

## AP Studio Art: 2D Art and Design Syllabus 2022-2023

### Welcome!

The AP Studio Art class is intended for highly motivated students who are seriously interested in the study of art and design. AP course requirements are significantly more rigorous, and students should demonstrate commitment and accomplishment when enrolled. At least one year of Studio Art, as well as a high level of technical art skills, creativity, and inquiry are **recommended** to take this course. During the year, the students will work in and out of class to produce a portfolio to meet the standards set up by the College Board. Students will be expected to complete at least one piece of quality artwork every one or two weeks, complete practice exercises, keep a comprehensive sketchbook, document their ongoing inquiry and thinking processes, and participate in critique sessions. Each student must have a sketchbook with them and be able to develop these sketchbooks as ongoing journals throughout the year. This course emphasizes making art as an ongoing process that involves the student in informed and critical decision making at all times, according to their own individual inquiry.

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

### College Course Equivalent

The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

### Instructional Goals

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.

### Portfolio

Beginning in 2022-23, the AP Art and Design portfolios will each consist of two sections:

1. **Sustained Investigation** (60% of exam score) For all portfolios, students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:
  - 15 digital images that include works of art and design and process documentation.
  - Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.
2. **Selected Works** (40% of exam score) For all portfolios, students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas:
  - For AP 2-D Art and Design and AP Drawing: 5 physical works or high-quality reproductions of physical works with written responses on paper describing the materials, processes, and ideas used.

### **Student Learning: Activities and Strategies for Sustained Investigation**

A **Sustained Investigation** starts with an INQUIRY; a question or a series of questions that you want to investigate and find solutions to through your art making process. It is an in-depth study of a particular visual problem or a variety of ways of handling an interesting subject; it should reflect a process of investigation of a particular artistic concern and share a theme, though this theme has the possibility of changing through the investigation; one idea can lead to another. You will need 15 digitally recorded images for the Sustained Investigation section of your portfolio, but you do not necessarily have to have 15 pieces. Some of the 15 images may be of the art making process. We will talk about this in the first week of school and you will be shown examples of the portfolio images. The works in this portfolio should be unified by an underlying idea that demonstrates inquiry, growth, investigation, and discovery through conceptually related works and the process you went through to create those works. The student in consultation with the instructor makes the choices of techniques, media, style, subject, and content. Written commentary describing the work, your inquiry and ideas, and how they evolved, must accompany the work.

As the portfolios have been due at the end of the first week of May, we will generally try to schedule the last due date for work around the third week of April, thus allowing time for photographing the work and final critiques. This date is subject to change.

### **Critiques**

Critiques are an integral part of all classes. All students are brought together for critiques at regular intervals, generally when they have major assignments due. Each student must show his or her work and briefly discuss his or her intent. The class is then expected to provide positive feedback and offer suggestions for improvement. All students participate. The vocabulary of art is introduced through the foundation classes and is reinforced through the verbal and written critique and show reviews. We have class critiques on the days work is due. I will do very little of the talking during these sessions. I will only interject when I feel that there is something that has not been addressed or have an idea about a possible solution or suggestion for a next piece. In many instances, after I take the work up to grade it, I provide the student with brief written commentary. For grading purposes, I use a simplified rubric based on the actual AP Scoring Guidelines for Studio Art. I think it is important for AP students to be familiar with the rubric that will be used to score the work in their portfolios. Additionally, there is ongoing dialogue with students on an individual basis during class time. Also, the students dialogue with each other about their work.

- Group critiques and displays of work are ongoing. Students are expected to participate in class group critiques of their personal work as well as the work of their peers and master artists. The vocabulary of art, elements of art, and principles of design will be used to engage in written and verbal constructive critiques of these works.
- Ongoing individual one-on-one conferences between the teacher and each student will assist students in analyzing and discussing their own artworks. Ongoing individual conferencing with the teacher will assist students in the development of their work. Students will develop a body of work that is an investigation of an idea or theme that is of personal interest to them.
- Ongoing instructional conversations with the teacher will help students develop their work, assessing the strengths and weaknesses in their images, and will provide feedback on how they can further develop their work. This will also help students learn to analyze and discuss their own artworks and the works of their peers.

- Upon completion of each artwork, fill out the self-critique rubric and submit it with each assignment. Be sure to complete both the rubric section and the explanation section. Photos, sketchbook work, and writing is required for every single work created. The students' process and thinking must be evident.

