

# AP Studio Art: Drawing, 2-D Design, and 3-D Design

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Artsonia online art gallery: <https://bit.ly/2A6FHw3>

## **COURSE DESCRIPTION**

The AP Studio Art portfolios are designed for students that are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. There are three types of portfolios: 2-D Design, 3-D Design, or Drawing- these correspond to common college foundation courses. Students choose one type to focus on.

Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth over time in content, techniques, and processes. Through the process of creating a portfolio, students work to develop mastery in concept, composition, and execution. Students will be expected to solve creative problems using their knowledge of elements and principles of design. Students will use a range of conceptual approaches as well as show technical skills in a variety of media and familiarity with traditional and contemporary approaches to art. Class assignments will challenge students to set and achieve creative goals.

Students will submit this body of work to the College Board for grading and possible college credit. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments.

## **INSTRUCTIONAL GOALS of this course**

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements and principles.
- Encourage students to become independent thinkers and problem solvers who will contribute inventively and critically to their culture through the making of art.
- Engage students with diverse art and historical information through investigative research and observations.
- Lead students to recognize and strive for quality in their own work.
- Explore a range of approaches to the formal, technical, and expressive means of an artist.

## **PLAGIARISM, ART CONTENT, & ARTIST INTEGRITY**

It is especially important for students to focus on developing their own ideas and creativity. Therefore, it is important to refrain from commonly seen/overused types of imagery such as: fairies, peace signs, hearts, mushrooms, smiley faces, dragons, and so on. Students should be careful when using anime characters as well. Any work that makes use of (appropriates) photographs, published images and/or the work of other artists must show **substantial and significant development** beyond duplication. This is demonstrated through manipulation of 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 another artist's work or imagery (even in another medium) and represent it as one's own. Inappropriate/obscene artwork cannot be accepted for a grade. The College Board reserves the right to decline to score an AP Portfolio Exam or cancel an AP Portfolio Exam when misconduct occurs, such as copying another artist's work.

Current AP College Board AI policy: The use of artificial intelligence tools by AP Art and Design students is categorically prohibited at any stage of the creative process.

## **PORTFOLIO CHOICES**

### **Students will choose one of these portfolios:**

#### **2-D Design Portfolio**

This portfolio focuses on 2-D design issues. Students can work in any two-dimensional medium or process. There is no preferred or unacceptable style.

This portfolio will demonstrate understanding of the two-dimensional elements, principles, and composition skills. These are point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. The class will explore these in depth.

#### **Drawing Portfolio**

This portfolio focuses on a broad range of drawing media and issues. Students can work in any two-dimensional medium or process. There is no preferred or unacceptable style. The focus of this portfolio is on drawing skills: mark-making, line, surface, space, light and shade, and composition. Abstract, observational, and invented works may demonstrate drawing competence.

#### **3-D Design Portfolio**

This portfolio focuses on sculptural issues. Students can work in any three-dimensional medium or process. There is no preferred or unacceptable style. In particular, this portfolio demonstrates a student's understanding of the principles of 3D design which are point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Critical to 3-D production, students must consider presentation: Will it stand on the floor,

be suspended, mounted on the wall or shelf, be placed on a pedestal or base — or, where is its place in the environment?

### **PORTFOLIO CONTENT OVERVIEW:**

**Sustained Investigation-** This section allows a student to work for an extended period of time on one investigation of materials, process, and ideas created over time. Work will be guided by questions that lead to experimentation, practice, and revision. The sustained investigation should demonstrate development, thinking, focus, growth, discovery, and exceptional quality. In 2-D and Drawing, students will submit 15 digital images, some of which will be practice, experimentation, idea development, and process shots. In 3-D, students will submit 15 images, some of which will be practice, experimentation, idea development, and process shots.

**Selected Works-** refers to examples of the student's best work and demonstrates an understanding of issues that should be apparent in the concept, form, composition, and execution of the works. They should demonstrate synthesis of materials, processes, and ideas. In 2D and drawing, students will submit an image each of their five best pieces, along with a short explanation of their work. In 3D, students will submit two images of each of their five best pieces, along with a short explanation of their work. These pieces may be original or come from Sustained Investigation section.

