**KKFS AP Studio Art 2015-2016 Syllabus**

**2D Design**

Instructor: Patricia Lee

**Course Overview:**

Students will select from one of the three portfolio options and create a collection of high quality artwork that demonstrates progress over the course throughout this year. The course enables students to develop a cohesive body of investigating a strong underlying visual idea in drawing, 2D design or 3D design that grows out of a cohesive plan of action or investigation (i.e., “Concentration”). This portfolio will be based on the AP College Board requirements. Within each portfolio students will fulfill three sections: Quality, Concentration, and Breadth as outlined in the AP Studio Art Course program.

Students will meet from Monday through Friday and they will be allowed for extended after school studio hours as needed for production and individual critiques. The schedule will also allow for extended working times throughout the day and week depending on the individual student’s schedule. For example, a student may have senior privileges and/or TA responsibilities during the morning and choose to transfer into the art studio to work independently.

While completing their portfolio, students will make informed decisions and apply their knowledge of the elements (line, shape, value, form, space, texture and color) and principles (rhythm, movement, balance, proportion, variety, emphasis and unity) of design; as well as composition, concept, technique and process. Students will then submit their completed portfolio before the beginning of May to the College Board for evaluation.

Hands on practice of elements/principles of design that related to drawing learning targets:

Students will:

\*learn that making art is an ongoing process through the revision of their artworks to achieve mastery based on feedback.

\*produce a breadth of work in accordance with the objectives of the portfolio they selected.

\*discuss the development of the concentration.

\*maintain a strong work ethic.

\*Successfully work through and solve visual problems.

\*develop a proficient knowledge of the application of the elements and principle of design.

\*develop an advanced awareness of formal and conceptual ideas.

\*explore new tools and materials.

\*practice independent thinking and realize the contributions that they make to their culture through art making.

**Course Approach**

Course readings should be required to have key concepts, and required skills for the students’ learning needs. Formative assessment includes each unit of lesson plan, and questioning process and modeling project throughout daily activities. Summative assessment normally happens at the end of each project. Self- assessment, sometimes peer evaluation, and group critiques with peers and teacher as well as one-on-one individual critiques and discussion between student and teacher which will be held throughout entire semester.

**Student Readings and Visual Research:**

AP studio art poster and AP studio art: 2D design Scoring Guidelines

**Selections from Texts:**

Dabner, David, and Alan Swan. *How to Understand and Use Design and Layout.* 2003.

Kleiner, Fred S., and Christin J. Mamiya. *Gardner's Art Through the Ages*. 12th ed. Wadsworth, 2004.

Ocvirk, Stinson, Wigg, Bone. *Art Fundamentals: Theory and Practice, Twelfth*

Perella, Lynne. *Artists’ Journal and Sketchbooks*. Gloucester, Mass.: Quarry Books, 2014.

Leland, Nita. *New Creative Collage Techniques:* *How to Make Original Art Using Paper*. Color and Texture. North Light, 2011.

Hedley, Gwen. *Drawn to Stitch: Drawing, and Mark-Making in Textile Art*. Interweave, 2010.

**The Three Areas of the AP Studio Art Portfolio:**

**Breadth:** The breadth section of a portfolio will demonstrate your range and experimentation as an artist through the wide variety of materials you use and the subject matter you explore.  This section will be worked on within class and independently outside of class throughout the duration of the course.  It is possible to include for the Breadth section any strong artwork from past high school art courses.  Also consider redoing previous assignments with your improved and developed skills to be included in this section.

**Concentration:** The concentration area of a portfolio will show your critical thinking and problem-solving skills as an artist as you create a body of work that is evidence of a strong underlying visual idea.  Your concentration will be determined through a series of exercises, including but not limited to; discussions and critiques (with instructor and classmates), brainstorming, and self-examination exercises.  This process will assist you in narrowing your interests and ideas to determine your strongest visual idea for a series of work, the media possibilities, and a plan for executing the work. Realize that art is an ongoing process, and that your involvement in the decision making and critical thinking about your artwork is fundamental. This will become more apparent as you develop your concentration and reap the benefits of self-evaluation and critiques, and your projects lead into new ideas and directions.  You will also write an artist statement about your experiences in developing this concentration that will be submitted with your portfolio.