### **Artistic Integrity**

Throughout the course, ongoing discussions and critiques will take place to help students gain an understanding of ethical practices in making art. Students are not allowed to work from published photographs or other copyrighted work except as a reference. Students will understand they should work from their own individual life events, activities, dreams, fantasies, and still-life compositions, and they can work from photographs they take of these events and activities. They are not to work from the Internet or works created by others, whether published or unpublished. When doing this, students must move beyond mere duplication in their work. The work must be significantly altered in the service of the individual student's own voice and expression. Misuse of copyrighted materials is plagiarism and a legal issue and can be pursued as such. Artistic integrity is essential in creating their works. College foundation drawing and design courses are based on drawing and working from direct observation and the personal life of the student. Some students may come into the program with the idea that there is nothing wrong with drawing from photographs or works created by others, and many of them are quite accomplished at it. Nonetheless, it is a practice that we do not allow in any AP class and strongly discourage out of class. Students may work from their own photographs, yet they are made aware that the resultant image might have a distinctly flat and stiff look about it. Copyright issues are discussed with the students throughout the course—they are made aware of the legal issues involved with working from someone's published work. If a student uses the work of someone else, which is discouraged, the student knows that the work must be significantly altered and only be a small component of his or her individual creation. Again, in these instances the students thoroughly understand that the image must become part of their larger individual expression, and move beyond duplication.

**“Student work that makes use of photographs, published images, and/or other artists' works must show development beyond duplication. This may be demonstrated through the manipulation of the material(s), formal qualities, design and/or concept of the original work.”**

### **Assessment and Evaluation**

There will be at least 1 large project due every two weeks (subject to change). Most projects are graded on a 100 point scale. Assignments are graded on the following criteria: Did the students follow procedures or techniques, was there meaningful analysis/planning before, during and after the student started the assignment, did the student spend time on task, was there a self-critique rubric attached, and was the artwork done on time. It is expected that all work and assignments be handed in on time or points will be deducted from the final grade. Each project is scored on the following scale:

Letter Grades Points

100-90=A

89-80=B

79-70=C

69-60=D

59 or Bellow = F

Projects = 100 points

Sketchbook/Journal Process Work = 50 points

Activity = 50 points Homework = 10 -20 points

Critiques, written or verbal = 20 points

Because this is a studio class, participation is very important and you must be in class to benefit from all the activities, exercises, and studio time that is given daily.

Students will:

- Develop a working definition of what constitutes an acceptable and successful Sustained Investigation. Early in the term students must attend a mentoring appointment, at which time they are individually counseled about the inquiry and “visual idea” for their Sustained Investigation study as well as the development of a plan of action leading to its completion. Throughout the year, ongoing one-on-one conferences between teacher and student will take place to view, plan, and modify the specific theme, idea, or concept that the student decides on for their Sustained Investigation.
- Be assisted in discovering and narrowing their areas of greatest strength and interest.
- Receive guidance in planning a sequence of action for individual pieces.
- Achieve quality in completing pieces that demonstrate:
  - a sense of pursuit in visual problem solving;
  - the creation of a related body of work with an underlying theme;
  - that all pieces have relevance to the study;
  - progression through discovery, active problem solving, and invention; and
  - choices of materials and techniques successfully linked with ideation development.
- Begin the first part of the written statement, forming an individual plan of action and writing it down as succinctly as possible. Describe how your Sustained Investigation shows evidence of practice, experimentation, and revision guided by your questions. The AP readers need to see a high level of thinking. Show evidence of your thinking process - your investigation of your concept.
- Reference at least one artist whose work has some relationship to Sustained Investigation section work.
- Sequence work to best advantage in demonstrating the development of the body of work.
- Identify the opening piece in the presentation sequence.
- Plan best strategies for continuation while reviewing the plan for study.
- Understand that writing informs the work and work informs the written statement.
- Evaluate all work that is intended for the final portfolio and carefully consider the inclusion of any pieces completed prior to the course or outside the instruction offered in this course.
- Follow instructions regarding best practices for sequencing and labeling slides for both the portfolio sections.
- Implement strategies for identifying and presenting five best-quality pieces for the Selected Works section.
- Complete final editing of the written statements.
- Complete registration and the ordering of work within the portfolio based on the completion of the entire portfolio.

## Students/Parents

What you always wondered about the AP Program but were afraid to ask . . .

- How difficult are AP courses?
- Why should I take a more difficult course and risk getting a lower grade?
- I’m not sure I’m interested in college credit or advanced placement. Why should I take an AP course and exam?

- May I take the AP Exam if I haven't taken an AP course?
- I'm not sure I am ready for an AP course and exam. What do I need to succeed?
- How do I get into an AP course? How do I sign up for the exam?
- What if I decide I don't want a college to receive my AP Exam grade?
- If I don't get a good grade on an AP Exam, will it hurt my chances for college admission?

## How difficult are AP courses?

Compared with regular high school courses, AP courses are usually more demanding. Depending on the subject, you may read and write more, analyze material, synthesize ideas, solve problems, and evaluate. Most AP classes are comparable to sophisticated college courses so they aren't easy, but they're not impossibly difficult either. The intellectual skills and interest you can develop in AP courses – critical reading, analyzing data sets, synthesizing evidence to develop new insights, etc. – will equip you for lifelong learning. Your investment in any AP course is sure to provide many returns.

