

AP Studio Art: 2D Design

Course Title: AP Studio Art: 2D Design

Fall and Spring Semesters

Grades: 10, 11, 12

Prerequisites: Advanced Drawing/Painting and/or teacher recommendation with portfolio review; AP Contract

General Overview of the Advanced Placement (AP) Studio Art Program:

Students following a course in **AP Studio Art** (Drawing, 2D Design, 3D Design) will:

- Participate in a program that provides the national standard for performance in the visual arts and that allows students to earn college credit and/or advanced placement while still in high school.
- Create works of art that investigate formal and conceptual issues, bring about understanding of art-making as an ongoing process that involves informed, critical decision-making and development of technical skills.
- Analyze and discuss their own works as well as those of their peers through class critiques and one-on-one discussions with the teacher using appropriate art vocabulary.
- Participate in historical and cultural discussions about the philosophy of art.
- Demonstrate artistic integrity during personal artistic development with understanding and adherence of all copyright laws.
- Maintain a sketchbook/journal in which reflections will analyze, assess, and derive meaning from their own works of art according to the elements of art, the principles of design, and aesthetic qualities as well as articulate the process and rationale for refining and reworking their own works of art.
- Complete an AP Portfolio that demonstrates:
 - Mastery in concept, composition and execution (**quality**);
 - Investigation of an aesthetic focus or visual idea (**concentration**); and
 - A range of abilities and versatility with technique, problem-solving, and ideation (**breadth**).

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Course Goals:

- Demonstrate understanding and application of the elements and principles of art and design using a variety of art forms and approaches to representation, abstraction and expression.
- Align teaching and learning experiences with the *California State Standards for the Visual Arts*.
 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts
 - Creative Expression: Creating, performing, and participating in the visual arts
 - Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of the visual arts
 - Aesthetic Valuing: Responding to, analyzing, and making judgments about works in the visual arts

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- Connections, Relationships, Applications: Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers

Available Materials

Charcoal	Acrylic Paint	Oil and Chalk Pastels
Conte Crayon	Gouache	Ink
Drawing Pencils	Watercolor	Prismacolor Pencils
Block Printing	Silkscreen Printing	Felt-tip Markers

Supplemental Resources

Art: 21 Art in the 21st Century (Seasons 1 and 2). DVD. PBS (Direct). 2005

Teacher art history slide collection

Internet websites

For Digital Graphics

Available software includes the Adobe Creative Suite (Photoshop, Illustrator, InDesign).

Available hardware includes graphics tablets and scanners.

The Class Critique (aka “Critical Friends”)

The class critique is highly structured and provides an opportunity for the artist to receive critical feedback within a non- threatening environment in the development of work. The structure is as follows:

- The artist presents work and provides the following information – Class may not interrupt at this time:
 - Intent
 - Materials used
 - Process (physical/technical and conceptual)
- After the artist has finished with the presentation of the work the class may respond ONLY by asking clarifying questions -- students may not pass judgment or give advice. The artist may choose to respond to the questions or not.
- After the class has exhausted clarifying questions, the artist may ask the class clarifying questions relevant to the work. If the artist chooses not to then the critique is completed.
- [If a student has an urgent need to give advice, he/she may write it down and pass it on to the artist who may or may not choose to read or follow the advice.]

Students may need to be reminded that the purpose of the class critique is for the benefit of the artist (not the viewer) in his/her growth and development.

Issues of Copyright

At this level of artistic development, students involved in the AP Studio Art program should no longer need to rely on duplication of another artist’s works in creation of their own art. This discussion has already taken place in the sequence of art courses provided, especially in all pre-requisite courses. Every opportunity will be provided to allow and encourage students to work directly from nature and the environment. However, to reinforce the importance and significance

of **artistic integrity** and developing a personal voice, the following instruction will take place at the beginning of the school year.

- Students will read a teacher-prepared handout that explains what copyright is and its importance as a way to protect the artist.
- Students will be reminded of the class policy that does not allow use of another artist's work in part or in its entirety in the creation of student works of art.
- Students will be aware that not only is use of another's work illegal, but hinders the artistic development of the student and that such works will not receive class credit.