**Quality:** The format of this course will enable you to develop your artwork in terms of mastery of concept, composition, and execution in the areas of drawing, 2-D Design, or 3D Design.  Through this process of self-evaluation and weekly critiques (both formal and informal, with both peers and instructors) you will be guided in determining your strengths and the direction for your artwork in terms of quality. The artworks for this section demonstrate your best work, showing your strongest concepts, compositions, and technical skills.  Your efforts for the highest quality will always be an expectation for all of the artwork you produce during this course, and any piece you make may be considered for this section.

**Preparing Work for the Three AP Portfolio Sections:**

Instruction for most of the beginning semester will be dedicated to the Breadth (Section III) of the portfolio. At the end of the first semester we will begin the Concentration (Section II). Work for the Quality section (Section I) is selected closer to the AP Exam date in May and may come from the Breadth/Concentration sections of your portfolio. To ensure that the best quality work is the right size for the AP portfolio, students are encouraged to work within an “18 X 24” format.

By January students must have all Breadth pieces which have been assigned completed and ready for photographing. Students will take their own pictures with a digital camera provided by the school. Whether submitting a portfolio to the College Board or not, all students will burn two CDs of their work and submit one to the instructor as part of their final grade.

If submitting their portfolio, students will submit digital images of their work to the College Board. Work selected for submission must represent the strongest work resulting from in-class assignments, projects completed in after-school classes and pieces that have been completed independently with teacher’s permission. Students are required to settle on the subject of their concentration by the end of winter break. Students are also reminded there is a written segment which will accompany their concentration pieces.

By the end of April, students must be ready to submit their portfolios. All students must complete all work for their AP Exam portfolios by the closing date, as stated on the AP web site: [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

The first week of May is the deadline date for portfolio completion with absolutely no extensions.

**Sketchbooks:**

Student will store their works in portfolios, and will also maintain a sketchbook to complete assignments, notes and develop ideas. Student will keep tracking each project assignment toward at least 24 AP studio works throughout the whole year. In addition, students will also write their journal about creative process based upon their thoughts, feelings and ideas. Student will also deeply research through internet resources, magazines, and books, etc. FOR PHYSICAL PORTFOLIO, YOU DO NOT SEND SKETCHBOOK FOR YOUR INSPIRATION OF PORTFOLIO.

**First and Second Semesters Assignments:**

Projects:

Abstract Self Portrait, Cubistic Still Life(Colored pencil, Oil Pastels, Pencils),  Acrylic Painting for landscape, Texture painting from nature, Abstract Painting, Still Life(Acrylics), Cityscape, Landscape within me for Torn paper Collage, Fantasy landscape, Seascape, Distorted self-portrait with using mixed media, Advertising Design with creating logo, Painting objects from an  unusual angle, Creating own textile design in pattern from cultural background,  Interior space that shows the illusion of three-dimensional forms, Landscape showing in aerial perspective, deal with an unusual light source, Pointillism of creating still-life ,etc.

If students didn’t like one of the subjects above, students may choose different subject matters, however, students and the teacher should discuss what assignment(s) should be appropriate for AP course in order to submitting portfolios.

**Grades:**

Students will assess themselves with the rubric and may add comments before being assessed by the teacher. Assessments are based on Elements of arts and Principles of design, Originality, Craftsmanship, Time/Effort perseverance. There will be total grade 100 points provided for the actual artwork. Each component should be scaled as 25 points.