**A portfolio submission of 15 images is needed, each student will need to complete about 10 works or roughly one piece every 2 to 3 weeks. Students should work steadily to have enough images by the end of March, because their grades in the course will be based on that work. They can then continue to improve their portfolios until the May submission date.**

**A sustained investigation is a body of related works that:**

- grows out of an engaging question
- is unified by an underlying question that has visual and/or conceptual coherence
- is based on individual interest
- is focused on a process of investigation, growth, and discovery
- shows the development of a visual language appropriate for the subject

### **WORK ETHIC:**

The process of developing a portfolio requires a great deal of time and effort, and the class sessions per week are inadequate to create the amount of work necessary for the portfolio. In order to complete this amount and quality of work, every moment of class will be important. Students will be expected to work every class period. Extra work outside of class will be expected. There will be open studio time designed to provide concentrated work time in the studio with a teacher present as a resource. Open studio is not required but is recommended for success. A piece is due every two or three weeks in order to complete enough work for submission of the portfolio.

Students must possess the ability to work independently in terms of the ability to conduct research, knowledge of materials and equipment, and ability to take initiative during the production of work.

Students must be able to work with each other as well. There will be group critiques where we discuss work and help each other to think critically, and problem solve.

### **COURSE OVERVIEW:**

|                        |   |        |
|------------------------|---|--------|
| <b>Grading Method:</b> | A | 90-100 |
|                        | B | 80-89  |
|                        | C | 70-79  |
|                        | F | 0-69   |

#### **Major Assessments- 45%**

This category includes all finished sustained investigation pieces.

#### **Minor Assessments- 20%**

This category includes required preliminary sustained investigation work, sketchbook assignments, sketchbook checks, written reflections, artist studies, final sustained investigation artist's statement, and written critiques.

#### **Daily Work- 15%**

This category includes daily work in the classroom, verbal critique participation, and additional classwork.

**Final Exam – 20 %** The final exam during first semester and second semester is worth 20% of the semester grade.

### **Canvas and Chrome Books:**

To encourage blended learning, information, images, and instructions will be posted weekly through Canvas. Students should be familiar with how to navigate the online platform, communicate with their teacher, and submit assignments on time. If there are technology limitations, please notify the teacher.

All students are issued a district-provided chrome book for instructional purposes, student engagement, and student learning. Chrome book use is at the direction and discretion of the classroom teacher.

#### **Portfolio Process Assignments- Working like an artist**

- **Action Plan**

1 page essay outlining goals, ideas, and rationale for the sustained investigation study.

- **Exploration Assignments:**

- Each month one major exploration assignment will be given to the students.
- In addition, students will have sketchbook images due with each sustained investigation piece. There should be evidence of ongoing work in the sketchbook through writing, notetaking, and sketching.

An artists' sketchbook serves as a place to record artistic processes and for experimentation with different materials and techniques. Students will thoughtfully and consistently use a sketchbook to journal, plan, reflect and document their artistic growth and the direction of their studio art experiences. The sketchbook will include visual ideas, notes, photos, doodles, plans, short assignments, quick sketches, and various techniques. Doing out-of-class and at-home work reinforces skills, vocabulary, and higher-level thinking modes.

Students should keep their sketchbooks as an organized journal of developing ideas.

- **Final Sustained Investigation Artist's Statement:** Written commentary describing what the investigation is and how it evolved. Students are asked to respond to the following: (required by College Board) clearly describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your investigation questions.

### **Research- Understanding other artists**

- **Museum and Gallery Study ("visits"):** Using the internet or in person, students are required to visit two museums and two galleries during the school year (1 museum/1 gallery per semester). For each visit students will be required to take notes, do sketches, and write a reflection on the overall experience.

- **Artist Studies (research):**

Art History - In conjunction with the created pieces of art, students will research and study a minimum of 5 artists throughout the school year. Through this exploration, students will gather facts and information about each artist's life – they will investigate the artist's techniques, social and cultural influences, and artistic process. The goal is for students to gain an appreciation of how artists from today and from the past have used personal passions, interests and visual culture to develop ideas and artistic practices. This study will help to inspire students to develop their own habits of mind of developing their own creative self and artistic voice.

