

AP Studio Art

Drawing/2-D Art and Design

Course Description: *There are two portfolio options for AP studio Art which are 2-D art and design and Drawing. Both portfolios will work on the same schedule and fulfill the same requirements. For the portfolio students will create 15 works of Art. Of those 15 works of Art 5 of those will be selected works of art where you will draw focus on a theme/inquiry/ and work with common material.*

Academic valuing, grading and artistic integrity

All projects, critiques and papers are worth 100 points. Students are graded on time management/participation, quality of work, craftsmanship, and creativity. It is required that all work is original. If you do reference an image that is not created by you it is expected that it is completely rendered and that the viewer is unable to recognize its origins. If you would like to work with photographs you should take them yourself. There is a digital camera provided to the students and all students are provided with a chromebook. Students may also use their cellphone to photograph their work. There is also a computer and photoshop available for students within the classroom. Direct copying of another artist's work is plagiarism and may be a violation of copyrights.

Artistic Integrity, Plagiarism, and Copyright: The works of art that you submit in your Portfolio must be your original creations. They should reflect your own experiences, knowledge, interests, and unique vision. Collaborative work or group projects may not be included in your Portfolio. If you incorporate artwork, photographs, images, or other content created by someone else ("pre-existing work"), you must show substantial and significant development beyond duplication. Your creation should substantially transform the pre-existing work. Additionally, you must identify all pre-existing work(s) in the Written Evidence portion of your Portfolio. You should also submit images of pre-existing work so that we can evaluate your transformation of any preexisting work(s). Plagiarism will not be tolerated. It's unethical and violates copyright law. If College Board determines in its sole discretion that you have violated this Artistic Integrity Agreement, such as by failing to acknowledge pre-existing works or attempting to pass off another's work as your own, College Board may decline to score your AP Art and Design Portfolio Exam or cancel your score. Throughout the course, students are encouraged to work from the direct observations of their individual life experiences, the direct observations from their world, and their dreams and fantasies. This process is practiced on the first day of class, and embedded in ALL created artworks, discussions, research, and investigations. Each student has already had this explained in the prerequisite courses; however, it is reviewed and checked constantly. Students are shown examples of appropriation used well and not well. This is discussed via PowerPoint examples of past violations, etc.. Plagiarism is not tolerated in any way.

Critical Analysis/ Communication and Reflection

Throughout the year students will participate in group and individual critiques. You will be expected to present and discuss your work with your fellow AP classmates. Some of the critiques will be verbal and others will be in a written format. As students develop their inquiry based investigation there will be weekly teacher-led discussions as well as student-led discussion throughout the year which will be verbal as well as written. You will keep a sketchbook or journal to record your synthesis of materials and the processes and ideas which will support your visual artwork.

Written Reflection questions for sketchbook and critiques

You will be writing in your sketchbook or journal weekly about your sustained investigation and for our weekly critiques both group and individual. The teacher will do a weekly check in with each student about their written reflections and start the group critiques with students.

Written reflection in sketchbook :

1. What kind of questions are guiding your sustained investigation? Have any new questions come up since you have started your investigation?
2. Make a list of the drawing materials or materials you have used (mark- making, value, and composition design) you are experimenting with.
3. What possible color schemes or meaning of objects or symbolism?
4. Please describe what you did this week during your investigation process?
5. What have you revised or changed so far?
6. What could you improve on? And what is working well for you?
7. What kind of insights, discoveries, or inspiration have you had this week.
8. What will you do next to further your investigation?
9. Did you experiment with any new techniques or materials this week?
10. What elements of art or principles of design were studied during your weekly investigation?
11. How have you practiced or experimented this week?
12. Why are you interested in investigating this idea?

Group critiques of work in progress or finished work

1. Share at least 3 answers from your reflection from your journal with the group.
2. Provide a constructive comment for one of your classmates.
3. Participate in the discussion when it is time.
4. Use vocabulary related to art such as elements of art and principles of design.
5. Provide a positive comment about your classmates' work.
6. Share some of your struggles, experimentations, and ideas.
7. Ask questions during group critique.
8. Write the critique feedback from your classmates in your sketchbook or journal.

Exhibition

Towards the end of the year students will present their work to the school within our faculty office so students, parents and staff members can admire their work. Students will be involved in the process of curating the show.

