

AP Studio Art 2021-20212 Syllabus

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Course Overview:

This is a year long course with prerequisites. Students enrolling in this course should have a minimum of 2 sequential art classes (example: Drawing and Painting I and II) or teacher approval. This course will focus on building a portfolio for submission to the College Board. Students can choose to submit a portfolio in one of the 3 categories: Drawing, 2D Design, or 3D Design.

Types of Art and Design Portfolios

Drawing: This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials, and processes used to make marks, and relationships of marks and ideas.

Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

2D Art + Design: This portfolio is designated for work that focuses on the use on the use of two-dimensional (2D) elements and principles of art and design, including: point, line, shape, place, 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. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface.

Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

3D Art + Design: This portfolio is designated for work that focuses on the use of three-dimensional (3D) elements and principles of art and design, including 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. Students should consider how materials, processes, and ideas can be used to make work that involves space and form.

Students can work with any materials, processes, and ideas. Figurative or non figurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.



Portfolio Requirements

Section I: Selected Works

- ❑ Carefully select the works that best demonstrate your skillful use of materials, processes, and ideas.
- ❑ Pieces can be related to each other, but do not have to be.
- ❑ Selected works can be shared with the Sustained Investigation Section, but do not have to be.
- ❑ For each work, write about your materials, ideals, and processes for creating the work. Use the “Word Count” tool to check your characters, you allowed 100 characters per section only.
- ❑ The most successful responses are those that clearly relate to the image, directly and completely address the prompts, and provide skillful evidence of materials, processes and ideas shown in the work. You will not be evaluated on spelling, grammar, or punctuation.

Section II: Sustained Investigation

- ❑ You will submit images, but they don't ALL have to be COMPLETED pieces. You'll need to WRITE about your completed pieces (ideas, materials, processes), but not for detail shots or process shots (sketches, failed attempts at something that led to the final completed project.)

Section III: Sustained Investigation Statement

- ❑ 1200 Characters Max
- ❑ What QUESTIONS led you to your chosen sustained investigation topic?
- ❑ Why did you focus on this topic? Why is this topic urgent? How is it related to you personally? What experiences did you have related to this topic that made it interesting enough to focus on?
- ❑ How does this collection of: sketches, failed attempts, journals, rough drafts, and experiments come together to be part of your Sustained Investigation?

Course Skills: The AP Instructor will cover these three course skills:

Course Skill I	Course Skill II	Course Skill III
<p>Inquiry and Investigation Investigate materials, processes, and ideas</p>	<p>Making Through Practice, Experimentation, and Revision Make works of art and design by practicing, experimenting, and revising</p>	<p>Communication and Reflection Communicate ideas about art and design</p>
<p>Big Ideas Big ideas structure students' development of understanding and skills, enabling them to connect with what they learn with prior knowledge and experiences</p>	<p>Essential Questions and Enduring Understandings Essential questions are open-ended inquiries meant to provoke thought, inquiry, discussion and understanding related to the big ideas</p>	<p>Learning Objectives Define what students need to know and do to develop enduring understandings and course skills. Achievement of the course learning objectives is essential for success in the course</p>
<p>The 3 Big Ideas of AP Art and Design Are:</p> <ol style="list-style-type: none">1. Investigate materials, processes, and ideas2. Make art and design3. Present art and design	<p>Essential Questions Offer: Opportunities to consider evidence, challenge assumptions, and support of own ideas</p> <p>Enduring Understandings Are:</p> <ol style="list-style-type: none">1. Responses to Essential Questions2. Developed over time by learning, applying, and connecting knowledge and skills throughout the course year	<p>Essential Knowledge Statements accompany each learning objective and describe the information students need to demonstrate each learning objective.</p>

Critique

Critiques are an integral part of all classes. All students are brought together for critiques 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. Critique is a vital part of our curriculum at all levels, focusing on The Elements and Principles of Art and Design and how to find and discuss certain Elements and Principles in a work of art. The vocabulary of art is introduced through the foundation classes and is reinforced through the verbal and written critique and exhibition reviews. These critiques generally take the entire class to complete, sometimes more than one class period. The instructor does very little of the talking during these sessions - other than beginning the process with a recapping of the criteria for the project and a reminder to students to address the criteria as part of their discussion. For grading purposes, a simplified rubric based on the actual AP Scoring Guidelines for Studio Art is used. Additionally, there is ongoing dialogue with students on an individual basis during class time. As well, the students' dialogue with each other about their work is an integral component for their growth as artists.

Assessment

In addition to critique, students will be assessed on: process that reflects growth and change, materials, processes, and ideas used, and shows evidence of practice, experimentation, and/or revision.

Scoring Criteria	5	4	3	2	1	Student	Teacher
2D/3D/ Drawing Art and Design Skills	Visual evidence of ADVANCED skills	Visual evidence of good skills	Visual evidence of moderate skills	Visual evidence of rudimentary skills	Little to no visual evidence of skills		
Materials, Processes, Ideas (MPI)	Visual relationships among MPI are clearly evident and demonstrate synthesis	Visual relationships among MPI are clearly evident	Visual relationships among MPI are evident but may be unclear or inconsistently demonstrated	Little to no evidence of visual relationships among MPI	Little to no evidence of visual relationships among MPI		
Writing	Written evidence identifies MPI	Written evidence identifies MPI	Written evidence identifies MPI	Written evidence may identify MPI	Written evidence may identify MPI		



Artistic Integrity & Copyright

Students are not allowed to work from published photographs or other copyrighted work. Copyright issues are discussed with the students early on - they are made aware of the legal issues involved with working from someone's published work.

This course teaches students to understand integrity in art and design as well as what constitutes plagiarism. If students produce work that makes use of others' work, this course teaches students how to develop their own work so that it moves beyond duplication of the referenced work(s). Copyright issues are discussed with the students early on - they are made aware of legal issues involved with working from someone's published work. While there are specific things that students can only reference through a photograph (such as certain animals,) students thoroughly understand that the image is merely for reference and must be transformed through their own individual expression.

If students use imagery that can be directly attributed to an artist, living or deceased, they must cite it in MLA 8 style and turn in their sources to their instructor. The student must also alter the imagery to a degree of at least 90%. Perth Amboy School District has strict plagiarism policies in place and all instructor will adhere and enforce these policies.



Curriculum

In AP Studio Art, students are required to research, experiment, and investigate within both their sketchbooks and also in their finished pieces. The 1st semester (Marking Period 1 and 2) is geared to more assigned sketchbook prompts and projects to prepare and inspire students to begin experimenting, practicing, and investigating. The 2nd semester is completely focused on their Sustained Investigation.

The individual sections of each portfolio - **Selected Works and Sustained Investigation** - are discussed in detail. Extensive slide examples from both the College Board and past students' work that correspond to each section of the portfolio are shown.

The students will review the images and instructions from the AP Studio Art Website.

For the **Selected Works** section, students are expected to produce work that develops mastery in concept, composition, and execution of ideas, as well as, develop a body of work that shows evidence of a variety of concepts and approaches to problem-solving and development of ideas. Students will be expected to use a variety of techniques and media to develop and illustrate their ideas. Variation of assignments from year to year is practiced, and individual and unique responses to all work is emphasized.