### **Portfolio Reviews/Critiques/Discussions- Reflect on your work**

- **Digital Review:** Students will digitally submit works in progress to Canvas for discussion and completed works to Artsonia. Continuous progression and time management will be required of all students as they work in the studio environment.
- **Integrity:** Participate in conversations about artistic integrity throughout the course that challenge students to transform personal interests and passions into unique and meaningful works

of art that have gone through trial and error, reworking and redeveloping during the developmental phase of each work.

- **Group Critiques:** Critiques are both formative and summative and include self-evaluations and peer evaluations. Summative assessments will occur at the conclusion of projects. This will include individual conferences with the teacher, as well as final critiques to lead to next pieces. Throughout the course, during ongoing one-on-one discussions as well as during group critiques, presentations, conferences, and activities, students will understand how artistic integrity, plagiarism, copyright, and moving beyond duplication are incorporated into every part of the course.
- I engage in ongoing dialogue or instructional conversations with each of my students to assess the strengths and weaknesses in their works and to provide feedback on how they can develop their work further. This occurs through scheduled meetings but also as the students are in the studio producing their own artworks.
- **Reflections** Typed brief description of the process used on the piece. These written pieces will include:
  - Ideas visually evident
  - Materials used
  - Processes used
  - Next steps

### **Grading of Portfolio Work:**

Quality of craftsmanship, understanding and manipulation of technique

Quality of aesthetic solutions—thoughtful and intentional use of the elements of design and drawing

Innovative visual solutions—avoidance of cliché, working toward an individual voice and statement in visual media

Timely completion of work, Consistent, dedicated effort

Research and experimentation in the development of ideas

Does the work ask interesting questions?

Does the work show that the student took risks and solved problems in the development of the final product?

**Final Portfolio Deadline:**

All artworks will be due April 5-9. We then spend April 12- April 30 on final uploads of images, writing statements, and completing the digital portfolio submission. Students will photograph and edit all work in time to be uploaded to the College Board Website. All work will be finalized and submitted by Monday May 3rd.

**EXPECTATIONS FOR PARTICIPATION:**

1. PARTICIPATE eagerly in this process. Engage with your classmates. Get feedback and learn from it.
2. THINK about your work, inside and outside of class. Enjoy the chance to be creative.
3. LEARN as much as you can. Art is SO exciting and there are so many cool materials we can use!
4. RESPECT the teacher, other students, other teachers, supplies, and our school.
5. Talking about art that you have created can make you feel vulnerable. Be Brave and Be KIND.
6. Although your artwork can have a wide range of subject matter, please remember to respect the learning environment and others in your classroom discussions.
7. If you think it's funny, you probably shouldn't draw it.

**Classroom RULES:**

1. Listen while the teacher and others are talking.
2. Be on time, with materials ready. IN your SEAT when the bell rings. WALKING in the door at the bell is tardy. I'm going to be very strict on this! We have so much to do and time is short!
3. Take care of your supplies and class supplies. They are expensive and shouldn't be wasted.
4. CLEAN up! Everyone makes the mess. Everyone cleans it up. EVEN if it's not yours! I will call you back from another class if you didn't clean up on time or properly. Don't risk it.
5. Stay in your seat until I dismiss you. This isn't elementary and we aren't lining up at the door.
6. All school rules are classroom rules.

**Consequences:**

Except for office referral situations: In class, you will receive a warning, a seat change, and parent contact. I can assign before or after school detention if necessary. This is the highest level of art class that we offer. It is the equivalent of a college class. I should not have problems with behavior.

**Bathroom, Water, Locker, etc:** NOT during class. When you aren't in my room, you're missing too much!

**Artsonia:** I love Artsonia. It is an online art gallery for student work. The work never leaves the site. Your work can be shared around the world. You will write about your work and others can leave comments with parental approval. You can also purchase items with your work printed on them! Great for gifts! Veterans Art Department earns 20% on every item you buy which is a great way to support buying more amazing supplies!

In class, we will photograph and upload every piece you create. This is how you will submit your work for portfolio reviews. You will write an artist statement analyzing your work and progress. It is a great way to begin developing your digital portfolio!

Save all your work until after high school. When you continue in art it is very helpful to build a portfolio to show your growth in skill and understanding.

