

AP Studio Art: 2-D Design Portfolio

Course Description:

This course is a rigorous, demanding, and intense journey into artistic creation. It is a year long course. As a college-level course, it challenges artists to investigate formal and conceptual issues in 2D design. Over 24 pieces will be created during this year long experience. During this time, students will be challenged to develop their own artistic voice while at the same time showing their versatility as they expand on different themes and with the use of varied media.



Elizabeth Forsythe
Untitled

The student will be personally involved in a sustained investigation of all three aspects of the portfolio. During the first week of school, the students will become familiarized with the three portfolio areas: Quality, Concentration, and Breadth. Examples of assignments and slides from former AP Studio Art students will be shown and discussed in detail. Students will be encouraged to develop their own ideas within the context of each portfolio. In the first semester, focus will be on the Breadth portion of the portfolio as students explore how they can articulate different themes and emotions with a versatile approach to media and design. Students will review the principles and elements of design that they were introduced to in the prerequisite courses to AP Studio Art. Students will be asked to identify how these principles are used in master works and local works of art and articulate this in written and oral formats.

In the second semester, students will focus on the Concentration and Quality aspects of their portfolios. For the Concentration section, students will pick an area or theme to focus on and explore in depth. Ideally, this theme should be of extreme personal interest to the student. Following this, the student will select their five works for the Quality portion of the portfolio. By the end of the students will have developed mastery in concept, composition, and execution of 2D design. They will have achieved this mastery through constant individual and group analysis and critique of their own works.

Students will keep sketchbooks for the course and will be required to show their idea development over time during critique sessions. Critiques will be required for the class and will occur several times monthly as the students develop an artist's community of feedback, support, and growth. Students will come to the realization that art does not occur in a vacuum and that the feedback from peers and mentor teachers can be valuable in the development of their artistic voices.



Ashley Youkilis
Untitled

Our city is full of art galleries and museums and other opportunities to view works of art. As such, students will be required to visit these locations on their own or as part of a class field trip to identify works of art of interest. The purpose of these visits will be for inspiration, critique, exploration and enrichment.

Homework and sketchbook assignments will be given pertaining to each section of the portfolio and will be reviewed at least twice a month by the instructor. Students will be expected to write reflections and/or artist's statements on their major works and will give presentations to the class after each major portfolio section is complete. During these presentations, they will discuss their process and seek ideas for refinement from their peers before the portfolios are considered complete. Students will use AP criteria to "grade" each others' works of art to assist in the examination and refining process. The instructor will teach students how to mount artwork and prepare the final portfolios. The class culminates in a final presentation of the portfolio to be submitted.

Course Content and Grading

Portfolio Development (80%):

1. Quality – 5 Matted Best Works not exceeding 18"x24" inches in size, these student selected works will demonstrate a high level of excellence. Pieces will be scored and critiqued using the rubric provided later in this document.
2. Concentration – 12 slides exploring a single topic or theme in depth. Up to three slides can be close-ups showing details. The student will have spent considerable time developing the theme and their personal journey will be illustrated through sketchbook studies and journaling. Students will also write a reflective paper about their concentration, including what they started out to achieve and how it evolved over time.
3. Breadth – 12 slides of different pieces showing mastery of varied media, surface, techniques, and imagery. These works will show the student's versatility with technique and problem solving.

Because a portfolio of 24 slides is needed for submission in May, each student must have 12 slides at the complete of each semester or roughly 1-2 works per week in and 18 week semester. However, students can continue to improve their pieces up until the May submission date. After the portfolios have been submitted, AP students will be required to participate in the organization of the Annual Spring Arts Showcase. They will mount, label, and hang the visual arts portion of the show and will coordinate with teachers and parent volunteers who have a stake in the showcase.

Because AP assignments are more flexible and student-driven than in a lower-level art class, grading becomes more subjective. Basic expectations will be communicated with the students pertaining to the level of effort, quality, and problem solving achieved with each piece. These elements will be discussed with the students and the class will develop a set of standard expectations with which we will assess the pieces as a community and one-on-one with the teacher.

Assignments will be due the week after they are assigned on **MONDAYS** and there will be an informal critique session with small groups of students and the teacher. Students must complete the 12 slides per semester to get AP credit for the course.

Sketchbook (10%) – Students will be required to keep a sketchbook and bring it to class everyday to use in the exploration and development of ideas. Specific topics will be assigned per semester; however, students will be expected to demonstrate frequent use of the sketchbook throughout the course. Sketchbooks will be checked at random during the course unless a specific assignment has been given.

Reflections/Critiques (10%) – Students will be required to reflect on their work and critique other students' work to assist in their growth and development as artists.

