

Advanced Placement 2D Art & Design 2021-2022 Advanced Placement 3D Art & Design 2021-2022 Course Document

Objectives/Goals for the A.P. Artist

- To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.
- To develop your own personal artistic voice. Work towards creating a style that is “all you” and expresses your point-of-view.
- To create work that is confident, thought-provoking, and engages the viewer.
- To take risks with your art! You are encouraged to demonstrate an original vision, show innovative thinking, and try something new.
- To refine your craftsmanship and technical skill in various media and materials through practice and application.
- To understand and effectively apply the principles of design.
- To thoughtfully reflect upon and respond to artworks, including your own.
- To show growth as an artist technically and with-in your sustained investigation/concentration through critiques.

Objectives/Goals for the A.P. Student

- To set high standards of excellence for your work and complete all assigned works by the due date.
- To help students develop technical skills and familiarize them with the functions of the visual elements.
- To maintain a personal design journal where you will explore new ideas and develop existing ones.
- To register and pass the AP Studio Art Portfolio Exam in May.

Commitments

All AP courses are rigorous, college-level courses and require a strong commitment by the student. The College Board sets a high standard for excellence in art, so each piece of your portfolio must reflect advanced concepts and craftsmanship. To complete an AP Studio Art Portfolio, and receive credit for taking this class, will require a great deal of your time both in class and outside of class. It is imperative that you understand this commitment and be willing to perform to the best of your ability. You will be required to work on studio projects and assignments at home and/or arrange to work in the art room outside of the regularly scheduled class period on a consistent basis.

Portfolio Registration & Submission

Students enrolled in AP Studio Art are expected to register for the AP Studio Art Portfolio Examination. The cost is \$96. Make the check payable to West De Pere High School. In the memo, write the students name and AP Art. For students who qualify for a fee reduction the cost is approximately \$5. The money isn't due until after the class starts.

Registration Deadline: \$96 after the class starts

Submission Deadline: Friday, April 29th, 2022 12:00pm

Basic Structure of the Portfolio

2-D Design Portfolio

Description

Students will expand their two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts.

Requirements

- **Written Portion:** You have two areas to write. One is a description of your sustained investigation detail briefly how some of your works represent your theme within the series. The other is very brief explanations of each of your pictures below.
- **Sustained Investigation - Section 1:** 15 physical 2D pieces of artwork,

60% of portfolio score, that include works of 2-D art and design and process documentation. Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.

- **Selected Works - Section II** : 5 actual works, 40% of portfolio score, that demonstrate skillful synthesis of materials, processes, and ideas. Identify materials, processes, and ideas used. Works may come from the Sustained Investigation section, but they do not have to.

3-D Design Portfolio

Description

Students will expand their three-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts.

Requirements

- **Written Portion:** You have two areas to write. One is a description of your sustained investigation detail briefly how some of your works represent your theme within the series. The other is very brief explanations of each of your pictures below.
- **Sustained Investigation - Section 1:** 15 digital images, 60% of portfolio score, that include works of 3-D art and design and process documentation. Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.
- **Selected Works - Section II** : 10 digital images consisting of two views each of five works, 40% of portfolio score, that demonstrate skillful synthesis of materials, processes, and ideas. Identify materials, processes, and ideas used. Works may come from the Sustained Investigation section, but they do not have to.

Sustained Investigation/Concentration section

Sixty percent of the overall portfolio score comes from the Sustained Investigation/Concentration section. This is where the student creates a theme to explore in a series of artworks, whether it be 2-D or 3-D. Students will choose a Sustained Investigation/Concentration theme and create their first

artwork during the beginning of the 2nd trimester.

The Concentration section will be focused on during the scheduled class period. For students completing the 2-D or 3-D Portfolios, approximately one work every week will be due, for a total of 15 works. Specific due dates are TBA.

Work will be evaluated on the due date by the student and the teacher. Works will be photographed after each due date and added to their portfolios. All Concentration work will be completed by April 29th, 2022.

Selected Works Section:

Forty percent of the portfolio score comes from the Selected Works section. Students should carefully select works that best demonstrate their skillful synthesis of materials, processes, and ideas. The submission can be a group of related works, unrelated works, or a combination of related and unrelated works. These works may also be submitted in the sustained Investigation section, but they don't have to be.