**A**: 100-90     **B**: 89-80     **C**: 79-70     **D**: 69-60     **F**: under 59-

**Assessment:**

**AP Studio Art (2D design)**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_              Completed Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project Title/Description\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria for each project** | **Student Evaluation** | **Teacher Evaluation** | **Teacher’s final  Evaluation****Total:100pts** |
| **Elements of art and Principles of design****(**Art work should be applied to Line Texture, Shape, Form, Space, Value, Color, Rhythm, Movement, Balance, Proportion, Variety, Emphasis, and Unity**.)** | **(0-25pts)** | **(0-25pts)** |  |
| **Originality****(**Each project should be unique and creative to provoke student’s thought/ideas/inspiration based on critical thinking skills.) | **(0-25pts)** | **(0-25pts)** |  |
| **Craftsmanship**(Each project should be present professionally in terms of quality of work, technical skills, and finishing touches.) | **(0-25pts)** | **(0-25pts)** |  |
| **Time/Effort Perseverance** (Each project should be based on the factors; positive, cooperative, considerate to share ideas on student’s task, use of time wisely. | **(0-25pts)** | **(0-25pts)** |  |
| **TOTAL(100pts)** |  |  | **Total grade:** |

**Possible concentration ideas:**

There are ideas that are similar to themes, topics, or issues that reflect big questions about the human experience and have been investigated over time. They are broad, umbrella-like ideas that guide students in understanding what it means to be human, to live alongside others and in the natural world. Here are some examples of concentration ideas that students are possibly consider:

|  |  |
| --- | --- |
| InterdependenceCooperationIdentity  PowerHuman and NatureTransportationLife and DeathChangeSpiritualityLife Cycles | ConflictSurvivalSocial PowerNatureRelationshipCommunicationGood and EvilRitualReality and FantasyRites of Passage |

**Check out College Board Website:**

Make sure you can get into the portfolio examples on the website for inspiration! Refer to your poster often!

**Go to:** <http://apcentral.collegeboard.com/apc/members/exams> and look at the portfolio examples. Read about how they were scored and read the artist’s statements.

**AP Studio Art Digital Submission:**

Students, Art Teacher, and AP Coordinator will be involved in the process of uploading and submitting your digital portfolio components to AP in the spring. To see a step-by step overview of accessing and using the site, visit the demo at **apstudiodemo.collegeboard.org.**

additional information is available online at **collegeboard.org/student/studioartdigital.**

**Portfolio Requirements**:

The portfolio for Studio Art: 2-D Design requires submissions in three distinct sections (briefly summarized). Be sure to read your poster for specific details information.

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| --- | --- |
| **SECTION I:** **Quality** | * **Five separate physical works (to be mailed to the College Board)**

Images of 5 works that best demonstrate your understanding of and engagement with drawing or 2-D design. Choose the highest quality representation of your accomplishments. |
| **SECTION II:** **Concentration** | * **12 high-quality images**

Works describing an in-depth exploration of a particular 2-D design concern or visual idea. |
| **SECTION III:** **Breadth** | * **12 high-quality images**

A variety of works demonstrating your understanding of the principles of design |

**Copyrights and Plagiarism:**

Originality and creativity are important components of this AP course. Students will not make direct use of another artist’s work and call it their own, this violates copyright laws and is plagiarism, and will result in an automatic failure for the project, and possibly the class. Students are encouraged to work only from personal photographs that they themselves have taken. Other artist's work may be used as reference for personal artwork, but the work being referenced should be altered to such a degree that the original artist’s intent is in no way recognizable in the student’s work. Copying and/or duplicating of another artist work and calling it your own is cheating and fraudulent, and is not permissible in this AP course.

ALL art students will maintain a sketchbook which contains for homework, preliminary sketches, and records of ideas and questions. The sketchbook will be collected once a week and possibly affects to their final grade.

**Critiques:**

Critiques are a valuable tool for you as an AP Studio artist. As you begin a project, an informal critique with the instructor is necessary for you to present your sketches and share your ideas to receive feedback. Periodically, you will have progress critiques as you are working on a project as needed or requested by you and/or the instructor.  These critiques will occur as both individual and group critiques, where you will not only receive feedback, but also be expected to give feedback on the artwork of your peers.  There will be an evaluative critique at the end of each project to determine how well your project met the goals you set for the portfolio area you were working on, and to determine a grade. During a critique we will discuss your intent and objectives as an artist and determine how well they are being achieved in the work you are producing.  Feedback will be provided emphasizing the art elements and design principles and to what extent they are successfully working in your artwork.  Constructive criticism will also be provided along with suggestions for improvement of your artwork.