Portfolio Development and Access to Technology

Over the year students will complete a series of 15 works of art out of the 15 works of art 5 of them will be selected. These works will be original and demonstrate the mastery of skills and application in a variety of mediums. Throughout the year students have access to the internet with their own chromebook that is provided to them from the school as well as their cell phone to be used to photograph work . The teacher and students also have access to a computer which is a desktop computer within the classroom as well as a chromebook provided by the district. On the desktop students have access to Adobe to enhance their images for digital uploads. Students can also use their cellphone to take photos of their artwork so they can upload them to their digital portfolio. During critiques students will use the document camera to present their work on the SmartTV which is a replacement to the projector which will allow for visuals of students work for the group critiques.

Art History and Artist Research/Online Media

Students are expected to make use of the class library and the internet to better understand various artists, their styles and how they can learn some of their techniques, processes, ideas, and synthesis of materials. Researching artists' statements and identifying which artist inspires you will be important and helpful to identify who inspires your style and techniques for your sustained investigation. You will research at least one artist that may be related to your investigation or may use the same materials or techniques you wish to investigate . You can use a current working artist or an artist from history.

Use some of the following links/URLs below to find an artist to research and investigate your inquiry.

[The Met](https://www.metmuseum.org) (Metmuseum.org)

[Web gallery of art](https://www.wga.hu/index.html) (<https://www.wga.hu/index.html>)

[Colossal](#)

[Art21](#)

[Google Arts and Culture](#)

Research questions about Artist of choice

1. Who is the artist you are researching?
2. Research the artist's theme, style, ideas, famous works, and typical subject matter used.
3. Where is the artist from and are they currently working? This NEEDS to be an artist that you can find information on regarding their work, whether it be from art reviews, personal websites, wikipedia, etc.
4. Be specific and make connections to the artist, yourself, and your surroundings
5. What ideas does the artist investigate within their work?
6. What materials does the artist use?
7. Did the artists work from their imagination, observation, or from both?
8. Why did you pick this artist and what inspiration was gained from studying this artist's work?
9. How does this artist's work relate to your sustained investigation you are working on in class?
10. What mark making, line, surface, space, light and shade, and composition did the artist use within their work?
11. What is your opinion of the artist's work and why?
12. What questions would you ask this artist if you could?
13. How can you use one of the artist's particular artwork as an influence?

Course Materials and Design Resources

In addition to online access for resources students will also have access to the classroom library as well as the school library. Within the classroom library it has over 150 books that range from biographies of artists and techniques. Other books from the library include "step by step" and "how to books". The students will also reference the "Exploring Visual Design" textbook for students to reference and study. Students will also reference magazines that are available to them in the classroom such as Art in America and Art News. Students will also be shown prior student work as well as slide shows based on AP portfolios and samples with the use of a Smart TV and google classroom.

Text: Gatto, Selleck, Exploring Visual Design.(Copyright 2000) Davis Publications,Inc.

Media exploration and proficiency/ Materials

Students will be exposed to various materials such as graphite, charcoal, watercolor, tempera paint, collage, gel mediums, pastels, and acrylic paint. There will also be a wide variety of surfaces available such as canvas, paper, cloth, and boards.

Mastery of the Elements of Art/ Principles of Design and Media

The elements of art and principles of design will be considered when creating and making your artwork. Such as line, shape, color unity, form, texture, value, proportion, rhythm, movement, contrast, and balance.

Textbook available in class and for check out : **Text: Gatto, Selleck, Exploring Visual Design. (Copyright 2000) Davis Publications, Inc.**

URLS

[What is Art](#) (slideshows about Art and Art history to reference)

[Art Slideshow](#) (Various slideshows that will be viewed in class)

Major themes and Starting your Sustained Investigation

Sustain investigation focuses on the synthesis of process, materials, and ideas.

Find a theme/point of inquiry/question to go off from. The portfolio is not meant to be a circular wheel full of ideas trying to all come back to same idea or represent the same thing, rather it is like a tree with many branches there is a starting point or the trunk of the tree and as you go up the branches more and more smaller branches occur, it is meant to inspire how and show changes over time in ideas and demonstrate artistic process. Your portfolio does not need to be using the same materials, but you need to be able to explain why a change or why use a variety of materials / how they connect to your ideas. Don't worry about making all the finished pieces. You should make sketches, thumbnails, and "failed" works because it is all part of the process to get to the final product of your sustained investigation pieces. Students should document your ideas and the process that you go through when making a work, try color studies or thumbnails- this should be shown in your sustained investigations, it's an accumulation of how you got to an idea, not just the big or final ideas and final pieces. Keep in mind you can also have collages of sketches which can also help with the process of your sustained investigation.