Notification of Intent to Consider Attendance, Tardiness or Participation in Grading

The depth of coverage of material in this course requires active student engagement and participation. The failure to attend class prevents active student engagement. Because active student engagement is a necessary component of this class, attendance, tardiness, and class participation will be considered as a basis for grading in this course. Attendance and participation will constitute part of your grade for this course.

Doing work for other classes or work not assigned to be done during class, sleeping, social talking, being tardy or leaving class early without an excuse are all circumstances that may result in a loss of your daily participation points. **Students will receive no participation points for days on which they have unexcused absences.**

Artwork Produced Outside of School

Students may include work done during this school year in classes taken outside of the school day for their portfolios upon instructor permission. For example, student may take a figure drawing class and use their completed pieces towards some of the 24 required for the AP portfolio.

Tutorial Time/Homework

The AP Studio Art Class is a rigorous, intensive experience that is comparable to a college course. The student should expect to spend several hours a week outside of class working on assignments. Morning tutorial time from 8:30-9:30AM will serve as a great opportunity for students to get extra studio time in the art room.

Because a lot of work will be done outside of class, the expectation is that students will purchase their own art supplies to keep at home and use for assignments.

Summer Assignments

Because the AP Studio Art course is very demanding, students are encouraged to complete several of the following summer assignments. These pieces can be refined or reworked during the school year and used toward the completion of the portfolio. It will be very challenging to complete 1-2 works per week, thus students who come with several pieces completed over the summer will be much more prepared for the rigor of the school year.

Suggested assignments:

- Self Portrait – vary the lighting, use different media, paper, be dramatic
- Still Life – dramatic lighting, bold contrast, use objects with varied texture
- Landscape – do a drawing on location
- Magnify a metallic object – zoom in on a section of a spoon, a car, a silver platter, etc.
- Do a landscape or self-portrait in the style of a famous artist or art movement (Impressionism, Fauvism, Cubism, Pop-Art, Surrealism)
- Draw your hands or someone else's
- Draw a series of objects
- Draw your worldly treasures as animated characters or objects
- Make a still life out of non-traditional media – consider sewing or collage

Recommended media: Try ballpoint pen, colored pencil, charcoal, pastel, markers, Sharpie, scratch art, etc. Use the entire page – you may work in your sketchbook if it is at least 8"x10", or you may work larger.

Copyright Issues

All work must be original artwork. If students use someone else's work, a photograph, or a published image (i.e. picture from a magazine), the work must be significantly altered for the piece to be considered original. During individual and group discussions/critiques, students will develop an understanding of what constitutes plagiarism and how to maintain artistic integrity.

Course Schedule

Class meets for 55 minutes one day a week and 90 minutes 2 days a week.

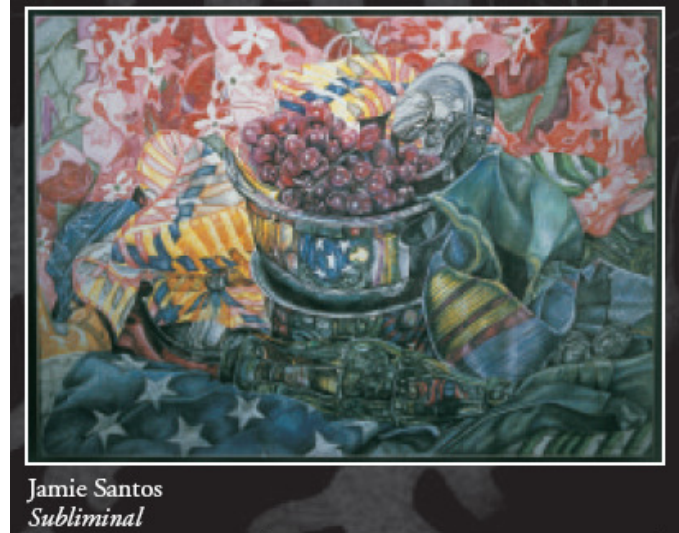
First Semester				
Week	Dates	Assignment/Concept	Due/Assessment	Other
1	9/3-9/5	Read course syllabus, start journaling and sketching ideas for Breadth portfolio, share out summer projects and ideas	Summer Projects/Ideas	
2	9/8-9/12	1. Development of Self Portrait		
3	9/15-9/19	2. Color Theory	Self Portrait	
4	9/22-9/26	3. Futuristic Designs of Mechanical Metallic Objects	Color Theory	
5	9/29-10/3	4. Pop Inspired Pieces	Futuristic Design	Photo shoot this week
6	10/6-10/10	5. Exploration of Texture	Pop Piece	
7	10/13-10/17	6. Social Commentary	Texture Piece	
8	10/20-10/24	Individual Conference with Teacher/Work Time/Small Group Critiques		Photo shoot this week
9	10/27-10/31	7. Memorable Moments Piece	Social Commentary	
10	11/3-11/7	Individual Conference with Teacher/Work Time/Small Group Critiques	6 pieces for Breadth Portfolio Due with Slides	
11	11/10-11/14	8. Work inspired by artist of choice	Memorable Moments Piece	Research artist and present sketches of idea
12	11/17-11/21	Work on artist of choice assignment/Class Critique		
13	11/24-11/28	Thanksgiving Break – Short Week Individual Conference/Work Time		
14	12/1-12/5	9. Collaged paper and linear drawings – Deconstruction – Dadaism	Artist of Choice Piece	Photo shoot this week
15	12/8-12/12	10. Architectural Spaces and Perspective	Collage	
16	12/15-12/19	11. Logo – Typographic Exploration	Architectural Space	Photo shoot this week
17	1/5-1/9	12. Nature, science, evolution of forms – use of nontraditional media	Logo	
18	1/12-1/16	Individual Conference with Teacher/Work Time/Small Group Critiques		Photo shoot this week
19	1/19-1/23	Culmination Celebration! - Breadth Portfolio PowerPoint Presentations	PowerPoint presentations due	

