

Welcome to AP Studio Art: 2D Design Portfolio

The AP Studio Art courses are designed to give students with flourishing or exceptional artistic skills the opportunity to develop further by creating a portfolio of college-level artworks. Upon completion of the 2D Design portfolio requirements (Breadth, Concentration and Quality), and with a passing score on the exam (submission of portfolio), each student has the chance to earn 3 hours of college credit. Considering the 2D Design Portfolio is a college-level based class, this will be a very demanding and experimental course designed to develop mastery in conceptual exploration, composition and execution of ideas with an understanding and integration of the Elements and Principles of Art. Students will understand that making art is an ongoing process that requires informed and critical decision making skills. Students are expected to; collaborate with other artists/students/faculty, visit art museums and galleries, read art related literature and periodicals, participate in group critiques, experiment with materials and media and cultivate individuality through their artwork.

I. The 2D Design portfolio consists of three sections: Breadth, Concentration and Quality

Section III: Breadth: The student must demonstrate mastery of a variety of conceptual concepts and approaches that explore problem solving, creativity, technique and versatility. In the Breadth section, artworks should demonstrate an emphasis of the Elements of Design (line, shape, space, texture, color and value) organized by the Principles of Designs (unity/variety, balance, emphasis, rhythm, and proportion/scale).

You will submit 12 images of 12 different works; no details images are permitted in this section.

- Media in the 2D Design Portfolio can include graphic design, illustration, typography, painting, photography, collage, mixed media, fabric/fashion design, digital imagery or printmaking. NO sculpture is allowed in the 2D Design Portfolio. Possible Breadth projects could include:

Asymmetrical or Symmetrical Balance
Rhythm and Movement
Art History
(Positive/Negative) Shape Relationships
Use of Image and Text
Stylized, Distorted or Elongated Forms
Layering
Exterior Architectural Design
Fashion Design
Logo/Graphics
Design a poster
Photography
Story illustrations

Variety of Shape and Pattern
Color Theory and Schemes in Art
Costume Design
Modular Design
Repetition of Motifs
Nonobjective Forms
Theater Design-2D
Interior Architectural Design
Printmaking
CD Design
T-Shirt Design
Self Portraiture
Environmental design

Section II: Concentration: This is a body of work consisting of a well planned and a thoroughly investigated idea or theme developed by you, the student. Your concentration should be of a personal interest that grows and evolves through your investigations, experiences and collaborations. The works should be present a number of conceptually related works, demonstrate quality of idea and show growth and discovery. **You will submit 12 images for the Concentration section. Detail slides are permitted in this section.** Possible Concentration subjects could include:

Design and execution of a children's book.

A series of identity products (logos, letterhead, signs, boxes)

Political cartoons using current events and images

Works evolving from representational to abstract

Exploration of abstract forms in nature.

Personal or family history communicated through symbols or imagery

Interpretive portraiture or figure studies that emphasis dramatic composition or abstraction

Manipulation of nature

Visual travelogue of places visited

Section I: Quality: 5 pieces from the Breadth and/or Concentration sections that best exhibit 2D design excellence. The works selected for the Quality section may be a group of related works, unrelated works or a combination of works. These works cannot exceed 18x24 inches, including a mat. Each Quality will be matted with neutral or black mat board to give uniformity to presentation and leaf cover to protect artwork.

II. Classroom Content

- Students will work the first semester on their Breadth section to allow the development of mastery in concept, composition and the execution of idea. Classroom and individual demonstrations, past student examples, artists and art history, contemporary trends in design and a **complete understanding of the Elements and Principles of Art** will be employed on every assignment to ensure the student's versatility in problem solving.
- Students will view past students' portfolios and should review the AP scoring rubric.
- Students are required to participate in local and national art shows and competitions
- Each student will research and request information from colleges which they may apply. This may be in conjunction with the Blackhawk graduation project.
- Students will participate in regularly scheduled group and individual critiques using the AP scoring rubric (see attached scoring rubric). Students are expected to examine and discuss master works, their works and works from their peers in verbal and written formats. All AP Studio Art students will participate in critiques regardless of which portfolio they belong.

- Students should keep a **sketchbook** or portfolio containing all preliminary sketches, **notes**, stories, thoughts, color schemes, artists, collected photos and research for Breadth and Concentration projects. Students are encouraged to keep their sketch book with them at all times so ideas will not be lost or forgotten. Each Breadth and Concentration project should be worked out in as much detail as possible in your sketchbook.
- We will attempt to visit museums and galleries to study contemporary artists and trends. Students will be required to make sketches and gather information to use as inspiration in new works. Students are also encouraged to visit museums and galleries on their own.
- Each student is responsible for their portfolio by taking digital photographs, maintaining and formatting the images in the camera and on the computer.
- Students will submit a portfolio containing 12 digital images for the Breadth section, 12 digital images for the Concentration section and 5 actual pieces of artwork for the Quality section of the 2D Design Portfolio. Works submitted in the Breadth and Concentration sections are submitted digitally on a CD, not the actual work. The Quality section is the only section where the students will submit their 5 best pieces of artwork from either section(s).

III. Grading, Deadlines and Craftsmanship

- Art is a subjective concept with a collection of possible solutions and answers. Not everyone agrees on what art is or how it should be taught. Students and parents are not likely to agree with the teacher each and every time about a grade. Nevertheless, the teacher is obligated to give what he thinks is an honest assessment of a work of art based on the criteria set by the Advanced Placement program. The teacher will also draw upon their personal experiences and education to determine to what degree the student has creatively addressed 2D Design issues with adequate planning and extraordinary skill.
- Students are expected to produce 12 pieces a semester. This demand on work and time will require students to work in class everyday as well as work several hours a week outside of class. Each project will overlap each other requiring the students to multi-task and balance their workload. As a department, we stress that this is a personal portfolio and students can include work done outside of class or from other courses
- Students will receive a portfolio progress grade every 9 weeks.
- Work that is judged by the teacher to be incomplete will not be accepted under any circumstances and therefore not photographed for your portfolio. Artwork that is unresolved, noticeably damaged or unrepairable, fails to comply with stated restrictions and project guidelines (size, medium, concept, technique, subject matter, etc.), or is turned in after the 9 week grading period will not be accepted for grading. Once artwork meets AP standards, work can then be photographed.

V. Grading Rubric (used for grades, critiques and Quality evaluations)

	Poor (1)	Moderate (2)	Good (3)	Strong (4)	Excellent(5)
Creative/ Originality	1	2	3	4	5
Clear visual intent	1	2	3	4	5
Complexity of concept	1	2	3	4	5
Craftsmanship and composition	1	2	3	4	5
Technical skills evident	1	2	3	4	5

Based on each criterion, please explain your rationale for the score.

Creative/Originality: _____ _____
Clear visual intent: _____ _____
Complexity: _____ _____
Craftsmanship/Composition: _____ _____
Technical skills: _____ _____

