

Studio Art AP Syllabus

Advance Placement 2D Art Design Portfolio and AP Drawing

Welcome to Art 2 and Advanced Art students. I am so excited to be here. This is the class I have dreamed of teaching my whole career. There will be some ups and downs in this first year but I can't wait to see what we build as a team.

The plan going forward is a more reverse/flip type of class which builds on your knowledge and my serving as your mentor. You are all artists or on your way to being an artist. What this means is that you will get a challenge (an assignment) every two weeks for Advanced Art and every three weeks for Art 2 on Edmodo. You are expected to read info or watch videos, then find and complete a solution to the artistic challenge using a high quality of artistic skill and thought. You will always be required to brainstorm your ideas in your sketchbook. This will help me to help you. Remember I am an artist and I am a visual thinker too. You will also have a weekly sketch book assignment. I am well versed in many media and artistic thought so I am your guide. Please ask me for help. Although we will be working studio style I plan to show some media demos and give art inspiration lectures when I see a need and which will be helpful for success in this class. Missing these will result in missing a learning opportunity and points. Remember these classes are about you and your artistic journey. I call myself your mentor and I mean I am here to help. See mentoring definition insert above.

This AP Studio Art course is designed for students who are seriously interested in the practical experience of art and is taught at the college level. Every aspect of the class will require students to respond at a higher level of responsibility, artistic expression, and sophistication. Students will have an understanding that their artwork will demonstrate a sense of relevance based upon individual style, technique, and ideation.

AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The portfolio structure is divided into three sections: Quality, Breath and Area of Concentration. Each section has specific goals for the student to achieve. The Breath section is generally a teacher driven syllabus of assignments, which allow students to gain greater experience with technique, problem solving, and ideation within their portfolio focus. The Area of Concentration is dedicated to an independent investigation of a strong visual idea that each student has the opportunity to choose. This section of the portfolio is devised to allow students to demonstrate learning over time by showing growth, research, and evolution of an artistic concern. The Quality section is a selection of art works taken from both the Breath and Area of Concentration. These works should show the highest level of achievement for each student. The College Board will evaluate these works separately.

The course enables students to develop master in concept, composition, and execution of 2-D design. The course enables students to develop a body of work investigating a strong underlying visual idea of 2-D design, or 3-D design that grows out of a coherent plan of action or thoughtful investigation of a specific visual idea. The course teaches students a variety of concepts and approaches in 2-D design so that the student is able to demonstrate a range of abilities and versatility with technique, problem solving, and ideation. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

Role of mentor adapted from
<http://www.washington.edu/doit/Faculty/articles?438>

Role as Art Teacher, as mentor: To give knowledge, advice, and resources a student . A mentor may share with a mentee (or protege) information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources. The mentor role may change as the needs of the mentee change. Some mentoring relationships are part of structured programs that have specific expectations and guidelines: others are more informal.

All art work submitted in this program must be original. Students will be taught the rules of Artistic integrity and gain a thorough understanding of what constitutes plagiarism and how copyrights control image making and selling. Although many students have experience in coping other artists' works, this course will expound the importance of moving beyond mere duplication of others' work to learning how to use the students voice.

The instructional goals of the AP Studio Art program can be described as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.



○ Engage in formal group critiques as well as individual critiques (with instructor)

○ Students will produce quality for both their concentration and breadth sections of their portfolio. They will select five of their very best works to submit to the College Board for in person evaluation.

Ethics, Artistic Integrity and Plagiarism

Plagiarism is not tolerated in this course and may lead to failure of the course.

Although the use of appropriated images is common in the professional art world today, students who make use of borrowed images should demonstrate a creativity and sophistication of approach that transcends mere copying. This policy is clearly stated in the sections on each portfolio in this booklet: “Any work that makes use of (appropriates) photographs, published images and/or other artists’ works must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. The student’s individual “voice” should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy an image (even in another medium) that was made by someone else and represent it as one’s own.” Teachers and students are strongly encouraged to become knowledgeable about copyright laws. In evaluating portfolios, the Readers look for original thinking. Students are encouraged to create artworks from their own knowledge, experiences and interests. Universities, colleges, and professional schools of art have rigorous policies regarding plagiarism. The AP Studio Art Program endorses these policies. Digital images of student work that are submitted in the portfolios may be edited; however, the goals of image editing should be to present the clearest, most accurate representation of the student’s artwork, and to ensure that images meet the requirements of the Digital Submission Web application. When submitting their portfolios, students must indicate their acceptance of the following statement: “I hereby affirm that all works in this portfolio were done by me and that these images accurately represent my actual work.”

