

## **SENIOR ART : ADVANCED PLACEMENT STUDIO ART DRAWING 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) Drawing 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 5 -10 school days. These works will cover a variety of topics relevant to Drawing 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 2-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. 12 Breadth works will be selected for portfolio submission in the spring. Breadth works may include a variety of media such as pencil, colored pencil, charcoal, oil pastel, collage, marker, painting, and printmaking.

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 12 works, although more is encouraged. 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 select 5 Quality works. These pieces should represent the highest quality of work completed by a student throughout the year. Quality works showcase the skills of each artist in all areas relevant to Drawing: elements and principles of design, composition, technical skill, craftsmanship, and creativity. The 5 quality pieces will be submitted through our AP coordinator to satisfy the quality requirements of AP portfolio. 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 Drawing portfolio as well as satisfy the state standards for senior high school students in advanced art exploration. To further clarify the areas of Drawing 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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## DRAWING PORTFOLIO

### Calendar of Activities for Senior Art

#### Summer and Week 1:

- 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:** Create 3 self-portraits in a variety of styles. One should be a simple line drawing using gesture or contour lines. One should include shading with specific attention to the highlights and shadows that make up a face. One drawing should be a cartoon/caricature.
- **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 Frida 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 first week of school in a formative check.

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#### Week 2 and 3:

- **Portfolio Assignment #2:** Students will create photocopies or use the light tables to trace copies of the portraits completed for assignment one. Students will experiment with a variety of techniques including photographs, photo transfer, photocopies, Photoshop, Illustrator, collage, and a variety of drawing materials including chalk, paint, marker, pencil, and colored pencil. Three finished portraits will be assembled in a series and submitted as one work for a grade.
- **Critique Assignment #1:** Students will write a critique of their personal work and a peer's work for the Multiple Self Portrait Series Assignment.
- **Research Assignment #2:** 10 pins with comments related to the topic of a series.

#### Week 4, 5, and 6:

- Students will develop observational drawing skills and composition skills through drawing still life objects from observation. A class presentation will be completed that shows how different artists employ observational skills in the creation of still life, landscape, and architectural drawing. Students will view a slide presentation discussing composition. Students may also watch the DVD, *Creating Dynamic Compositions*, by Sandra McFall Angelo.
- **Portfolio Assignment #3:** Students will use pumpkins and gourds and other objects from the fall harvest to work on composition and develop skills with drawing volume and shading without using hard outlines. Students will use pencil, colored pencil or oil pastels.
- **Sketchbook Assignment #2:** Sketchbook should show deeper exploration of prompts and use to plan and organize for the composition of observational drawings. This will be a summative check.
- **Portfolio Assignment #4:** Architectural drawing on a gray ground. Students will use what we have discussed about composition to photograph interesting architectural features around the school, town or community. Using their own photos students will use Photoshop to create an interesting composition, with a full range of values black through white. Students will create a mid-tone gray value over their entire paper. Detail will be added by erasing in highlights or lighter areas on adding values in charcoal and pencils with leads of varied hardness.
- **Research Assignment #3:** 10 pins with comments related to the topic of observational drawing of still life, landscape, or architectural drawings.
- **Critique Assignment #2:** Students will write a critique of their personal work and a peer's work for observational drawings.

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

- Students will develop skills in drawing the human figure through observation, skeletal studies, detail drawings, 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. Students will practice for several days completing gesture drawings and detail studies of the figure.

- **Portfolio Assignment #5:** Completed composition using gesture and/or detail drawings.

- **Portfolio Assignment #6:** Complete figure composition.

- **Research Assignment #4:** 15 pins with comments related to the topic of figure drawings.

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 drawings.

- **Sketchbook Assignment #3:** Sketchbook should show deeper exploration of prompts and use to plan and organize for the composition of figure drawings. This will be a summative check.

#### Week 10 and 11:

- Students will watch a presentation and participate in a discussion about contour lines. Students will discuss how contour lines on a map are used to tell elevation and relate this to the nature of a cross contour line drawing. Cross contour will then be compared with blind contour drawing. Emphasis should be on the line created capturing the detail of the object observed.

- **Portfolio Assignment # 7:** Complete a cross contour drawing in any media.

- **Portfolio Assignment # 8:** Students will complete several contour line practice drawings.

Drawings will be completed in marker. When a final composition is chosen, watercolor will be applied to the finished contour drawing to accentuate detail without overwhelming the drawing. The finished composition should still appear as a contour drawing.

- **Research Assignment #5:** 10 pins with comments related to the topic of contour line drawings. Pins can be cross contour, blind contour, or contour drawings.

- **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 figure drawings. This will be a formative check.

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**Week 12 and 13:**

- Students will examine illustration as a means of drawing, determining the characteristics that make a drawing an illustration. Illustration will be explored through videos and slides.
- **Portfolio Assignment # 9:** Complete an Illustration
- **Research Assignment #6:** 10 pins with comments related to the topic of illustration.
- **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 # 10:** Complete an Expressive or Abstract work.
- **Research Assignment #6:** 5 pins with comments related to the topic of expressive drawings. 5 pins with comments related to abstract art.
- **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 drawings. 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 # 11:** 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.

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#### **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 #12:** 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 using other artist's work as inspiration.

#### **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 12 potential artworks to be used for the breadth portion of the A.P. 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 #13:** By the end of week 19, each student will have 12 works selected and photographed 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.

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- 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 and 21:**

- 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 #14: 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 21 and 22:**

- **Portfolio Assignment #15: Concentration #2**

#### **Week 23 and 24:**

- **Portfolio Assignment #16: Concentration #3**
- **Critique Assignment #7:** Students will write a critique of their personal work and a peer's work for their concentrations.

#### **Week 24 and 25:**

- **Portfolio Assignment #17: Concentration #4**

#### **Week 25 and 26:**

- **Portfolio Assignment #18: Concentration #5**

#### **Week 27 and 28:**

- **Portfolio Assignment #19: Concentration #6**

#### **Week 28 and 29: INTO THE THIRD 9 WEEKS**

- **Portfolio Assignment #20: Concentration #7**

#### **Week 29 and 30:**

- **Portfolio Assignment #21: Concentration #8**

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**Week 30 and 31:**

- **Portfolio Assignment #22: Concentration #9**

**Week 31 and 32:**

- **Portfolio Assignment #23: Concentration #10**

**Spring Break, Week 33, and Week 34:**

- Students need to be aware at this time of limited time left before the AP exam. An work that is incomplete or needs further work should be the focus of individual attention over the week of Spring Break.

- **Portfolio Assignment #24: Concentration #11**

**Week 34 and 35:**

- **Portfolio Assignment #25: Concentration #12**
- **Portfolio Assignment #26: 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 by 3:00 May 9, 2013. Students must select 5 Quality works by Monday May 5 and turn these works in to be mounted for the Quality submission. On Friday, May 9, each student will confirm that the 5 works are matted and labeled, and that the portfolio is ready for submission to the College Board.

\*\*\*\*\* **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



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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 for the entire year.