Starting with brainstorming, you need to find a point of inquiry that doesn't have to be repetitive in all your works but allows one to explore the question, ask more questions and go beyond initial ideas. Think about mind mapping, what interests you and inspires you? What Artist's do you want to study or research?

Try mind mapping things you like, things you like drawing, even the materials you prefer to use.

- ask why ? ask a lot of why's, no need for answers but why's should pose more questions to investigate.

You may or may not have an idea of what you want your portfolio to consist of, if you do have an idea about your sustained investigation try making collages of inspiration for those ideas.

- If no ideas make collages of your favorite everything - favorite art, music, movies, photos, travel, social media pages, artists, books, hobbies, clothes, sports
- Or a vision board on what you care about, social justice issues, or maybe environmentalism, family, religion, etc

The more questions to start with the better, or the bigger/broader the scope of a question can go but is still able to be specific and unique to that person.

- Where do you get inspiration ? What excites you to create? How do you create? Why do you create?
 - How, what and why?
 - How do you want to make your works, materials, processes?
 - What do you want to make? What motifs? themes? colors ? What do you want to work through, discover, or explore with art ?
 - Why? Why is art important to you ? Why did you choose those materials and ideas? Why do you choose that combination of materials, colors, motifs, patterns?
 - AP Art is a synthesis of process, materials, and ideas.
 - While you don't have to think about it all right now, it's a good idea to start writing down your thoughts on certain elements of your pieces or within your journal or sketchbook. You can ask yourself maybe why you chose this color or picked this photo over another.
 - Asking questions about your art, or maybe having other classmates look at the artwork and see if you have questions about it for you to answer and describe the piece in more detail.
 - The first few pieces, 1-3 might be vision boards or you're trying to discover a question to start out with.
 - You can also look over a past AP student's current body of work to see an already established theme and see what they can get out of that, what questions, or ideas they are posing and investigating already and go from there.
- 2-D Art and Design Portfolio examples [AP portfolio examples](#)
 AP Drawing Portfolio examples [AP portfolio examples](#)

Projects list to help start your sustain investigation

AP Drawing

Project 1: Draw an interesting perspective of a typically average object. Focus on contrast, detail and proportion.

Journal reflection: Why did you choose this object? What did you learn from this project? How did it lead to your investigation or help with the process? What materials did you use? What did you struggle with?

Project 2: Draw a self portrait of yourself but add something to the portrait that is rarely seen from others. It could be showing some of your interests or hobbies or something about your personality.

Journal reflection: What was the side of your personality that you added to your portrait? What did you learn from this project? How did it lead to your investigation or help with the process? What materials did you use? What did you struggle with?

Project 3: Make a connection to something cultural or historical in regards to your theme. Research your theme and see if it has some historical or cultural significance. How does the artist relate to your work and how will the artist influence you?

Journal reflection: Why did you choose this culture? What did you learn from this project and culture? How did it lead to your investigation or help with the process? What materials did you use? What did you struggle with?

AP 2-D Art and Design

Project 1: Logo or Product design

Pick a product that you want to sell or create for a client or design a logo for the client. Focus on simplicity and detail.

Journal reflection: Why did you choose this product? What did you learn from this project? How did it lead to your investigation or help with the process? What materials did you use? What did you struggle with?

Project 2: Create a mixed media artwork that focuses on the idea of new and old. Think about the past and the future and how they connect. Think about how your experience is different from your grandparents or parents.

Journal reflection: What did you learn from this project? How did it lead to your investigation or help with the process? What materials did you use? What did you struggle with?

Project 3: Make a connection to something cultural or historical in regards to your theme. Research your theme and see if it has some historical or cultural significance. How does the artist relate to your work and how will the artist influence you?

Journal reflection: Why did you choose this culture? What did you learn from this project? How did it lead to your investigation or help with the process? What materials did you use? What did you struggle with?