Second Semester				
Week	Dates	Assignment	Due/Assessment	Sketchbook
1	1/27-1/30	Discussion of Concentration topics and review of initial ideas.		
2	2/2-2/6	Work Time	1 complete work due	Check
3	2/9-2/13	Individual Conference with Teacher/Work Time/Small Group Critiques	2 complete works	Check
4	2/23-2/27	Work Time	Photo Shoot	Check
5	3/2-3/6	Individual Conference with Teacher/Work Time/Small Group Critiques	2 complete works; Photo Shoot	Check
6	3/9-3/13	Work Time		Check
7	3/16-3/20	Individual Conference with Teacher/Work Time/Small Group Critiques	2 complete works; Photo Shoot	Check
8	3/23-3/27	Work Time		Check
9	4/6-4/10	Individual Conference with Teacher/Work Time/Small Group Critiques	2 complete works; Photo Shoot	Check
10	4/13-4/17	Work Time		Check
11	4/20-4/24	Individual Conference with Teacher/Work Time/Small Group Critiques Students begin organizing Quality Portfolio section	2 complete works; Photo Shoot	Check
12	4/27-5/1	Individual Conference with Teacher/Work Time/Small Group Critiques	1 complete work; Photo Shoot	Check
13	5/4-5/8	AP Materials gathered, prepared, and submitted	Final Portfolio Complete – all three sections	
14	5/11-5/15	Students help with Arts Showcase – communicate with teachers and parents for help, identify resources and organize supplies/donations		
15	5/18-5/22	Students help with Arts Showcase – Design and distribute program, mount artwork		
16	5/25-5/29	Students help with Arts Showcase – mount artwork		
17	6/1-6/5	Students help with Arts Showcase – Setup and Take Down		
18	6/8-6/12	Organize and clean art room, year long reflection	End of Year Reflection due	
19	6/15-6/16	Wrap up and celebration		

Assignment Possibilities (Artists/Movements for Inspiration):

Breadth: 12 slides needed - no detail slides. Works can emphasize elements of design (line, shape, space, repetition, movement, pattern, value, color, etc) or principles of design (unity, balance, emphasis, rhythm, proportion, etc.) Media can include graphic design, photography, collage, weaving, illustration, painting, printmaking, and drawing.

- Color Organization/Theory (Josef Albers, Mark Rothko, Fauvism, Expressionism)
- Pattern (Textile Design, MC Escher)
- Abstraction from nature or urban environment
- Logo
- Typographic organization
- CD Cover Design
- Poster
- Linoleum Print
- Industrial Design
- Color Symbolism
- Design related to psychological, historical, or narrative events
- Redesign an everyday object with humor
- Self-portrait as an industrial product



Jamie Santos
Subliminal



Lisa Allen
Self-portrait

Concentration: 12 slides needed, organized around on visual concept, some may be details. Look for quality of ideas and quality in execution of work.