Class Activities – Fall Semester

QUALITY and BREADTH

Students will investigate an assigned art element or design principle using a variety of media and experiment with various techniques and styles.

- Students will view and discuss selected contemporary and historical works of art in which a unique approach has been taken in depiction or study of the art element or design principle under investigation.
- Students will create a series of original works within the context of an assigned subject or theme.
- Students will write a reflective journal entry that discusses:
 - The central idea of the series of work;
 - How each work in the series demonstrates the central idea;
 - Involvement and use of selected media and technique/s in the development of the central idea; and
 - The expressive content of the work.
- Students will select one work from the completed unit in which the idea, media, technique, and expression are most fully developed in the creation of a unified work of art (**quality**) to be analyzed and discussed in a class critique.
- Prior to the end of the fall semester, students will meet one-on-one with the teacher to review all artwork to make determinations in regards to AP Portfolio readiness (works to be included as well as works to be completed) and to determine an area of **concentration** to be completed at the end of the fall semester and during the spring semester.
 - Students will complete a formal statement that articulates the selected area of concentration.

Class Activities – Spring Semester

CONCENTRATION and PORTFOLIO COMPLETION

- Students will complete a minimum of one work a week aligned with the specified area of concentration.
- Students will meet one-on-one with the teacher for continuous AP Portfolio assessment.
- Students will have work reviewed during the class critique.
- Students will complete and submit an AP Studio Art: Drawing Portfolio.

Course Outline

Summer Assignment

[Minimum size of 9"x12". Gouache paint recommended as medium to be used.]

Students will complete and turn in on the first day of instruction:

-A photographic documentation of the elements of art and principles of design as seen in nature (line, shape, space, form, color, value, texture...repetition, variation, dominance, subordination, rhythm, symmetrical balance, asymmetrical balance, radial balance). Create abstract designs of each using only black, white, and gray/s. [Gouache paint recommended as medium]

-A series (minimum 5) of portrait sketches (may not be based on photographs). Create abstract designs of each using a limited (3 colors, may use tints, tones and shades) palette. [Gouache paint recommended as medium]

-A series (minimum 5) of pencil/ink sketches of observed nature. Create abstract designs of each using a limited (3 colors, may use tints, tones, and shades) palette. [Gouache paint recommended as medium]

Fall Semester

Wk	
1	<p>Introduction</p> <ul style="list-style-type: none"> -Discussion of class structure and student use of time in- and outside of class -Review of the major requirements of the AP Studio Portfolio -Teacher will lead students in discussion of the ISSUES OF COPYRIGHT -Students will select one work from each component of the Summer Assignment as an introduction to the class critiquing process
2	<p>Marks</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art and design that utilize marks in different ways with different expressive outcomes. -Students will be provided with a wide range of tools and materials that make "marks" -Students will explore how different types of marks can be made and the expressive impact of those marks. -Students will pay close attention to mark qualities such as weight/density, size/length, and direction. -Students will complete a series of studies in which marks may be characterized as calligraphic, gestural, figural, and architectural.
3	<p>PROJECT</p> <ul style="list-style-type: none"> -Students will complete one comprehensive work (self-selected subject, tools and materials) that demonstrates skills and knowledge gained from previous studies. -Students will complete a journal entry. -Students will select one work from the "Marks" unit for the class critique.
4-5	<p>Tone</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art and design (including photography) in which manipulation of tonal qualities is a key component of

