students may retake any test with a grade below a 70 for full points within one week of original test day. Students may not retake quizzes, Semester Exams, or re-do Studio Assignments.

Homework Policy

Homework is self-assigned depending on how much work you need to complete projects.

Course Assignments/Projects and Timeline

August

- Principles and Elements
- Composition

September

- Art Criticism
- Blind Contour
- Shading Techniques

October

- Hero Project

November

- Still Life

December

- Linear Perspective

January - February

- Ceramics

February - March

- Color Theory

April

- Printmaking

May

- Mixed Media

Supplies List

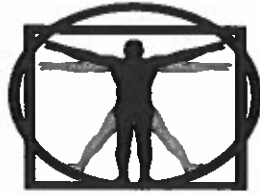
Each student is expected to provide their own:

- Number 2 Pencils – Ticonderoga is a great brand. The lead does not break as often and the eraser does not leave marks.
- Drawing Pencils – a pack of pencils with a variety of pencil lead grades from 6B to 4H. A few good brands are Faber-Castell, Kimberly, and Staedtler.
- Erasers – Kneaded and/ or white rubber, no pink rubber erasers.
- 1" Binder with clear protective pocket on front.
- 1 spiral notebook

Parent Signature

Parent email address (if not already in school records)

Please Print Student Name and Class Period



South Texas ISD

Science Academy

GRADES 9-12 | MERCEDES

✓
8/16

Course: Sculpture 1

Instructor: Elizabeth Arriola

Email: elizabeth.arriola@stisd.net

Work Phone: (956) 565-4620

Conference Period: 2A, 2B

Purpose

The purpose of Sculpture at Science Academy is to provide students with an opportunity to appreciate three-dimensional art through the development of critical thinking processes, experience a variety of artistic methods and techniques, and experience the challenges of creating art in three-dimensions.

Course Description

This is a secondary art course where students are able to explore the process of creating three-dimensional artworks. In the first semester of this course, students will create ceramic works and use a large variety of techniques to create artworks in-the-round or in relief. Possible media and techniques covered in the semester includes, but is not limited to, papier mâché, wood, wire, found-objects, outdoor installation art, and hand-held art.

Course Objectives

- Students will be able to identify the elements of art and principles of design and their purpose in creating art.
- Students will evaluate their peers' artwork and their own using the critique process.
- Students will reproduce a variety of ceramic techniques.
- Students will create a set of ceramic tiles representing several methods of surface ornamentation.
- Students will construct a box with clay.
- Students will use the coiling method to create an original artwork.
- Students will work collaboratively to create a tile mosaic.
- Students will create a small artwork inspired by the Venus of Willendorf.
- Students will create an artwork using papier mâché methods.
- Students will design a relief sculpture using found-objects.
- Students will manipulate wire to create a free-standing sculpture.
- Students will build an environmentally themed sculpture such as those done by Andy Goldsworthy.

Homework Policy

Homework is self-assigned depending on how much work you need to complete projects.

Grading Procedure and Weights

Procedure

All Studio Assignments will be graded using a rubric. The same rubric will be used for each assignment to ensure students understand how their work will be graded. Grading artwork is a difficult task because each person has their own objective view on what is considered “good art”. To grade more consistently and objectively, we use a rubric to score artworks.

	0-6 pts	7-12 pts	13-18 pts	19 - 25 pts	
	Emerging	Developing	Proficient	Advanced	Points Earned
Mastery of New Concept	Work lacks proper use of new skills and demonstrates little to no understanding of new concept.	Work shows limited use of new skills and demonstrates some understanding of new concept.	Work fulfills basic requirements and demonstrates good understanding of new concept.	Work is well planned and executed and demonstrates exceptional understanding of new concept.	____/25
Craftmanship	Work includes obvious deficits like folds, rips, and/or stray marks. Little effort went into creating the work and using information demonstrated.	Minor folds or stray marks may be present but the work is acceptable. Some portions of the work could have benefited by more attention to detail.	Overall, the project is clean and without major defects like Folds/Rips. All areas have been considered and finished to meet expectations.	Project is pristine and well-kept without any defects. It has a professional finish and level of detail that shows a pride in work. Areas other may ignore and skip have been considered.	____/25
Time Mangement	Often reminded to stay on task. Social/digital interactions impeded work. Lack of focus had a strong impact on project work.	Student was somewhat distracted from their work and had to be reminded to stay on-task. More focus would have been helpful.	Student was mostly independently motivated with a few social distractions. Work was mostly self-driven.	Student was actively engaged and self motivated. Student may have even taken work home to do more than expected or required. Student was focused and never distracted.	____/25
Composition	Lacks evidence of thoughtful use of elements and principles, resulting in a composition that looks unplanned, rushed, and/or incomplete.	Acceptable use of art elements and principles but composition is lacking harmonization or demonstration of planning or understanding.	Good use of and combination of art elements and principles that work well together for the overall design. Composition meets expectations.	An advanced use of and combination of art elements and principles that seamlessly work together for the overall design. Work demonstrates a deep understanding and ability to manipulate composition.	____/25
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20%: Nine-weeks Exam Grade