**Bullying and cyberbullying:** Art is very personal and requires you to be open and honest. In this class, we will respect each other and the effort we are making to become more skilled at making art. When we suggest improvements, we will do it kindly. We will use positive words and praise each other. This will be a community of creative individuals. Bullying, teasing, cyberbullying, rude comments, and being hard to get along with will not be tolerated. If you can't say something nice, don't say anything.

### **Basic Supplies and Materials for 2D and Drawing Students**

**You must have art supplies at home.** They need to be good quality! AP emphasizes experimentation and making sure your media matches your message, so you need good supplies!

1 plastic box with lid to store supplies in the classroom

Plenty of plain yellow #2 pencils- **not mechanical**

OR a set of 6 drawing pencils (6B, 5B, 4B, B, HB, and 2H)

SPIRAL sketchbook 8 1/2 x 11 or 9 x 12, toned paper is great for this

White vinyl erasers

#### **OPTIONAL Supply List:**

Paper- Good, high quality, art paper

other supplies as needed specific to your portfolio

24 pack of Prismacolor or similar artist-grade colored pencils- NOT cheap brand!

6 pack of artist acrylic paints, 16 watercolor set- semi-moist or tube

4 artists paint brushes

24 set of oil pastels

5+ color set of gouache- some students really love it

**Workspace:**

Students will be required to clean up their workspace and are required to return all materials to their proper location. Leaving workspaces messy or leaving materials in the sink/counter will result in Studio Cleaning time.

**Handbook:**

Respect is important for all students to get the most out of this course. Always respect the materials and each other. While in the art studio, students should conduct themselves in a polite manner and in accordance with the rules in the handbook. I expect everyone to participate meaningfully throughout the class time. Cell Phones will be confiscated if the devices become a distraction.

\*This is a working document; changes can be made at any given time with the teacher's discretion. The presented schedule is the projected schedule for the year. It is likely that adjustments will need to be made throughout the year.

**Resources**

AP® 2-D Art and Design 3-D Art and Design Drawing COURSE AND EXAM DESCRIPTION

<https://apcentral.collegeboard.org/media/pdf/ap-art-and-design-course-and-exam-description.pdf>

AP® Art and Design Selected Works and Sustained Investigation Rubrics

<https://apcentral.collegeboard.org/pdf/ap-art-and-design-portfolio-scoring-rubrics.pdf?course=ap-drawing>

**AP Exam timeline:**

- Friday, August 21st- Deadline for students to confirm or create a College Board account on MyAP. (APcentral.collegeboard.org, Help line for students and parents 1-888-225-5427).
- Friday, October 23- Deadline for students to register for AP exams on MyAP. If students won't be able to complete the AP process, they will be moved into Drawing/Painting 2 or 3.
- If you qualify or might qualify for Free/Reduced lunch- please complete the paperwork at the beginning of the year. This changes how much is paid for each test.

This is the rubric I use on most work. I have also included the AP rubrics.

