

AP Studio Art 2D Design Syllabus

Title: AP Studio Art 2D Design

Department: Fine Arts

Length of Course: Full Year

Grade Level: 11,12

Prerequisite: Art I, II, III

Required Text: None

Supplies: Students provide own substrates and brushes

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Studio hours: Thursday 3:10-4:30pm

Course Description

Advanced Placement Studio Art 2D Design is a year-long, rigorous experience designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation in early May. In building their portfolios students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students develop work for the three sections of the AP Art Portfolio: Breadth, Concentration and Quality.

Content Standards

This course is aligned with the National and State Fine Art content standards and benchmarks.

Themes of Study

This course emphasizes making art as an ongoing process that involves the student in informed and critical decision making using the elements of art and the principles of design. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.

The *principles* of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual *elements* (line, shape, color, value, texture, space). They help guide the artist in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

The AP Studio Art 2D Design portfolio requires students to produce a minimum of 24 works that reflect issues related to 2D Design. These works may include traditional as well as experimental approaches to 2D Design. Drawing, painting, printmaking, mixed media and

collage are all appropriate means for expressing design principles. Works produced for the Breadth section of the portfolio are typically teacher-driven, while works produced for the Concentration section are student-driven.

Course Objectives

- Upon completion of this course the student will have conceived and created original works of art that demonstrate a skill level that is equal to a freshman college art course level.
- The student will initiate, define and solve challenging visual art problems independently using intellectual skills such as analysis, synthesis and evaluation.
- Demonstrate the ability to formulate written analysis of one's own work and explain to others the motivations of his/her work.
- Evaluate the manner in which subject matter, symbols and images are used in other students' works as well as works by well known artists.
- Analyze relationships of works of art to one another in terms of history, aesthetics and culture, justifying conclusions and using them in the creation of one's own work.
- Reflect analytically on various interpretations as a means for understanding and critiquing works of art.
- Make connections between techniques and principles in the visual arts and other disciplines.
- Develop personal ideation for compositions based upon the student's sketchbook, photographs and methods demonstrated in class.
- Send a portfolio to the College Board to be evaluated in the spring.

Summer Work: Take 1,000 photos that demonstrate the elements and principles of art. Bring them to school on a flash/thumb drive the first day of school.

Critiques

Critiques are an important part of this course. All students come together for critiques at regular intervals, generally when major assignments are due. Each student is expected to participate and provide positive feedback using the vocabulary of art. Sometimes the feedback will be written, other times verbal. The AP Studio Art rubric will be used as the structure for our evaluations.

Artistic Integrity/Copyright/Plagiarism

All work must be original. If the student uses a published image as a basis for their own piece there must be significant alteration to the piece for it to be considered original. During individual and group discussions and critiques students will develop an understanding of what constitutes plagiarism and how to maintain their own artistic integrity.

Course Schedule

Classes meet four times weekly, two days for 54 min, two days for 84 min. The art studio is open until 4:30pm on Thursday for you to have more studio time.

Work in September will focus on completing Breadth work, while formulating ideas for the Concentration work. Concentration work will begin in October.

Important Guidelines for Concentration Work

- **Originality**- no work from others' photos, no trite imagery (i.e. deadhead skulls, logos, tearful clowns, happy clowns, palm trees, hearts, cute, precious, adorable pretty images, rainbows, monsters, cartoon characters, or copyrighted symbols)
- **Contrast**- in value, color, texture, size
- **Composition**- no 'bull's-eye' effects, asymmetry rather than symmetry
- **Clear**- the viewer should be able to see your content, intention by looking at your work
- **Clarity & Unity**-your concentration needs to be focused
- **Growth**-the Concentration needs to demonstrate risk taking
- **Complexity**- in the use of occupied and unoccupied space

Suggested Breadth Projects

The best demonstrations of Breadth clearly show experimentation and a range of conceptual approaches to the work. It is possible to do this in a single medium (such as photography) or in a variety of media. When a student chooses to use a single medium, for example, collage, the images must show a variety of applications of design principles.

The work in this section should demonstrate understanding of the principles of design: unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale and figure/ground relationships. Successful works require the integration of the elements and principles of design. Students must be actively engaged with these concepts while thoughtfully

composing their art. The work in this section should show evidence of conceptual, perceptual and expressive development, as well as technical skill.

- **A series of photographs clearly depicting the elements and principles of design. This will be the summer work you do prior to starting the course in September. Take 1,000 photos that show an element or principle of art. Store on a flash/thumb drive and bring to school. Whittle your photos down to the best 25. We will look at these as a class and help decide which photos are the top 12.**
- A series of collages clearly depicting the elements and principles of design while addressing social issues
- Work that employs line, shape or color to create unity or variety in a composition
- Work that demonstrate symmetry/asymmetry , balance or anomaly
- Work that explores figure/ground relationships
- Work that develops a modular or repeat pattern to create rhythm
- Work that uses various color relationships for emphasis or contrast in a composition
- Work that investigates or exaggerates proportion/scale.

Suggested Concentration Projects

A Concentration should consist of a group of works that share a concept. This could be an in-depth study of a particular visual problem or a variety of ways of looking at a particular subject. The student should sustain his/her investigation of the concept throughout 12 pieces. Some concentrations may involve sequential works that lead to more finished works. The investigation of a medium in and of itself, without a strong underlying visual idea, generally does not constitute a successful concentration.

- A series of fabric designs, apparel designs, weavings, batiks to express particular themes
- A series of political cartoons
- Drawings/paintings based upon cell/microscopic images
- Design and creation of a children's book
- Development of a series of identity products: logos, stationery, boxes, labels for an imaginary business
- Interpretive portraiture or figure studies that emphasize character, dramatic composition or abstraction
- Personal or family history depicted through imagery or symbols
- An exploration of patterns and designs found in nature or culture

- A series of works that begins with representational interpretations and evolves into abstraction
- A series of landscapes based upon personal experience of a particular place in which composition and light are used to intensify artistic expression

Selecting works for the Quality Section

Quality refers to the mastery of design principles that should be apparent in the concept, composition and execution of the works, whether they are simple or complex. Students are asked to submit five actual works in one or more media. Students should carefully select the works that demonstrate their mastery of 2D design issues. The works should be on flat surfaces, such as paper, cardboard, canvas board or unstretched canvas. The size of the pieces is limited to approximately 18" x 24". Pieces that are smaller than 8" x 10" should be mounted on sheets 8" x 10" or larger. All work on paper should be backed or mounted. The work will demonstrate excellent use of materials, techniques, clear thinking and visual content, purposeful composition, awareness of style and format, be inventive, imaginative, sensitive and evocative. Work submitted may come from the Concentration and/or Breadth sections, but they do not have to. They may be a group of related works, unrelated works, or a combination of the two.

Bibliography

AP Studio Art Poster

AP Scoring Guidelines

Lauer, David A and Pentak, Stephen. *Design Basics*, Wadsworth Cengage Learning

Kleiner, Fred S. *Gardner's Art Through The Ages*, Wadsworth Cengage Learning

Grading:

Grades are divided into four categories. All count toward the student's final grade.

Art Projects = 70% **Written Work/Presentation/Critiques = 15%** **Studio Skills* = 15%**

***Studio Skills** = evaluation of students as productive and positive participants in group activities and care of our shared studio space, this includes clean up and maintenance of materials and work space.

Grading Method: A-F 90-100 A 80-89 B 70-79 C 60-69 D 59- below F

My website has the syllabus and project information. Grades will be updated online every two weeks. Academic Center

Information Link: <http://www.wlhs.wlww.k12.or.us/site/Default.aspx?PageID=3296>