5%: Daily grade, small in-class assignments

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Absence

Students must meet with teacher the day they return from their absence to collect late work or assignments. Any daily grades that are given when student is absent are exempt. Students may get an extension on a Studio Assignment for the number of days absent, only if their absence is excused.

Formative Assessments

Formative assessments are given periodically throughout the year. These are checks for understanding and will not be taken for a grade.

Retesting Policy

Students may retake any test with a grade below a 70 for full points within one week of original test day. Students may not retake quizzes, Semester Exams, or re-do Studio Assignments.

Course Assignments/Projects and Timeline

August

- Principles, Elements, and Composition
- Pinch Pots

September

- Coils

October

- Clay Boxes

November

- Clay Tiles

December

- Collaborative Mosaic

January

- Pocket Sculpture

February

- Papier Mâché

March

- Found Object Relief Sculpture

April

- Wire

May

- Installation Artwork

Supplies List

Each student is expected to provide their own:

- Number 2 Pencils – Ticonderoga is a good brand. The lead does not break as often and the eraser does not leave marks.
- Sketchbook – Any size
- Apron
- 1 Box Gallon Ziplocks
- Garbage Bag
- Sharpie
- 1 Hand towel

Parent Signature

Parent email address (if not already in school records)

Please Print Student Name and Class Period



South Texas ISD

Science Academy

GRADES 9-12 | MERCEDES

✓
8/11/18

Course: Art 1

Instructor: Geronimo Perez

Email: geronimo.perez@stisd.net

Work Phone: (956) 565-4620

Conference Period: 2A, 4B

Purpose

The purpose of Art at Science Academy is to provide students with an opportunity to appreciate art through the development of critical thinking processes, experience a variety of artistic methods and techniques, and make connections between art history, world history, and the modern world.

Course Description

This is an introductory course to the visual arts. The content covers a variety of concepts and drawing media, painting and color theory, ceramics, three-dimensional design, printmaking and techniques in perspective. An emphasis will be placed on understanding the importance and learning how to recognize and use the elements of art and the principles of design.

Student will gain an understanding of the history of art from Prehistoric art to Modern and Contemporary art. Students will be able to critically evaluate art using Feldman's Model of Art Criticism and produce a written evaluation of an artwork. This course is a prerequisite course for advanced art classes.

Course Objectives

- Students will interpret the importance of art in our society.
- Students will be able to identify the elements of art and principles of design and their purpose in creating art.
- Students will integrate methods of composition into original artworks.
- Students will recognize the various movements and time periods of art history.
- Students will evaluate an artwork using Feldman's Model of Art Criticism.
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- Students will be able to demonstrate understanding of the element of space by creating a Negative Space Drawing.
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- Students will use the grid method to create an artwork.
- Students will design a collaborative still life display and produce a drawing from the setup.
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- Shading Techniques

October

- Hero Project

November

- Still Life

December

- Linear Perspective

January - February

- Ceramics

February - March

- Color Theory

April

- Printmaking

May

- Mixed Media

Supplies List

Each student is expected to provide their own:

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- Drawing Pencils – a pack of pencils with a variety of pencil lead grades from 6B to 4H. A few good brands are Faber-Castell, Kimberly, and Staedtler.
- Erasers – Kneaded and/ or white rubber, no pink rubber erasers.
- 1" Binder with clear protective pocket on front.
- 1 spiral notebook

Parent Signature

Parent email address (if not already in school records)

Please Print Student Name and Class Period



AP® Studio Art: 2-D Design Syllabus

Instructor: Mr. Perez
Work Phone: (956) 565-4620
Conference Period: A2 & B4
Email: geronimo.perez@stisd.net

