

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

AP 2-D Design

DATE: November 2012

SUBJECT AREA: Visual & Performing Arts

PROPOSED GRADE LEVEL(S): 11th-12th

COURSE LENGTH: One to Two Years

GRADING: A-F

NUMBER OF CREDITS: 5 per semester

PREREQUISITES: Art levels 1 & 2 or teacher review

COURSE DESCRIPTION:

AP 2-D Design is an advanced art course for self-directed art students wishing to create a twenty-four piece portfolio for college credit. The portfolio takes the place of an AP exam, and consists of three sections: "Breadth", "Concentration" and "Quality." Any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, illustration, painting, and printmaking may be submitted for review. Students will develop mastery of a variety of techniques, depth of artistic voice, and improve their ability to critically evaluate their work and the work of others. Upon completion of their portfolio, students will digitally submit their work for a formal evaluation by the AP College Board. Portfolios are graded with a score of 0-5. Students receiving a score of 3 or better receive college credit. This class offers students the unique opportunity to explore a college-level course in a field not often offered at the high school level, while simultaneously serving to help students in choosing to pursue a degree or career in the Fine Arts.

GENERAL GOALS AND PURPOSES:

Students will:

- Create twenty-four 2-D pieces of art which will display a variety of art techniques, mediums and/or ideation that demonstrates the student's diverse art ability.
- Thoughtfully select their own medium and focus based upon their personal interests, which may grow and develop as their portfolio progresses.
- Develop their ability to grow within a theme or concept.
- Demonstrate a collection of their best work.
- Practice higher level critical thinking and verbal communications during weekly review sessions.
- Research a professional artist and conduct a class presentation.
- Be expected to move beyond their current experiences.

STUDENT READING AND WRITING COMPONENT:

During the course of the school year, each student is required to read and write about professional as well as a peer's work, or an art movement in the form of a critique, research papers and brainstorming activities. Many of these assignments will require reading from the school library, class resources, or web based research.

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.

DETAILED UNITS OF INSTRUCTION:

The AP portfolio consists of three sections. The breadth section is meant to show a diverse range of technical abilities. The concentration section is a group of images that displays an in-depth development of a concept or ideation. The quality section is a collection of the student's best images. Each quarter students will produce images from the above sections with the approval and direction of the instructor. Note: the outline of topics

below is designed to guide students in the process of completing the AP portfolio and may be taught in a different order and enriched by additional assignments.

First Quarter:

1. Summer Assignments
 - a. Self Portrait
 - b. Studio Portraiture with backdrop and prop development
 - c. Still Life Image (emphasis on the art element of shape and space)
 - d. Macro images with wide angle lens
 - e. Digital Montage
 - f. Action photography (stop action, blur motion and panning)
 - g. 50 reference images
 - h. Research document on 3 photographers or artists of personal interest to the student
 - i. Two images of the same idea or theme with a written statement of concentration concept
2. On site Portraiture (on location shooting techniques)
3. Macro image painted into Abstraction- understanding for the art movement
4. Digital Drawing with pen tablet of original landscape
5. Three concentration pieces

Second Quarter:

1. HRD Landscape
2. Breaking the Fourth Wall (making a connection with the viewers)
3. Word into Images (drawing with words)
4. Anti Drug Poster (layout design)
5. History Image (what would ___ look like then)
6. Mixed Media with photography
7. Surrealist image - understanding for the art movement
8. In the Style of another artist
9. Water Photography (under water, about water, create water)
10. Three concentration pieces

Third Quarter:

1. Rural/Nature Photography
2. Candid (a true reflection of a day in a life of ____)
3. Tilt Shift techniques
4. Fashion Images
5. Mismatched image of a piece of architecture in alternate environment (digital rendering)
6. SUN prints (writing with light)
7. Exploration of Depth (art element of space)
8. Rhythm vs. Pattern
9. Sports Photography
10. Photojournalism (six pictures one story)

Fourth Quarter:

1. Social Commentary Piece (pick a topic and visually argue in it's favor)
2. Self portrait
3. Three concentration pieces
4. Written commentary for portfolio submission; rough draft submitted for approval
5. Matte and frame 5 Quality images
6. AP Art Exhibition
7. Final project

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
- 1.3 Analyze their works of art as to personal direction and style.

Analyze Art Elements and Principles of Design

- 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
- 1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- 1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Impact of Media Choice

- 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
- 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.3 Assemble and display objects or works of art as a part of a public exhibition.

Communication and Expression through Original Works of Art

- 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating works of art.
- 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts

- 3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
- 3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

- 3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.
- 3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

4.0 AESTHETIC VALUING

Derive Meaning

- 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

- 4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
- 4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

Make Informed Judgments

- 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art artwork that falls outside their own conception of art.
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

Visual Literacy

- 5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Careers and Career-Related Skills

- 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post secondary application, exhibition, job application, and personal collection).
- 5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Able to apply their knowledge of history, culture, and design to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to art and photography.
- **Effective Communicators:** Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize knowledge of art history and design to discuss design solutions and critique student work. Students will present portfolios and develop presentations.
- **Quality Producers/Performers:** Able to demonstrate the creative ability and technical skills to produce solutions to specific design problems, presentations, and portfolios.
- **Constructive Thinkers:** Using acquired technical skills to creatively solve design problems and reflect upon the characteristics and merits of their work and the work of others. Students will use their knowledge to analyze other design solutions using the strategies of art criticism. Students will gather and evaluate information from written and Internet resources on photographers and historical periods.
- **Collaborative Workers:** Able to work together to create solutions for group projects. Students will participate in group critiques of student projects. Students will participate in class discussions on aesthetics.
- **Responsible Citizens:** Maintaining classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

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