	<p>the work.</p> <ul style="list-style-type: none"> -Students will explore the expressive and descriptive qualities of tonal relationships. -Students will complete a set of 10 4"x6" tonal samples using a variety of tools and materials and use them to complete a series of 3 collage compositions (subject: architecture). <p>PROJECT–Students will select one of the 3 previously created collaged tonal compositions to be completed as a 2D design work.</p> <ul style="list-style-type: none"> - Students will complete a journal entry. -Students will select one work from the series for the class critique.
6	<p>Color</p> <p>-Color Study #1: Working with harmonious color</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art and design (including photography) in which harmonious color combinations are used. -Students will analyze various harmonious color relationships and their expressive output. -Students will experiment with various materials and techniques to complete a series of figure abstractions that use harmonious color combinations.
7	<p>-Color Study #2: Working with dissonant color</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art (including photography) in which dissonant color use is dissonant. -Students will analyze various dissonant color relationships and their expressive output. -Students will experiment with various materials and techniques to complete a series of figure abstractions that use dissonant color combinations.
8	<p>Color Study #3: Composing with color</p> <ul style="list-style-type: none"> -Students will view both contemporary and historical works of art (including photography) in which color is the key element in each work's composition. -Students will analyze how artists use color relationships as both a compositional and expressive device. -Students will focus on creating color compositions (self-selected subject matter) that may be characterized as angry, melancholy, and formal.
9	<p>PROJECT</p> <ul style="list-style-type: none"> -Students will complete one comprehensive work (self-selected subject, tools and materials) that demonstrates skills and knowledge gained from previous studies. - Students will complete a journal entry. -Students will select one work from the series for the class critique.
10-11	<p>Texture</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art (including photography) in which the use of light and shadow define texture (actual and implied). -Students will experiment with a variety of tools and materials in the creation of a series of 10 4"x6" actual and implied texture samples and use them to complete a series of 3 collage compositions (subject: landscape).

	<p>PROJECT–Students will select one of the 3 previously created collaged texture compositions to be completed as a 2D design work.</p> <ul style="list-style-type: none"> -Students will select one work from the unit for the class critique. -Students will complete a journal entry.
<p>12-13</p>	<p>Space</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art and design (including photography) and analyze the artist’s depiction and use of space as both a compositional and expressive device. -Students will review the basic principles of linear perspective, positive/negative spatial relationships, and linear direction in the creation of space. <p>PROJECT–Students will complete a series of 3 collage compositions (self-selected subject, tools and materials) that use distinctive spatial compositions characterized as flat, compressed, and deep/open.</p> <ul style="list-style-type: none"> - Students will complete a journal entry. -Students will select one work from the unit for the class critique.
<p>14-15</p>	<p>Rhythm and Movement</p> <ul style="list-style-type: none"> -Students will view and analyze contemporary and historical works of art that emphasize rhythm and movement in figure, landscape and still life works that are depicted in a range of styles including naturalistic, abstract, and non-objective. <p>PROJECT–Students complete 4 typography studies of selected words (1 study for each: jazz, marching band, rhythm and blues, and easy listening) whose visual rhythms are similar to the words.</p> <ul style="list-style-type: none"> -Students will complete a journal entry. -Students will select one work from the unit for the class critique.
<p>16</p>	<p>One-on-One Meetings with Teacher</p> <ul style="list-style-type: none"> -Students will review and assess current works to determine appropriateness for inclusion in AP Portfolio -Students will develop a work plan for completion of Breadth portion of portfolio -Students will specify area of Concentration <ul style="list-style-type: none"> -With teacher guidance, students will determine an area of artistic focus/exploration to be developed and documented for the remainder of the time left until AP Portfolios are due. A handout of focus examples will be distributed and discussed; however, emphasis in the decision will be based on the unique interests, personalities, and temperaments of each artist/student. The final decision will also be based on the viability of the area of concentration in terms of its range and depth, suitability (given time constraints), and overall impact on the artist/student’s artistic development. - Students will begin work on Concentration portion of portfolio
<p>17-19</p>	<p>Concentration Work</p> <ul style="list-style-type: none"> -Students will participate in class critiques as needed (by determination of the student).

20	<i>Final Exams – Mid-Year Portfolio Review</i> (one-on-one with teacher)
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Spring Semester

Wk	Activity
1-10	Completion of AP Portfolio (focus on CONCENTRATION portion) -Students will participate in class critiques as needed (by determination of the student). -Students will meet with teacher one-on-one (minimum once a week).
11	Complete work, take digital photos, send to be converted to slides
12	Prepare Quality works for submission and written statement for Concentration portion of portfolio
13	Finalize and submit AP Portfolio

Post AP Portfolio Submission

Wk	Activity
14-18	Plan and prepare works for the School Student Art Exhibit as well as various local competitions and exhibitions; class will meet with guest speakers