2-D Portfolio assignments assigned may be the following for breadth:

Linear Perspective (one, two and three), Analogous Colors, Abstracted Figures, Portrait, Words/Lettering/Typography, Interior Space, Reflective Surface Drawing, Architectural Design, Product Cover Design, color collages, figure drawings, posters, self portrait with favorite product, sea pods with evolution, repeated patterns in printmaking, plain air painting, game board and pieces, personal maps, composites in photoshop, historical signs, drawing of vegetation, still life, digitally layering a photographic image.

2-D Portfolio assignments for concentration are 12 pieces created by students interest in a visual idea and some examples are as followed:

design and execution of graphic novel/children's book, series of landscape, a series of branding products for a business, Exploration of pattern and design in nature or culture, Abstraction made by cells or other microscopic images, A personal family history communicated through symbols or imagery, Series of landscapes that use color and composition to intensify artistic expression.



The Sketchbook.

IDEA Assignments are meant for you to "work things out." It is the process by which you collect and paste, sketch, annotate, critique, research, create, edit, and finalize your ideas for a final product. Idea brainstorming process does not mean you create one idea and call it quits. It is a process for working through many ideas on paper. This means it is as much about failure as it is success. The Ideation Process should take you many hours to find a solution to a particular problem or challenge. Because it is so time consuming, the ideation process is heavily weighted in this class. Please see the rubric below. Every week you will be submitting an entry in your sketchbook. These exercises are assigned to you on Edmodo. I will not announce them, only collection them on your scheduled due date.. **Sketch books are due at the beginning of class as you walk in the door Art 2:2nd and 3rd Tuesday and Advanced: 1st and 4th Tuesday and stacked on teacher desk. The Drawing Weekly Sketchbook Assignments will always be due on Tuesday.** The sketchbooks will be returned to you the next day so that you can continue your work.

From these above works and students work done outside of class students will pick the 5 best works to represent themselves as a visual artist for the Quality section of the Portfolio.

Students will participate in class critiques (including students outside AP classes) and individual instructional conversations with the teacher. Every work of art is significant to the process because of time restraints and production volume. Each student must be prepared to present their works of art of or both private critiques and many open class discussions.

GRADES

Grades will be based on your participation on assignments throughout the class, your technical ability to produce a successful artwork, your aesthetic development, test scores, quizzes, an artist's

portfolio projects and a your ability to both lead and work within a group. This includes all pieces of artwork, writing assignments, reports, tests and quizzes. All assignment are on Edmodo when it is assigned and I expect for you to keep track of your own grades using the Homelink website. Please allow up to 2 weeks for grade input after a due date. A Homelink account login has been provided during walkthrough. It is your responsibility to keep track of your current grade. Grading AP Assignments is very difficult in that the scoring system for the projects is based on a 6 pt scale. I want you to get a real sense of the scoring you'll received.

Grades breakdown as follows:

- Projects:60%,
- Sketchbook ideas, Pinterest 20%,
- Sketchbook Weekly 10%,
- Team Player/Participation/Artist finds 10%



<http://www.deviantart.com/morelikethis/175300218>

The other difficult part of AP is that it is so focused on the final product that students often devalue the struggles one might have during the process of the art piece. Students will often try to rush towards their first idea because of the time limitations. Thus, they choose to forgo the prototyping phases and skip to the final product. This is the biggest mistake an AP student can make, leaving them with 1/2 baked ideas and shoddy craftsmanship. It is only when you struggle with new ideas and materials that you really are learning. Unfortunately, AP doesn't want to see the process you've gone through. . .only the product. So to remedy this conflict between product

and process, I will 30 % for your brainstorming and the grades 1-6 (5=100%) for your Projects and those will be 60% .

LATE WORK

I do not accept late work in this class unless you have an excused absence. On the day the project is due, you must submit something for a grade. If you receive a poor grade and you have given it your best try, you may want to rework the piece and resubmit it for Edits for Credits. There is no acceptable reason to miss a due date if you have attended class. You will be required to show at that stage in critique.

