

SENIOR ART: ADVANCED PLACEMENT STUDIO ART

3-D PORTFOLIO

Senior Art is a yearlong class open to all seniors with art credit and teacher recommendation. Completion of the course will allow students to submit the Advanced Placement (AP) 3-D Portfolio for AP credit. Senior Art meets for one forty-minute period a day. Students are strongly encouraged to sign up for at least one additional class period in the art room with guidance and teacher referral.

Senior Art students will need to compile a sketchbook/journal to record notes, develop ideas, and practice skills. Throughout the first 18 weeks of class, students will be asked to submit one work based on a class theme every 6 -10 school days. These works will cover a variety of topics relevant to 3-D design and will be used to complete the Breadth portion of the AP Drawing portfolio. Topics will explore elements and principles of design, composition techniques, and materials and methods common to 3-D art production, as well as a variety of artists and art movements. Artistic integrity, plagiarism, and not taking personal ownership of another artist's intellectual property will be discussed at this early stage and become an important topic throughout the class. A minimum of 8 Breadth works will be selected for portfolio submission in the spring, which will be loaded digitally on the students AP webpage. Breadth works may include a variety of media such as clay, found objects, paper mache, plaster, and wire.

Earlier exploration of historical and contemporary artist combined with the exploration of personal interest and motivation will allow the second half of the year to be dedicated to students developing the Concentration portion of their portfolio. Through their Concentration, students will explore an area of interest to them independently and in depth, completing a minimum of 8 works, although more is encouraged. Students will again load 12 slides onto the AP webpage to document Concentration work. Students will write an artist's statement summarizing the ideas behind their Concentration. Critique will be part of the class requirements throughout the year. Through written, group and personal critique students will improve works in progress and select 5 Quality works. These Quality pieces should represent the highest quality of work completed by a student throughout the year, showcasing the skills of each artist in all areas relevant to 3-D design: elements and principles of design, composition, form, function, technical skill, craftsmanship, and creativity. The 5 quality pieces will be represented in the digital portfolio with 10 slides. Additionally, students will plan, and prepare a display of their work for the community and / or for the AP portfolio exam.

The projects and assignments outlined in this syllabus are designed to meet the requirements of the AP Studio Art 3-D portfolio as well as satisfy the state standards for senior high school students in advanced art exploration. To further clarify the areas of 3-D design as well as Breadth, Concentration, and Quality the class will examine the portfolio themes and areas as defined on the AP Studio Art poster and through AP slideshows and websites created by the College Board.

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Calendar of Activities for Senior Art

Summer and Week 1 through Week 3:

- Introduction to the AP Studio Art Portfolios through comparison of the 3 portfolios: 2-D, 3-D, and Drawing; using the AP Studio Art poster and through AP slideshows created by the College Board. We will review the required work and go over the syllabus/calendar for the course.
- **Portfolio Assignment #1 and #2:** Create 3 self-portraits in a variety of styles. One should be simple line work using wire or yarn to capture the outline of a form. The second work should include 3-D modeling that shows depth with dimensional features and realistic form and proportion in high relief. The final work should be a cartoon or caricatures with non-realistic features, and exaggerated forms created in any media of choice.
- **Research Assignment #1:** Students are provided a Contemporary Artist List to research. Students are encouraged to use Internet or art magazines as resources. Magazines could include: Artnews, Art in America, Juxtapoz, High Fructose, or others. Students will be instructed how to set up a Pinterest account. Throughout the summer, and the year, as they encounter art that they like, question, or dislike, students should post the images to their Pinterest account with their notes or comments. 50 pins on any subject should be pinned throughout the summer. Five additional pins on the topic of portraits should be pinned this week.
- Class discussion and presentation on sketchbook use. Share “Sketchbook as Collaborator” Power Point. Additional references for the presentation on sketchbook use include books on the use of sketchbooks such as: The Journey Is the Destination: The Journals of Dan Eldon, The Diary of Frieda Kahlo: An Intimate Self-Portrait, The Creative License: Giving Yourself Permission to Be The Artist You Truly Are and Everyday Matters by Danny Gregory.
- **Sketchbook Assignment #1:** Sketchbook prompts will be provided to encourage exploration of personal likes, interests, and fears in art. This sketchbook will be used to plan and develop ideas throughout the year. In addition to this completed works may be done in the sketchbook throughout the year when students have an idea they are interested in that does not fit with the weekly Breadth assignments. The sketchbook is for student use, but is a tool that must be used to gather ideas, and plan direction. Sketchbooks will be checked throughout the year for both formative and summative grades. Students should be able to demonstrate some exploration of the topics provided for the summer by the end of the third week of school in a formative check.

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- **Critique Assignment #1:** Students will write a critique of their personal work and a peer's work for the Self Portrait Assignments.
- **Research Assignment #2:** 10 pins with comments related to the topic of a series.