Along with each work, students are required to submit written responses to prompts about the work. Responses are evaluated along with the images that students submit. The most successful responses in terms of assessment are those that are clearly related to the images of work submitted, that directly and completely address the prompts, and that provide further evidence of skillful synthesis of materials, processes, and ideas shown in the work. Responses are not evaluated for correct spelling, grammar, or punctuation.

These works will show a mastery of their particular medium as well as a focus towards their ideation. Works created as a part of the Breadth or concentration sections may be chosen to demonstrate the quality of the student's work. Additional works may be created during the remainder of the 3rd trimester and should be finished by May 14th 2021.

Critique Section

Terminology Lessons

Critiques are an extraordinary part of the art making process. They provide

students the opportunity to develop their independent voice and quality of work. Plus they provide opportunities to better understand your peers and what makes them an individual culturally, ethically, and intentionally. Students are expected to discuss their own work, the work of their peers, and the work of master artists that have influenced them in written and verbal form. During these class critiques, the vocabulary of art will be used to foster decisions about the work, and the AP Grading Policy scoring guidelines, artist statements, and well defined rubrics will be used to evaluate work and develop ideas for future exploration.

Ethics, Artistic Integrity and Plagiarism

Any work that makes use of (appropriates) photographs, published images and/or other artists' work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. The student's individual "voice" should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy another artist's work or imagery (even in another medium) and represent it as one's own.

Digital images of student work that are submitted for the 3-D Design portfolio may be edited. However, the goals of image editing should be to represent the clearest, most accurate representation of the student's artwork, and to ensure that images meet the requirements of the Digital Submission Web application. When submitting their portfolios, students must indicate their acceptance of the following statement: "I hereby affirm that all works in this portfolio were done by me and that these images accurately represent my actual work."

The College Board reserves the right to decline to score an AP Portfolio Exam or cancel an AP Portfolio Exam when misconduct occurs, such as copying another artist's work

The course teaches students to understand integrity in art and design as well as what constitutes plagiarism. If students produce work that makes use of others' work, the course teaches students how to develop their own work so that it moves beyond duplication of the referenced work(s). **Misuse of copyrighted materials is plagiarism and a legal issue and can be pursued as such.**

Course Overview

The course covers each section of the AP Portfolio during the two trimesters as outlined below: For more information, visit AP Central (apcentral.collegeboard.org).

This course will emphasize ongoing documented experimentation with design concepts, composition, and media that uses 'Design Journals (DJs)' (sketchbooks). Students will use these DJs daily, and they will be the core source of ideation and documentation of their artmaking. Artists growth, ideas, and final artworks will be investigated through the use of these books. Students will include documentation of sources of inspiration, or identify work made by others that informed their own thinking and making.

Through the studio class, students are involved in creative and systematic investigation of formal and conceptual issues, informed decision making, art techniques, and the functions of the visual elements. Several media options will be explored including pencil, charcoal, conté crayon, pastel, pen and ink, painting and mixed media. In the area of 3D, media will include a variety of sculptural materials. Subjects range from still life to the human figure to landscape. Imagery style will range from realistic to stylized to abstract.

The teachers and students use a variety of art and design resources which can include books, periodicals, reproductions, and online media. One example of an art and design resource we use is NEW CERAMICS The European Ceramics Magazine. Our art room is filled with books pertaining to art and years of NEW CERAMICS Subscriptions. One book is The Complete Potter: The Complete Reference to Tools, Materials and Techniques for All Potters and Ceramicists Book by Steve Mattison. I even have a college course booklet from Val Cushings among the literature treasures which was handed over to me by my friend Peter B. Jones. We also have access to the world wide web and the many resources that can be pulled from there. All of these resources are used to inspire, teach, start discussions, and further our knowledge and understanding of art and artists perspective.

The teacher and students have access to a digital camera and a computer equipped with image editing software and an internet connection, as well as a digital projector and screen for viewing and discussing works of art and design.

As a part of this course students must develop their own personal voice. Mastery in concept, composition, and execution will be developed by each student. They are encouraged to teach others, expected to be role models, and promote the highest attributes of what it means to be an artist.