Course Overview

The AP® Studio Art Portfolio course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in concept, composition, and execution of their ideas. The course teaches students how to develop their own work so that it moves beyond duplication. Plagiarism, the copy of published photographs or artwork, is not tolerated in this course. Artistic integrity and original compositions are emphasized and discussed. Your work should be based on your personal expression and own artistic vision and voice. In this course, students are required to investigate the aspects of the portfolio which include:

Selected Works section of the AP 2-D Art and Design Portfolio Exam, students must submit five works that demonstrate:

- 2-D skills
- Synthesis of materials, processes, and ideas

- For each work, students must state the following in writing:
 - Ideas visually evident (100 characters maximum, including spaces)
 - Materials used (100 characters maximum, including spaces)
 - Processes used (100 characters maximum, including spaces)

Sustained investigation section of the AP 2-D Art and Design Portfolio Exam, students must:

- Submit 17 digital images for AP that demonstrate:
 - sustained investigation through practice, experimentation, and revision
 - sustained investigation of materials, processes, and ideas
 - synthesis of materials, processes, and ideas
 - 2-D skills

- students must state the following in writing:
 - identify the questions that guided your sustained investigation
 - describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions (1200 characters maximum, including spaces, for both response to both prompts)

- Identify the following for each image:
 - materials used (100 characters maximum, including spaces)
 - processes used (100 characters maximum, including spaces)
 - Size (height x width x depth, in inches)

To help students understand my expectations, they are shown examples of past AP portfolios for ideas and inspiration. I start with structured assignments first, the first assignment being observational

value drawings, and students then move on to individual preferences such as mix media, watercolor, or reduction linoleum prints.

Students are also given homework assignments due every week, such as concentration ideas, self portraits, and additional observation drawings. Class discussion of homework assignments, as well as class critiques, are held at least once a week. Critiques are a required part of class participation. Students are expected to discuss their own work, the work of their peers, and the work of master artists in written and verbal form. During these class critiques the vocabulary of art will be used to form decisions about the work being discussed.

Students develop and choose an idea to explore in depth for their Concentration section. In the Concentration section, students are expected to develop a body of work that is an investigation of a theme or an idea. It should be well planned and investigate an idea that is of personal interest to the student.

From the Concentration section, we select their five Quality examples of excellence to be set to the College Board to be evaluated. Students understand that making art is an ongoing process that uses informed and critical decision making as these selections are made for their portfolio submission.

In terms of grading, students are expected to produce one work per week and a half in class of AP quality, and have a digital photograph of it. For each photo a student is short at the end of the grading period, one grade is dropped. We stress that this is the student's personal portfolio, and that outside work and work from other courses can also be included.

AP 2D Portfolio Requirements

Section I:

Quality: Excellence demonstrated in your artwork from either your Breadth or Concentration sections. Five works are required to be physically sent in to be graded, the artwork can be no larger than 18"X24".

Section II:

Concentration: An in-depth personal exploration of a theme or idea. The concentration should show investigation, growth, and discovery involved with a compelling visual concept. 17 pieces are required for this class for AP. Media could include graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.

Content of Class

The course includes the following three components:

A. Study of artists and trends. In addition to class work, students are expected to visit galleries and the local art museums on their own. An understanding of contemporary artwork and trends can help inspire and guide students in their own work.

B. A sketchbook to be composed of visual ideas, notes, photos, doodles, plans, short assignments, quick drawings, and practice of various techniques.

C. Development of the student's submitted portfolio for AP 2-D Design, which has 2 parts: Quality, and Concentration, totaling at least 17 pieces.

Supplies

Students are required to bring in the following supplies

- Portfolio submission fee
- Notebook and sketchbook
- Any extra materials the school might not have
- #2 Pencils - Ticonderoga is a great brand
- Drawing Pencils - 12 set
- Sketchbook - Minimum Size 7X10
- Erasers - Kneaded and/or White

Copyright

All work must be original. If students use someone else's work or a published image as a basis for their own pieces, there must be significant alteration to the piece for it to be considered original! Working from life and original photographs is strongly encouraged! During individual as well as group discussions and critiques, students will develop an understanding of what constitutes plagiarism and how to maintain their own artistic integrity. Plagiarism will not be tolerated in the course. Plagiarism is the use of published photographs or work from other artists. Any portfolio that shows evidence of plagiarism will not be submitted and the students will be reported to the administrators.