- Design and execution of a children's book
 - A series of identity products for an imaginary business (logo, letterhead, signs, boxes)
 - Series of works that start with real representations and devolve into abstraction
 - Exploration of patterns in nature, cells, microscopic images
 - Personal or family history
 - Fabric designs, apparel designs on a theme
 - Narrative or psychological events
 - Series of landscapes that use color and composition to intensify artistic expression
 - Create a mythological event
- Investigating a personal event such as illness
 - A series of illustrations based on the seven deadly sins
 - A series of surrealist interpretations
 - A series of works from a student's visual journals



Jose LaPommeray
Untitled

Assessing Quality Example Rubric:

Assess your selected portfolio work and score it on the following criteria:

	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

Work will be critiqued in small and large groups with other students. The student will also do individual assessments based on the above rubric. If the student cannot consistently score their work in the 4 or 5 range, they will need to assess what its strengths and weaknesses are how to rework the piece, and ultimately raise the score to a 5. For each piece in the quality section (5 total), the student will evaluate their work by addressing the following questions:

1. Have you done anything special with the use of the art elements and principles of design?
2. What are some of the dominant shapes, expressive forms, color schemes, and textures that carry significance in this artwork?
3. Is the work ordered/balanced? Or chaotic/disturbing? What makes for the order or chaos? Would you use words such as unity, variety, contrast, balance, movement, and rhythm to describe the formal characteristics of this work?
4. Describe the quality of execution and technique. What gives the work its uniqueness?
5. Does the work evoke any feelings? To what do you ascribe your feeling – the use of colors, shapes, technique, and theme?
6. Is there symbolism used in the work to convey meaning other than what one sees?
7. What is your general impression of the work? What did you want the viewer to think about? Did you successfully get your message across?
8. Discuss if the work is a significant success, why or why not, and support your judgment with evidence.

Reference Books:

Art Fundamentals: Theory and Practice, Otto Ocvirk, et al, Brown and Benchmark Publishers, 1994.

Art Synectics, Nicholas Roukes, Davis Publications, 1984.

Painting as a Language: Material, Technique, Form, Content, Jean Robertson and Craig McDaniel, Wadsworth Publishing, 2000.

Art Room Rules

1. Treat everything in the room with respect. Supplies are limited and costly. Students who are careless in class and destroy school property will be held accountable for the cost of replacement.
2. Recycle materials when possible.
3. Bring a pencil everyday!
4. **Water** in a closed container is acceptable in the classroom; all other food and beverages must remain stowed in a backpack for consumption after class.
5. All electronics (i.e. cell phones, music devices, calculators, etc.) will be turned off and stowed in a backpack at the beginning of class. Use of music devices may be permitted during work times, but must remain stowed until the instructor permits their use.
6. Students will be given 2 bathroom tickets per quarter for bathroom use.
7. Students assigned to clean-up duties must assist during their scheduled clean-up days.

School Policies

Electronic Policies –

- **Cell phones** – Cell phones may be used before/after school, during the morning break and lunch time only. Cell phones that are used during class time will be given to the principal until the end of the school day. If a student repeatedly uses the cell phone during class time, the phone will be given to the principal and a parent will need to pick it up.
- **iPods/MP3 players** – these may be used before/after school, during the morning break and lunch time. They may be used with teacher permission during certain activities in class. Students may bring them to school at their own risk. Many are stolen throughout the year.
- **Gameboys/Handheld Computer Games** – These may be used before/after school, during the morning break and lunch time only. They are not to be used during class time.

Sunglasses Policy

- Sunglasses are to be removed when entering The Center School. They are not to be worn during class time.

Food/Water Policy

- Food and water use is left to teacher discretion. If teacher permits students bring food/water into the classroom, students are expected to clean up after themselves.
- Food/water should not be around computers in the lab and in the commons area.

Bathroom Policy

- Students are permitted to use the bathroom with teacher permission.
- Students are expected to sign out/in and to have a “bathroom bling.”
- Teachers may issue bathroom passes for each semester (I will issue two).

Student/Parent Contact Info

Advanced Placement Art — The Center School

Name _____ ID# _____ Grade: _____

Address: _____

Home Phone: _____

Your email address: _____

Mother's (or Legal Guardian) Name: _____ Home Phone: _____

Mother's Email: _____ Work Phone: _____

Father's (or Legal Guardian) Name: _____ Home Phone: _____

Father's Email: _____ Work Phone: _____

I have read and understand the course grading procedures, rules, and expectations for Advanced Placement Art at The Center School.

I understand that if I intend to drop AP Art, I must do so within the time frame provided by the school. I cannot switch to Advanced Art mid-semester.

I understand that at minimum, I need a sketchbook and a pencil for this class. I will either purchase these items or I will contact Ms. Culbertson if financial limitations prevent me from doing so.

Printed Student Name

Student Signature

Date

Printed Parent Name

Parent Signature

Date

*Tear off this sheet and turn in for credit
Keep the rest of the syllabus in your binder!*