This body of work, the portfolio, will be submitted to the College Board for grading and possible college credit.

Assignments and Problem-Solving Activities

2D Assignment examples

- **Create a design** with a repeated figure that places emphasis on symmetrical, asymmetrical or radial balance using a sharpie marker.
- **Create a portrait**, self-portrait, landscape, or still-life in the style of another artist in which formal aspects of design are emphasized—i.e. Monet/Impressionism, Matisse/Fauvism, Picasso/Cubism, Warhol/Pop, Dali/Surrealism, Van Gogh/Post Impressionism, etc.
- **Create a self-portrait**, or several different ones, that expresses a specific mood/emotion—e.g., anger/rage, melancholy/loneliness, happiness/joy, etc. Manipulate light and color to enhance the psychological atmosphere. Also, consider the development of the environment/setting.
- **Create a mixed media collage**. Do a piece (portrait, self-portrait, landscape, or still-life) in which you use at least three different media—i.e., a wet medium, a dry medium and some collage element.
- **Create a landscape** using either a complementary, analogous, or split complementary color scheme (you may use black and white as well as shades and tints of the chosen hues).
- **Create a drawing** of a futuristic cityscape—e.g., De Pere in the year 2050 (keep in mind rules of one-, two-, and three-point perspective).
- **Create a composition** with cakes, candies and gumball machines. Look at the work of Wayne Thiebaud.
- **Create a graphite drawing** of a still-life arrangement that consists of reflective objects—your goal is to convey a convincing representation with a full range of values. To add interest to the composition, you might also want to render yourself being reflected in the objects.

- **Create a drawing of an unusual interior**—for instance, looking inside a closet, cabinet, refrigerator, inside your car... use your imagination!
- **Create a painting/drawing/mixed media combo of a toy.** .
- **Create a color rendering** of a still-life arrangement consisting of your family member’s shoes—try to convey some “sense” of each of your individual family member’s distinct personalities in your piece.

3D Assignment examples

- **100s or 1000s of Things Sculpture** -- use small objects that come in 100s or 1000s (such as toothpicks, nails, pushpins, etc.) to create an interesting form that demonstrates a sense of rhythm and movement
- **Subtractive Plaster Sculpture** – pour plaster into a form such as a milk carton or waterproof container. Carve a naturalistic or nonobjective shape from the cured plaster form.
- **Cross Contour Wire Sculpture** experiment with the use of line to define form: use wire or other linear materials to create a cross contour sculpture that can be naturalistic or nonobjective.
- **Found Wood Relief Sculpture** using dissimilar shapes and sizes of wood, create a relief sculpture that demonstrates unity and balance.
- **Installation of Multiples** – using materials of your choice, create a visually interesting series of 5 to 10 objects that you will install on campus. Be purposeful about your choice of locations.
- **Recyclables Sculpture** using only recyclable objects, create a freestanding sculpture
- **Humorous Self-Portrait** create a clay sculpture that exhibits your likeness in a humorous way
- **Alternative Clothing** – explore fashion design by using an atypical material (e.g. duct tape, plastic wrap, aluminum foil, etc.) to create an object of clothing that fits you.
- **Environmental Sculpture** – using only what you find on site, create a sculpture out of natural objects in the woods, by the creek, on campus, etc.

Homework

As in any college-level course, it is expected that students will spend a considerable amount of time outside the classroom working on completion of assignments. Ideas for projects or solutions to problems should be worked out in

a sketchbook both in class and outside of class. The sketchbook is an essential tool in recording ideas, capturing visual information, working on compositional issues, and just fooling around. All sketch books are checked frequently for progress.

Concepts and Approaches

Students will learn and practice a variety of concepts and approaches to 2D Design and/or 3D Design through lecture, sketchbook and weekly assignments. The following assignments are examples of the type of work that will allow a student to demonstrate a range of abilities and versatility with specific techniques.

3D Portfolio Concentration Development

Second Trimester will include ongoing community gallery/artists visits, research assignments using textbooks, internet resources, and professional magazines journals keeping notes in journal/ sketchbook. Concentration pieces will be started and planned, by the first of February. In class and after school discussions with the teacher will help direct the student and enable the student to critically think about the development of their Concentration portfolio. Individual conferences will be held during class, lunch times and after school to discuss students' portfolios.