EDITS FOR CREDITS

If you submitted your work on the due date and it was completed with effort at the time, you may submit your work for an improved score. You will have 7 days outside of class to improve the project. No work will be accepted after the week.

edmodo: AP Art - 6rizzmm

Critiques

It is amazing how much we can learn from each other and the amazing ideas that can come out of artist critiquing artist and brainstorming together.

In this class 1st period is made up of 5 classes. Each class will be assigned to a critique day. Please understand that group is Ms. Moore's priority on their day. Do not interrupt unless there is an emergency.

AP Art-Monday, AP Art Drawing-Tuesday, Art Advanced-Wed, Art Advanced Drawing-Thurs, Art 2-Friday These will take place the day assigned (see above) after your project is due.

During critiques you will be expected to be positive and keep critiques constructive. We will study this article and follow its guide lines <https://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy>.

Also on critique days you will be required to bring in a new artist you found that you like. At the end of the critique you will share the **Artist Finds** with the group and show us 3 works for a small discussion by the group.

TARDY POLICY

You will need every minute of in-class time to complete the work for this class. Please review the following tardy policy.

2 tardies = You will call or email home during class.

3 tardies = 1 call home and lunch detention will be served on the day you were late.

4, 5, 6 = You will need to serve a detention after school cleaning chores.

7 tardies = Meeting with your vice principal to discuss issue, school detention and/or Saturday school.

GROUP WORK

You will be working in a group for the entire year. Your design team will be given tasks that ask you to work in collaboration. Your group will be responsible for duties in the classroom. Working together to complete the studio tasks will insure you earn your full grade in the class.

CLEAN UP

It is imperative that we work to leave the DESIGN CENTER and the DIGITAL MEDIA CENTER in the best condition at the end of every class period.

Every day your team will be asked to check their area and make note of any problems. At the end of class your team will complete the assigned clean-up task before being dismissed from class. Your grade will be impacted by losing participation points each day if you leave it a mess.

Jasmine Dorau

<http://jasminedorau.deviantart.com/gallery/>



EATING IN THE LAB

1st offense=lunch detention, parents called. 2nd offense=2 day class suspension, parent and student meeting with vice principal, 3rd offense=we will meet with the vice principal to discuss changing to another class.

TRAVELING

We have the ability to use several spaces and classrooms but I expect you to always check in with me at the beginning and end of this class. In addition, if I catch you abusing this policy:1st offense=grounding to whatever space I am in and call home. 2nd offense=2 day class suspension, parent and student meeting with vice principal 3rd offense=we will meet with the vice principal to discuss changing to another class.

SUMMER ASSIGNMENT

If you didn't get the summer assignment you will have till the end of the quarter to make it up. If you did do it please turn it in before the quarter ends.

3 Developed Projects Drawing.

Select any 4 of the following: (if you would like to substitute email northgateart@gmail.com)

1. In a drawing, select a simple tool or utensil and repeat it multiple times and in multiple ways to create a well developed composition
2. Draw a household appliance or piece of equipment from an unusual angle.
3. Draw a corner of the bathroom using the reflection of a mirror in your work.
4. Create a composition combining collage and drawing/painting
5. Do a contour drawing of multiple images
6. Draw your hands arranged in variety of poses where the units work together with the negative space to create an interesting composition.
7. Draw a detailed pile of the clothing, addressing different textures, shape, patterns, and values.
8. Create a detailed self-portrait out of cut paper. Use multiple paper values or color to illustrate details, features and self portrait values and colors to illustrate details, features and surface variations.
9. Create a combination still life and self portrait drawing using a reflective object to capture your image.
10. Do a "zoom" in drawing of something with many interesting and intricate parts.

Requirements:

Utilize and fill up the space within all drawings.

All drawings should be observational and form life.

Drawings should be well developed, show quality compositional analysis and reflect thought

Drawings should be well developed, show quality compositional analysis and reflect thought and time involvement.

All 3 drawings are due the second-class period of the semester.

Minimum size requirements:

1 drawing must be 12" X 18" paper with a 1 ½" border

2 drawings must be on 9" X 12" paper with 1 ½" border

Also Sketchbook assignments that will be given on edmodo if needed.

Carolyn Moore Northgate High School Concord, CA