

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
AP Studio Art**

Date: June 2001

**Subject Area: Visual &
Performing Arts**

Proposed Grade Level(s): 11 & 12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Visual Arts 1 and 2, or other equivalent courses

COURSE DESCRIPTION:

The AP Studio Art program provides an opportunity for the visually gifted to excel and receive recognition on a national scale. It also makes it possible for highly motivated high school students to do college-level work. AP Studio Art is not based on a written exam; instead the student is asked to submit a portfolio of work, either general or drawing, for evaluation toward the end of the school year. Portfolios are graded with a score of 0-5. Students receiving a score of 3 or better receive college credit. A panel of specially trained high school and university art instructors evaluates the portfolios anonymously. Each of the three sections of the portfolio is graded separately and then combined into the final composite score. The score is mailed to the student sometime in late July. **There is a \$76 exam fee for submitting the portfolio.** (There is also a fee-reduction policy for students demonstrating financial need.) Slides of art and actual artwork will comprise the portfolio to be submitted. The student must pay for slide film and development. For additional information, the website for AP Studio Art is www.collegeboard.org/ap/art.

GENERAL GOALS AND PURPOSES:

Generally, students will develop their own projects, which not only satisfy their own artistic needs and interests, but challenge them creatively as well. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, sketchbook and regular portfolio development. Talent does not necessarily mean a good grade in the course; motivation, effort, risk-taking and challenging one's self are just as important.

STUDENT READING AND WRITING COMPONENT:

Each student is required during the course of the year to complete two, 3-to-4-page research papers on an artist or art movement. Each artwork must be presented with a written assessment of strengths and weaknesses. Many of the artwork assignments require reading from a class text, *Discovering Art History*, by Gerald Brommer.

STUDENT ORAL COMPONENT:

Class critiques are mandatory and will take place regularly. The purpose of the critiques is to discuss each individual artwork, determine its strengths and weaknesses, and assist the artist with an appropriate future direction of work. The student will be graded for critique participation as well as for the work submitted.

UNITS OF INSTRUCTION:

Each portfolio consists of three sections: Quality (for which actual artwork is submitted); Concentration (an in-depth, individual project); and Breadth (demonstration of a wide range of experience). Each quarter, the student will be responsible for the production of assigned works (substitutions are acceptable with prior approval from the instructor).

Quarter One

1. Summer Assignments
 - a. Photo file (variety; 50 images)
 - b. Neighborhood building with correct linear perspective/range of value
 - c. Still life in pastel on colored paper
 - d. Hands and/or feet on sketchbook page
 - e. Self-portrait using pastel and/or pencil
 - f. Two drawings; same idea/theme
 - g. Two-page written composition of compare/contrast two famous artists and their use of composition
 - h. Written summary of AP Studio Art website
 - i. *Acrylic landscape from photo
 - j. *Tests from Chapter 14 and 15 of *Discovering Art History*.
- *Note: Not required of entering Art 2 students
2. Skeleton drawing with detailed line and full value range from unusual angle
3. "Sketchbook Scramble"...Select drawings from Art 1 and 2 sketchbooks, redraw, combine ideas into one, use a different eye-level, complete in a different way, etc.
4. Landscape drawing on location..."schoolscape"
5. Combination of three photo images composition
6. Drapery study, such as a jean jacket draped on a chair

Quarter Two

1. Expressive interpretation (can be humorous) of a famous work from one of the two artists compared/contrasted above
2. Magnified close-up view of a metallic object; i.e., eggbeater, can opener, bike part, etc.
3. Cubist drawing in pencil
4. Surreal drawing in prismacolor
5. Create a drawing or painting from a distorted digital photograph of yourself or another person
6. Still life on colored paper with black and white pencil
7. Figure drawing of a seated human figure placed in an environment...charcoal or pencil
8. Monoprint or drypoint etching
9. One concentration piece in choice of media
10. Service hours required – 2 hours

Note: Total 14 projects for first semester (not including summer assignments)

Quarter Three

1. Social commentary – depiction of current social issue; graphite pencils and prismacolors; realistic or abstract
2. Draw a corner of a room with at least one piece of furniture
3. Interpretation of “schoolscape” (Quarter One, #3)
4. Interpretive self-portrait with an “attitude” using a mirror or photo
5. Draw family or family members from observation
6. A reflection(s)
7. Close-up view of something, repeat using tracing paper and place into a “kaleidoscopic view”
8. One concentration piece

Quarter Four

1. Exploration of any subject/theme with scratchboard
2. Two concentration/quality works
3. Two concentration/quality works
4. Written commentary for portfolio submission; rough draft submitted for approval; final copy should be typed
5. AP Studio Art Exhibition participant; show date and location to be determined
6. Final project
7. Completion of required Service Hours – 3 hours

PREPARATION FOR FCUSD EXIT EXAMS:

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of math, reading, writing and science will take place, depending on the student direction of exploration.

LAB FEE, IF REQUIRED: None

CONTENT STANDARDS/ESLR's ADDRESSED:

Integration of the four components of the **Visual & Performing Arts Framework**: **artistic perception** (becoming aware of and appreciating artwork), **creative expression** (studio projects designed to give students the opportunity to explore a variety of media), **historical and cultural context** (learn about various periods, styles and cultural groups), and **aesthetic valuing** (through art criticism to develop understanding and appreciation for the arts).

The **ESLR's** addressed are: **effective communicator** (through oral critiques, written research papers and artistic expression in a variety of media), **self-directed learner** (designing and completing an advanced level of artistic exploration), **quality producer** (finished portfolios must include a minimum of 24 major works; two research papers), **constructive thinker** (ongoing discussion and analyzing to determine artistic solutions and/or directions in a theme/concentration), **collaborative worker** (share and support given to other AP students in group critiques and during studio sessions; group art show).

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