**AP Studio Art: Drawing, 2-D Art and Design, or 3-D Art and Design Portfolios**

**Course Syllabus:  2020 - 2021**

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**Suggested Supply list:**

Supplies:  Because you will each work in media that you choose, it is not possible to make a comprehensive list of supplies.  I will try to provide media for you to explore (if you are in class) and will disinfect it after each use.  *If you are working from home and are unable to purchase specific media, please email me and we can handle that on a case by case basis.*

**KEEP IN MIND THAT THERE CAN BE NO SHARING OF SUPPLIES.**

**There are some basic media that you will need to have with you (or at home) daily:**

* Sketchbook (preferably with mixed media paper and minimum of 9" x 12"). This is your ART BIBLE!  You will put every thought/ idea/ experiment/ practice, etc. IN that book.
* Drawing pencil(s) with a good range of values- a range of 2B to 8/9B or an Ebony pencil
* A firm eraser and a kneaded eraser
* Charcoal pencils (both black and white)
* Pens/Sharpie in whatever size you like to work in
* Colored Pencils 24-36 pack (**Prismacolor** are best and cheapest on Amazon!)
* Hand held pencil sharpener with receptacle

**AP (Advanced Placement) Studio Art** is designed for students who 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 near the end of the school year.  The AP Studio Art Program consists of three portfolios: AP Drawing, AP 2-D Art and Design, and AP 3-D Art and Design – corresponding to common college foundation courses.  The portfolios have two sections: Sustained Investigation and Selected Works. This gives students time to focus on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. For more information, visit AP Central (apcentral.collegeboard.org).

AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role that the arts play in academic environments.  Each year the tens of thousands of portfolios submitted in AP Studio Art are reviewed by college, university, and secondary school art instructors using rigorous standards.  This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school while developing their own personal style.

**Students will work towards mastery of the following Course Skills:**

* Develop and demonstrate mastery of concept, composition, and execution of their personal ideas in drawings through investigation of materials, processes, and ideas.
* Understand that art making is an ongoing process that uses informed and critical decision making to determine outcomes to problems.
* Demonstrate their ability and versatility working with techniques, problem-solving, and ideas by making artwork through practice, experimentation, and revision.
* Communicate and reflect about their art and design through written prompts and critiques

Portfolios should demonstrate evidence of formal and informal balance as well as technical and expressive means that artists use: these elements should be evident in student compositions.  Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of mediums. The range of marks used to make drawings, the arrangements of those marks, and the materials used to make the marks are endless.  Students will use observational drawing, self-generated photos, approved reference materials, and ideas generated within their minds. They will use the rules of thirds as they compose two-dimensional structures and the illusions of space on a two-dimensional surface. Mediums may include pastels, watercolor, acrylic, oil, charcoal, graphite, conte sticks, printmaking, and mixed media.

**The structure of the portfolio is as follows:**

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| --- | --- | --- |
| **AP 2-D Art and Design Portfolio** | **AP 3-D Art and Design Portfolio** | **AP Drawing Portfolio** |

***Selected Works*** (40% of Total Score)

|  |  |  |
| --- | --- | --- |
| **Five physical works** or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills | **10 digital images** consisting of two views of each of five works that demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills | **Five physical works** or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using drawing skills |

***Sustained Investigation*** (60% of Total Score)

|  |  |  |
| --- | --- | --- |
| **15 digital images** of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision | **15 digital images** of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision | **15 digital images** of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision |

Instructional Goals:

* 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 of art and principles of design.
* Encourage students to become independent thinkers who will contribute inventively and critically to their culture through art making.

Because AP Studio Art is designed as an intensive course and requires more time than traditional offerings, students need to work outside the classroom, as well as in it, and beyond scheduled periods.  Students should maintain a sketchbook or a journal that will include visual ideas, notes, photos, doodles, plans, short assignments, quick sketches and various techniques. Group and individual critiques enable students to learn to analyze their own work and the work of their peers. Vocabulary of art, elements of art and principles of design are discussed by the instructor and used by the students on a regular basis to practice verbal communication about the students’ own artworks as well as artworks of their peers. Ongoing critical analysis enables both the students and the teacher to assess the strengths and weaknesses of the artworks.

Students are strongly encouraged to use museums and galleries, actual and virtual, as extensions of classroom studio time and to allot class time accordingly.  In addition, art books, internet resources, and various forms of investigation, interaction, and critique provide important examples for the serious study of art.  Such references are invaluable in expanding students’ awareness of visual traditions – cultural, historical, and stylistic.

**Ethics, Artistic Integrity and Plagiarism**

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 show substantial and significant development beyond 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.

Digital images of student work that are submitted in the Drawing portfolio may be edited.  However, the goals of image editing should be to present the most clear and 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.”

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.