## Why should I take a more difficult course and risk getting a lower grade?

The grade you receive may be as good as or better than one you would have earned in an easier course, because many schools weigh the grades given in AP courses to compensate for the increased difficulty. Secondly, college officials know that all courses are not equal. Their evaluation of student grades focuses as much on the quality of the courses as on the grades received. Finally, an AP course gives you an opportunity to learn a subject in greater depth and helps you develop skills that will be critically important to successful study in college.

## I'm not interested in college credit or advanced placement. Why should I take an AP course and exam?

Taking an AP course provides you with extra learning opportunities. The course gives you the kind of background and preparation that will prove beneficial in your college courses, and an AP grade shows your college that you have learned college-level material and deserve credit and/or advanced placement for meeting that challenge.

## May I take the AP Exam if I haven't taken an AP course?

The College Board urges students to study the kinds of skills and subjects outlined in the Course Description for each subject, because they represent the basis for the AP Exam. The best way to do so is in a yearlong AP course in which the students and teachers focus on AP-level work. Some students, however, have taken strong courses and/or have studied in depth on their own. Such students may be able to perform quite well on the AP Exam.

## I'm not sure I am ready for an AP course and exam. What do I need to succeed?

You need to be willing and you need to be able. "Willing" means being motivated to study and learn on the college level. If you are committed to participating actively in an AP class and doing the out-of-class assignments, you have met a major prerequisite for success. "Keeping up" is a basic practice for any college-level course. These courses move rapidly and cover a lot of ground. Successful students are those who keep up or, better, stay a little ahead of the required reading. You must also be able to do the work. Your record in earlier courses is the most obvious indicator of that ability.

## How do I get into an AP course? How do I sign up for the exam?

First, discuss your interest in the course with your school's AP teacher or AP Coordinator to find out if he or she feels you can handle the extra work. You may also want to discuss the course with your parents. Your AP teacher or AP coordinator will tell you when in May the AP Exam will be offered at your school and how to register for it.

## What if I decide I don't want a college to receive my AP Exam grade?

You control the reporting of your AP Exam grades. At the time of the exam, you may indicate on your answer sheet the name of the college you wish to receive your grades. Or, after the exam, you can write to the AP Program and request that your grades be sent to the colleges of your choice. Until June 15, you also have the option of telling the AP Program not to send one or more of your AP grades to any or a particular college.

## If I don't get a good grade on an AP Exam, will it hurt my chances for college admission?

If you take an exam as a senior, colleges will not receive your grade before July – probably well after you have been admitted. If you choose to report AP grades obtained before your senior year, you will primarily be telling the colleges that you undertook a difficult course and that you are serious about your studies. Overall, two-thirds of all AP test takers receive AP grades of at least 3. This grade is regarded as an indicator of an ability to do successful work at most colleges.

Some points to consider in terms of commitment:

- Time requirements.
- Dedication to perform college level work.
- Further development of visual acuity and accuracy as well as a deepening understanding of the elements of art and the principles of organization and their necessary and ever changing relationships.
- Necessity of higher-level thinking and creative thought processes.
- Time management that teaches the importance of deadlines.
- Discourage a job that requires a lot of work hours.
- Understanding the necessity of homework assignments.
- Stress management.
- Funding for needed supplies, film and processing, exam fees, presentation of artwork.
- Visits to art museums and good galleries both locally and when visiting out of town.

## Performance Contract for AP Studio Art

I, \_\_\_\_\_, as a student enrolled in the AP Studio Art course at Central High School, do understand that I will comply to the following course requirements as set forth by the instructor in this contract. Failure to do so will force unfavorable and unsatisfactory consequences.

- The AP Studio Art students are expected to arrive to class on time, sit in the studio and listen to directions, be responsive to the directed assignment for the duration of the hour and clean up each day.
- No more than 3 pieces of artwork will be accepted for a late grade. The three will be subject to a 10% point deduction for each day the work is late. Work that is more than 5 days late from the day it is due will not be graded.
- All work that is missed during an absence is required to be made up upon return to class.
- It is the responsibility of the students to secure missed assignments.
- Studio Art is a college level course and participation in a studio environment is required.
- Weekly forms of critiquing are to be engaged in by the AP Studio students.
- All work is to be handed in to the teacher by the student for grading at the time specified for the grading.
- AP Studio students are expected to engage in the art making processes and problems defined by the structure the instructor specifies for the class. (1st 9 weeks – teacher directed skill building, 10-11 weeks additional skill building, and 12-18 independent studies in area of concentration.)
- The AP Studio Art students are expected to be cooperative, open-minded and ready to learn new ways of doing, making and assessing art.
- Students may not have extensive absences or tardies in the AP Studio class. (5 or more) Exception – approved school activities/COVID.
- Students are expected to participate in at least 1 art contest/exhibition per year.
- Each student will prepare work for the AP Studio Art portfolio having at least 20 pieces that will coincide with the course requirements as set forth by the College Board.
- Students are expected to read and study the requirements on the AP Studio Art poster and are responsible for the information.

Please read, revise and return the signed contract to Ms. Thompson on or before August 9th, 2021.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Questions or Comments \_\_\_\_\_