The Concentration Portfolio will be "Works describing an in-depth exploration of a particular design concern." "The course enables students to develop a body of work investigating strong underlying visual ideas in 3D Design that grows out of a coherent plan of action or investigation." C3 from AP[®] Studio Art Course Description, available on AP Central. [®] The works should use the principles of 3D Design.

By the end of March the student will have defined their concentration focus. Sometime in the beginning of the 3rd trimester the student should have four to six concentration pieces in process or completed. The Concentration presentation must have 15 images, some of which may be details of the same piece, around the student's chosen ideation. Students will keep an ongoing journal/sketchbook record of his/her work. The student will also keep digital images on a flash drive. The student should be planning their written commentary on their Concentration for the final presentation.

Examples of 3D Concentrations examples

A series of abstractions from natural objects

A series of personal images

A series of portraits, busts or figures that have emphasis on expression, or abstraction

A series of assemblages that express a message

A series that uses multiple that explores repetition of daily routine

A series of form that explores nature/ man made/ coexisting

A series of wheel thrown and hand built forms that are animal like

A series of soft sculpture that explores 3-D space

A series of teapots

A series exploring ritual

A series exploring self-adornment

A series of portrait busts

A series of sculptures exploring one's own religious beliefs

A series that moves from representation to abstraction

A series of castings that are related into an installation exploring 3D space

A series of related figures constructed from found materials

A series of hand built and thrown pieces that have natural and woven components and appendages.

A series of boxes..Joseph Cornell, Robert Rauschenberg

A series of wrapped objects within a given space

Sketchbook Guidelines

Do Not make "perfect" drawings. Make imperfect drawings; make mistakes; make false starts. Let your hand follow your feelings, not what your brain is telling you to do.

Always Fill the page you are working on. Go off the edges whenever possible. Do not make dinky little drawings in the center of the page. Make every square inch count for something.

Do not start something and abandon it. Go back later, change it, and make it into something else. Being able to rescue bad beginnings is the sign of a truly creative

mind.

Always finish what you start no matter how much you don't like it.

Fill at least half your sketchbook before the end of the 1st trimester of studio art.

Put the date on every page you finish.

Avoid Cliché and Trite images. This is a college-level art class. You will be graded on results and not just effort. Expect your ideas about what makes good art to be challenged.

Don't be boring with your work. Challenge yourself and push outside any limitations you are experiencing.

Keep your sketchbook Private! Avoid showing your work to others unless you know they are going to understand what you are trying to do in your sketchbook. You don't need negative feedback when you are trying out new ideas or experimenting. This is a place for risk taking. Don't invite criticism unless you are confident that it won't derail your free spirit.

Grading

Portfolio Development (80%)

Graded using the evaluation rubrics as established by the College Board
Both volume and quality will be taken into consideration for final grades.

Studio Management (20%)

Regular attendance is mandatory.

Use of in-class time and out of class time.

Attention to lectures, directions, and demonstrations.

Participation in critical discussions.

Proper safe use of materials and equipment.

Cleanup duties and storage of work.

All work is due on the due dates which are established individually with each student. If you turn in a piece of work late, you may still use it in your portfolio, but it will earn a grade of 0. This will help you to establish an excellent work ethic and will allow each student to pace themselves. I fully expect that in most instances you will probably spend 2 (or more) hours a week outside of class if you expect to earn passing ratings on your pieces.

2D Design Portfolio

Students will produce a minimum of 15 works that satisfy the requirements of the Concentration section and 5 works that satisfy the requirements of the Selected Works sections of the AP Studio Art 2D Design Portfolio.

3D Design Portfolio

Students will produce a minimum of 15 works that satisfy the requirements of the Concentration section and 5 works that satisfy the requirements of the Selected Works sections of the AP Studio Art 3D Design Portfolio.

Class Critiques

Class critiques are a required part of the course. We will hold class critiques weekly. Students are expected to discuss their work, their peers work, and any applicable master artists or contemporary work. Through class and individual critiques students will learn to analyze and intelligently discuss their own work and the work of their peers.