Week 4, 5, and 6:

- Students will develop observational skills and composition skills through creating realistic sculptures from careful observation. A class presentation will be completed that shows how different artists employ observational skills in the creation of still life, landscape, and architecture. Students will view a slide presentation discussing composition with focus on issues like form, function, texture, and space.
- **Portfolio Assignment #3:** Students will choose a realistic object to recreate in a media of choice.
- **Sketchbook Assignment #2:** Sketchbook should show deeper exploration of prompts and use to plan and organize for the composition of observational sculpture. This will be a summative check.
- **Research Assignment #3:** 10 pins with comments related to the topic of realistic, observational sculpture.
- **Critique Assignment #2:** Students will write a critique of their personal work and a peer's work for realistic observational sculptures.

Week 7, 8, and 9: TO END OF FIRST WEEKS

- Students will develop skills in modeling the human figure through observation, skeletal studies, gestures and completed compositions focusing on the human figure. A class presentation will introduce students to the human figure in art and discuss proportion, and balance while reviewing composition and movement. Students will practice for 2 days completing gesture drawings and detail studies of the figure to be used in their final composition.
- **Portfolio Assignment #4:** Completed composition of a figure in action, using wire, plaster, and Styrofoam.
- **Research Assignment #4:** 15 pins with comments related to the topic of figure sculptures. Students will be cautioned about the chances of encountering nudity in art of this nature. They will be asked to determine their own personal code of decency/ school appropriateness and apply this to the works to be shared with others through pinning.
- **Critique Assignment #3:** Students will write a critique of their personal work and a peer's work on figure sculptures.
- **Sketchbook Assignment #3:** Sketchbook should show deeper exploration of prompts and use to plan and organize for the composition of figural sculptures. This will be a summative check.

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Week 10 and 11:

- Students will watch a presentation and participate in a discussion about contour lines in sculpture. Students will discuss the work of Alexander Calder, examining wire sculptures to determine the way that artist have used line to capture the detail of an object. Emphasis should be on the line created capturing the detail of the object observed.
- **Portfolio Assignment # 5:** Complete a cross contour drawing in any media.
- **Research Assignment #5:** 10 pins with comments related to the topic of contour lines.
- **Critique Assignment #4:** Students will write a critique of their personal work and a peer's work using contour lines.
- **Sketchbook Assignment #4:** Sketchbook should show deeper exploration of prompts and use to plan and organize for the composition of figural sculptures. This will be a formative check.

Week 12 and 13:

- Students will examine illustration as a means of modeling the particular characters and traits of a fictional being. Particular attention will be paid to how sculpture model figures and characters for film, video, and toys. Character modeling will be explored through videos and slides. Materials for this assignment could be clay, sculpey, or paper mache.
- **Portfolio Assignment # 6:** Complete a Character sculpture.
- **Research Assignment #6:** 10 pins with comments related to the topic of character modeling.
- **Sketchbook Assignment #5:** Sketchbook should show deeper exploration of prompts and character or idea development for illustration. This will be a formative check.

Week 14 and 15:

- After focusing on realistic detail and developing observation and rendering skills, students will be asked to spend time focused on the creation of expressive works of art. The book, Expressive Drawing: A Practical Guide to Freeing the Artist Within, by Steven Aimone, along with online tutorials by the author, will be used to introduce the idea of expressive art. Students will explore the work of expressive artists, and nonobjective artists. They will record their observations and reflection in their sketchbook noting the types of lines and marks that make expressive and non-objective artwork appeal to them as an individual. Expressive art will be compared to abstract art. Students will investigate the process of abstraction and artist who use abstraction in the work.
- **Portfolio Assignment # 7:** Complete an Expressive or Abstract work.
- **Research Assignment #6:** 5 pins with comments related to the topic of expressive sculpture. 5 pins with comments related to abstract art.

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- **Critique Assignment #5:** Students will write a critique of their personal work and a peer's work using either Expressive or Abstract Ideas.
- **Sketchbook Assignment #6:** Sketchbook should show deeper exploration of prompts and use to plan and organize expressive and abstract works. This will be a summative check.

Week 15, 16, and 17:

- Students will be introduced to political and activist art through presentations, videos, and slideshows. Activist music will also be played in class throughout this unit of instruction to illustrate how this movement reaches across the arts.
- **Portfolio Assignment # 8:** Complete a political or activist artwork.
- **Research Assignment #7:** 10 pins with comments related to the topic of political or activist art.
- **Sketchbook Assignment #7:** Sketchbook should show deeper exploration of prompts and use to plan and organize ideas for political/activist art. This will be a formative check.