**Preparation for physical portfolio submission (Selected Works):**

-Five works submitted in this section are to be your **best works** technically and conceptually

-These five actual works should demonstrate mastery of drawing/ 2-D/ 3-D issues through carefully selected separate distinct examples of your work.

-Your level of mastery should be apparent in the composition, concept, and execution of your works, whether simple or complex.

-Works may not be larger than 18” x 24” mounted, or no smaller than 8” x 10” (Drawing and 2-D only)

-Works may come from the Sustained Investigation or other outside pieces (not previously submitted to College Board)

-Works should not be wrapped or covered in reflective material. A sturdy, opaque overleaf that is hinged to one edge is recommended to protect work. Materials that may smudge should be sealed with a fixative

**Make-up Work**

It is the responsibility of the student to find out what assignments were missed and to make arrangements to make up the missed work.  All make-up must be completed in an appropriate amount of time during the grading period in which it was assigned.

**Sketchbook**

Sketchbooks will be worked on both in and outside of class, and they will be graded periodically and MUST be brought to class daily.  Entries will include class exercises, design plans for projects (mind maps, storyboards, etc.), and specific artist research assignments.

**Grading**

Pinecrest Grading Policy: Each assignment will be 10 points off for EACH DAY it is late. If an assignment is 2 WEEKS late, it will convert to a “0”. Because of the nature of this course, ALL projects MUST be turned in to be sent to the College Board, therefore, the “0” MAY be recovered, depending on the assignment.

**Assessment**

**Assignments have due dates that help timeline the portfolio for successful completion**. Works that are late may be negatively impacted by loss of points. Students should make every effort to turn in completed works in a timely manner. Extenuating circumstances will be considered on an individual basis.

The grade earned in class is based on criteria that include other considerations for scores such as participation, appropriate use of class time, and journal assignments. Although every effort will be made to grade each finished piece as a reflection of College Board standards, there is no relationship between the class grade and the score assigned by the College Board.

**Types of Weights of Assignments**

Productive use of time 25%

Studio assignments 25%

Critiques (verbal or written, self or peer) 25%

Journal/Sketchbook assignments 25%

**Behavioral Expectations**

Preparation – bring required materials and sketchbook to class every day.  Keep hand-outs in your folder. Be prepared for quizzes and tests, when given.  Have assignments at a level of completion so that they can be turned in on time.

Effort – come to class with a positive attitude and an open mind.  Be willing to learn new information and new skills. Be willing to try something new, ask for help, accept help, and be willing to offer help to fellow classmates.  Take the initiative to stay after school to make up missing work or to receive individual help from the teacher.

Care – Act responsibly with materials, tools, equipment, and others’ artwork.  **Clean up work area and contribute to the order of the classroom.** Food and drinks are allowed in designated areas only WITH permission. Be mindful that drinks can spill and potentially damage artwork.

Safety – Understand that all art materials, tools, and equipment, when used incorrectly, can pose danger to your health and to the health of others.  Use art materials only for their intended purposes. There is to be no running, playing around in class. This is not only very distracting but could cause someone to get hurt.  If you spill water or paint on the floor, please clean it up so that no one slips and falls.

Respect – Treat others the way you would like to be treated.  Exercise good manners toward teacher and fellow classmates. Be thoughtful during group critiques and offer possible solutions with your constructive criticism.

**Disciplinary Consequences and Procedures**

CELL PHONES

Cell Phone use will follow the PHS policy.  Students will only be permitted to use cell phones in class for taking pictures, researching information on the internet- per specific class assignment, or listening to music. If a student is caught talking or texting on their cell phone, the cell phone will be confiscated and PHS disciplinary policy will be employed.

PLEASE REFER TO THE PINECREST HIGH SCHOOL STUDENT HANDBOOK FOR UN-EXCUSED TARDIES, EXCESSIVE ABSENCES, AND OTHER SITUATIONS REQUIRING DISCIPLINE

**AP Drawing / Summer Assignment Packet** - provided separately

As further preparation, Summer Assignment Packets are available the year prior to AP Studio enrollment. Assignments are geared to further stimulate independent thought and technical development throughout the summer session. **Summer Assignments are due for final critique on the 1st day of the 2nd week of the course**. This body of work will be included in the 1st quarter grade.

**Bibliography**

**Teacher References/Resource**

***apcentral.collegeboard.org***

AP Art and Design Portfolio Requirements. The College Board. 2019

AP Art and Design Course and Exam Description. New York: The College Board. 2019

*Exploring Visual Design*, Joseph A. Gatto, Albert W. Porter, Jack Selleck, 3rd ed., 2000 Davis Publications, Inc.

*The Art of Seeing,* Paul Zelanski, Mary Pat Fisher, 6th ed., 2005*,* Pearson Prentice Hall