Other Assignments

- **Self Portrait:** Complete a self-portrait on a sheet of paper at least 18x24. Consider lighting, position, and composition. Fill up the entire page. Have lines go off the page. Material, position, and how much of your face is up to you. Think outside of the box, be creative!
- **Still Life:** We will set up a still life of objects in class. Consider lighting, you can position your still life near a window or set up a flashlight to provide strong highlights and shadows. Include a variety of surfaces in your still life such as folds in fabric, a smooth egg, or reflective objects. Size and material are up to you.
- **Observational Architecture:** Draw a structure from life and in person. Try going outside and drawing your neighbor's house, a building in town, a playground, bicycle rack, or in class, etc. This all depends on what we decide. Take your art materials and go outside. Consider what fits into the category, architecture. Size and materials are up to you.

I expect all works of art to be finished, AP quality. Always fill the page, try to keep interest out of the center, consider the rules of composition! Each piece should have an element of art and principles of design that stands out. The material used is up to you!

Assessment

Assessments are both formative and summative and include self-evaluations and peer evaluations. Summative assessments will occur at the conclusion of projects. There is no retesting in class unless you have an excused absence. Work is evaluated in progress and in the finished state through critiques with teacher and peers. The AP Studio Art rubric, which is distributed separately, provides the grading criteria. Assessment of student work is based on original compositions and artistic integrity. This course teaches students how to develop their own work so that it moves beyond duplication and therefore upholds their artistic integrity. If a piece is plagiarized, an exact copy of another person's artwork, the student will not receive credit for the piece.

How will I be graded?

- 1. 50% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the **day of the critique** (various dates to be announced throughout the year). I will grade all artwork after the critique. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period.
- 2. 35% Daily Participation:** Participation is expected and essential for your success in this class. Work bell-to-bell EVERYDAY. The participation grades include in-class assignments, discussions and critiques, and sketchbook assignments. Be sure to keep all in class assignments and class notes in your sketchbook so you may receive full credit for your work.
- 3. 15% Growth:** You will be assessed on your growth and improvement as an artist and thinker. This growth will be measured at the end of the semester by an evaluation of all your completed artwork (remember to keep everything in your portfolio). I will also consider your overall attitude and your willingness to revise your work.
4. Homework is self assigned depending on how much more work you need to complete project.

Grading Scale

100-90=A

89-80=B

79-70=C

69 or below=F

You also will declare your area of interest for your concentration. You may work digital, mixed media, etc, or explore a variety of material under one theme or idea. You will be required to write a concentration statement. Once we return to class in January, you will solely work on your concentration; 17 pieces are due by the start of April. This gives you more than one week per project throughout the year. ALL WORK MUST BE IN DIGITAL FORMAT BY APRIL 20.

First Semester Assignments

The Concentration section will be discussed, and I expect students to begin brainstorming ideas and developing work at home. The Concentration assignments will begin as structured assignments and

move to open ended topics to allow more freedom. Possible assignments include charcoal still life drawing, portraiture, architecture studies, mixed media, etc.

Possible Concentration Topics

Throughout the year will be focused on the Concentration section of the portfolio. By October students should have their concentration topic, and SHOULD NOT change it through the course of the year. Although we don't start concentration projects in class until October, I expect students to begin developing ideas and work before October. Possible Concentration topics include study of spaces, windows, shoes, decay, rituals, heritage, anatomy, psychological disorders, family, portraits, etc.

Scoring

Portfolios are sent to the AP Board to be assessed. A minimum of three people will assess each section of the portfolio individually, the scores are averaged. The portfolios are scored based on a numeric scale of 1, 2, 3, 4, or 5. The student must score at least a three to pass the portfolio, typically they must score at least a 4 to obtain college credit (although some schools accept 3s). Use the following rubric as a basis for personal assessment.

	Poor	Moderate	Good	Strong	Excellent
Materials well used; technique is excellent	1	2	3	4	5
Inventive/imaginative	1	2	3	4	5
Evidence of thinking, clear visual intent	1	2	3	4	5
Purposeful Composition	1	2	3	4	5
Awareness of style and format	1	2	3	4	5
Sensitive, evocative	1	2	3	4	5

Student Signature _____

Date _____

Parent Signature _____

Date _____

Teacher Signature _____

Principal Signature _____