Week 17 and 18: TO END OF SECOND 9 WEEKS

- Discussion of Appropriated Images, Artistic Integrity, Plagiarism, and Originality: Use Power Point of professional artist who use Appropriated Images (including Andy Warhol, Marcel Duchamp, Michel Majerus and Susan Li O'Connor), and view Shepard Fairey video raising ownership questions concerning his poster for Obama presidential election campaign in 2008, which was taken from an AP Photograph.
- Students will have individual conferences with the teacher regarding the creation of original, non-plagiarized images. Students will be asked to create personal guides limiting Plagiarism and encouraging Originality.
- **Research Assignment # 8:** Students will be asked to review the art introduced throughout the first semester and select three artists or art movements that they are particularly inspired by. They will be asked to record more detailed information about three different artists/movements, and share why this art has particular appeal.
- **Portfolio Assignment #9:** Students will use these artist's as inspiration for an original work. Rules for appropriation must be followed with this work.
- **Critique Assignment #6:** Students will write a critique of their personal work and a peer's work creating using other artist's work as inspiration.

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Winter Holiday and Week 19:

- Students will be asked to do a portfolio evaluation of their work completed to date. Focus will be on the selection of minimum of 8 artworks to be used for the breadth portion of the AP portfolio. Peer partner evaluations will help students select work for their portfolio and identify any weak works or areas for improvement. Students will use this reflection to guide further work to complete projects began during any earlier assignments or begin new work.
- **Portfolio Assignment #10:** By the end of week 19, each student will have 12 photographs selected documenting the minimum of 8 works to be included for the Breadth portion of their AP portfolio. These images must be quality images with good lighting, crystal clear focus, and any distracting background images cropped out of the final photo.
- Discuss the development of a concentration topic. Generate list of interests. Brainstorm art activities of interest. Begin discussion of concentration possibilities from brainstorming. Work should have been completed in sketchbooks throughout the last 7 months to assist in this planning.
- Students will be viewing AP portfolio examples as well as collections of different artists work to see how artists explore a topic and work in a developed style. Students will be reminded of how to maintain artistic integrity and avoid plagiarism as they explore their concentration possibilities.
- Continue work on concentration development with brainstorming, sketching, and research. Students will develop a rough draft of their personal commentary for their concentration. Conferences will be held with peers and the instructor as needed in the planning process.
- **Sketchbook Assignment #8:** Sketchbook should show total exploration of prompts and use to plan and organize ideas for concentration. This will be a summative check.

Week 20, 21 and 22:

- Throughout this time and for the remainder of the year, students will continue to explore their concentration topic, working individually to complete works for the concentration.
- Students may revisit their personal commentary for their concentration exploration, rewriting and refining ideas throughout the work process.
- **Portfolio Assignment #11: Concentration #1 with Sketches of ideas for remaining concentration works and written explanation of the idea behind the concentration and how you ideas will grow and show development throughout the concentration.**

Week 22, 23 and 24:

- **Portfolio Assignment #15: Concentration #2**
- **Critique Assignment #7:** Students will write a critique of their personal work and a peer's work.

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Week 24, 25, and 26:

- **Portfolio Assignment #17: Concentration #3**

Week 26, 27, and 28:

- **Portfolio Assignment #18: Concentration #4**
- **Critique Assignment #8:** Students will write a critique of their personal work and a peer's work.

Week 28 and 29:

- **Portfolio Assignment #19: Concentration #5**

Week 30 and 31:

- **Portfolio Assignment #20: Concentration #6**
- **Critique Assignment #9:** Students will write a critique of their personal work and a peer's work.

Week 32, SPRING BREAK, and 33:

- Students need to be aware at this time of limited time left before the AP exam. Any work that is incomplete or needs further work should be the focus of individual attention over the week of Spring Break.
- **Portfolio Assignment #21: Concentration #7**

Week 34 and 35:

- **Portfolio Assignment #22: Concentration #8**
- **Portfolio Assignment #23: Digital Upload.** By the exam date, Friday of week 35, each student will have 12 works photographed for the concentration portion of their AP portfolio. These images must be quality images with good lighting, crystal clear focus, and any distracting background images cropped out of the final photo. In addition these Concentration images, along with the Breadth photos completed in January need to be uploaded onto the AP website by each individual student. Student commentary on the concentration must also be typed and loaded into the AP Digital Upload Site. Students must select 5 Quality to be digitally uploaded with 2 photos for each work. All works in all areas must be Uploaded and forwarded to the instructor before the exam period end. All works must be forwarded from the teacher to the guidance counselor by 2:30 May 9, 2013.

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***** **A note on due dates:** It is expected that all assignments will be finished to turn in on the day that they are due. Students need to be completed with work so that they can continue with the class participating in critiques, presentations, and demonstrations. Grades will not be dropped for late work, but detentions will be assigned when projects are late. This will be an after school detention giving students extra time to complete work that is missing. The course requirements for AP Studio necessitate that we have due dates very often to complete the 24 mandatory works for the Drawing Portfolio. Please be aware that if you do not drop the course within the add/drop period assigned by guidance you will be assigned a withdraw/fail grade. If you finish all work in the first grading periods, but fail to finish the portfolio, which constitutes the exam for this class, you will fail not just for the final 9 weeks but also for the entire year.