| Category                 | Mastering                                                                                                                                                                                                                                                  | Proficient                                                                                                                                                                                                           | Developing                                                                                                                                                                 | Emerging                                                                                                                                                     |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop Craft            | Piece shows a mastery of media & technique as well as perseverance through frustration. Media was chosen intentionally. New techniques were incorporated, and connections were made to previous skills and media.                                          | Above average skill with media, although some parts are inconsistent. Media and tools were chosen carefully. Some experimentation with new techniques. Colors and values show a narrow range. Coloring is done well. | Shows some skill, but very inconsistent. There is some thought in the media. Little experimentation. Colors or values are flat with little value and patchy coloring.      | Did not understand or follow directions. All requirements were not met. No thought to media. No connection to previously learned skills. Sloppy.             |
| Engage and Persist       | Shows more than 15 hours of work. <u>All</u> aspects of this piece have been consistently well crafted. Piece shows effort above and beyond the requirements.                                                                                              | No evidence of frustration inherent in the creative process. Shows 5-10 hours of work. Piece shows some risk-taking.                                                                                                 | Parts feel rushed or unconsidered. Evidence of frustration, giving up, or restarting repeatedly.                                                                           | Piece seems to be slapped together in a hurry and/or does not show even 5 hours' worth of work. UNFINISHED                                                   |
| Envision                 | Piece is exceptionally creative and is conceptually innovative. Shows an idea that cannot be directly observed. Many possible processes were explored before and during art making.                                                                        | The piece shows personal voice and unique ideas. Some experimentation is evident. Multiple ideas were generated but not altered or combined.                                                                         | Unclear thinking. Somewhat original but could possibly be copied. Started with first or basic idea and didn't add to it while in process.                                  | Cliché or obvious solution. No original ideas. Piece was started and continued with no consideration for final result. UNFINISHED                            |
| Express                  | Piece clearly conveys an idea, mood, or place. The piece catches the viewer's attention. It has a wow factor. The subject matter is clear. The focal point is located off center and depicted from an interesting angle. Color is used to convey the idea. | Piece communicates an idea, mood, or place. Piece is pleasing to the eye. There is a background, and it works well. The focal point is not completely centered. Color is used accurately.                            | Piece vaguely shows an idea, mood, or place. Concept requires verbal explanation. Awkward or boring composition. Focal point is too large, too centered, and too dominant. | It is not clear what the piece is communicating. Confusing or unclear subject. There isn't an obvious focal point. Everything is the same size or too small. |
| Observe                  | Very accurate in replication of visual references. Piece shows a range of values/textures/colors to make elements in the piece stand out. Focal point is clearly recognizable.                                                                             | Generally accurate in replication of visual references. Good contrast in tone, color, or texture. Elements in the piece stand out well.                                                                              | Somewhat accurate in replication of visual references. Little use of contrast. It's hard to tell what's what. No color scheme.                                             | No time spent observing the subject matter. The perspective is inaccurate. Objects don't relate to each other. No use of contrast or color scheme.           |
| Stretch and Explore      | Piece shows risk-taking and learning from mistakes. Shared new ideas and methods with other students.                                                                                                                                                      | Piece shows some experimentations but mostly follows simple guidelines. Played it safe.                                                                                                                              | Finished product has little new ideas and experimentation and looks very similar to previous work.                                                                         | Ideas are not innovative or personalized. Piece stayed with the familiar or reproduced someone else's work or ideas. Cliché or obvious solution.             |
| Understand the Art World | Piece shows conscious decision-making and evidence of extensive research and thorough planning. Visual references were used to enhance the imagery in the piece.                                                                                           | Piece shows good planning, such as thumbnail sketches, and a rough draft. Visual references were used to make imagery accurate.                                                                                      | Piece shows some planning but could have used more. Visual references were used but not changed enough.                                                                    | Piece seems haphazard or randomly laid out. Visual references were not used or were plagiarized.                                                             |
| Reflect                  | Personal analysis shows complete understanding of the desired outcome. Focus during class is clear. Feedback was used to improve work.                                                                                                                     | Analysis shows adequate understanding of desired outcomes. Good use of class time. Feedback was considered and used a little.                                                                                        | Analysis shows limited understanding of desired outcomes. Needs to focus in class. Feedback wasn't considered. Little engagement.                                          | Analysis lacks understanding of desired outcome. Unproductive, poor use of time. Piece unchanged. No attempt to communicate with others about work.          |

VETERANS HIGH SCHOOL

AP Art Syllabus

Room 1215

Instructor: Sarah Harlow

Contact: [sarah.harlow@hcbe.net](mailto:sarah.harlow@hcbe.net)

**Please return this page to Mrs. Harlow by Friday, August 7th.**

**Optional Supply Money is due Wednesday, August 12th.**

I understand that I will need art supplies at home.

I have read and understand the AP Art syllabus.

I understand that submitting an AP art portfolio is expected if I am in this class.

I have been given information about Artsonia and Canvas and how it will be used in class.

I understand the quality, behavior, and workload required. I understand that I will have to work outside of class time to complete the portfolio on time.

I understand that I, as an advanced placement student, am responsible for registering online for my exams. Failure to do so will mean that I am unable to participate in AP testing for this course during the current school year.

The school is responsible for meeting College Board deadlines regarding testing registration. Once I have chosen to test/not test in October, and submitted my registration through the College Board website, I am responsible for any fees should I change my decision after the October 23rd deadline.

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_