



AP 2D Studio Design Syllabus

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Introduction:

AP 2D Studio Design offers students the opportunity to explore, create, and express themselves in a broad range of two-dimensional media—including, but not limited to drawing, painting, graphic design, typography, digital imaging, photography, textiles, weaving, printmaking, collage, illustration, or any combination thereof. Over the course of the school year, students will develop a detailed portfolio of their work. This portfolio may be submitted for reading and evaluation by the AP board and evaluated under a very specific rubric. In general, students scoring 3 or better (on a 1-5 scale) may be eligible for college credit. (It is a good idea to check with the college you plan to attend and find out what credit they offer and how it may be applied.)

This class is intense. It is designed to be the academic equivalent of an introductory college 2-D Design class. In order to be successful, students will need to be prepared to spend their in-class studio time working hard. Students can also expect to put in a significant amount of work outside of class. I will make myself available for their assistance before and after school, as well as during my prep hour. Additionally, the GHS Art Department will be offering various after-school studio hours, art club opportunities, and enrichment field trips throughout the year. And most importantly, there *will* be homework. In addition to regular sketchbook exercises, I will be sending students on various intellectual scavenger hunts.

Goals:

The most important outcome is creative growth. What makes art useful is not what it *is*; it's what it *does*. Art challenges us to see the world in new ways. Art gives us a new vocabulary for expression. Art forces us to develop *problem-solving skills*. And, most importantly, art forces us to exercise our *problem-finding skills*. Innovation—from shoelaces to satellite communication—has always been driven by people finding and identifying problems, then developing creative solutions. Today's students are growing up in an unbelievably fast-changing world. In addition to traditional, concrete thinking skills, people entering tomorrow's workforce must be good at creative problem solving in order to competitive.

1. Develop creativity for the purpose of identifying problems and creating solutions.
2. Learn technical art skills necessary to address challenges and express oneself.

These goals are accomplished by the development of specific skills and concepts.

*AP 2-D Studio Students Will:

1. Develop an art portfolio that follows the Advanced Placement guidelines that include Quality, Concentration, and Breadth.
2. Demonstrate the proper use, care, storage, and safety of art materials.
3. Understand the elements of art and principles of design and demonstrate them in their work. (The elements should be clearly activated by principles.)
4. Explore a variety of approaches, concepts, and ideas in creating works of art.
5. Communicate ideas through works of art by using media, methods, and concepts appropriate to their intent.

6. Use a sketchbook and/or journal to develop ideas for creating works of art
7. Create quality works that demonstrate an understanding of the theories of composition, concept, and execution. (For more information on how 'quality' is defined in this instance, see the AP scoring rubric.)
8. Create a series of artwork that has an underlying visual and conceptual theme.
9. Develop works of art that show inventiveness and originality
10. Address complex visual and/or conceptual ideas and explore different directions in their work.
11. Personally express themselves through their works of art with informed decision-making and inventiveness.
12. Understand that the work of other artists may be used for developing his or her own techniques and original concepts that may not be plagiarized.
13. Develop vocabulary and observation skills necessary to respectfully evaluate and critique their own work and the works of others.
14. Employ research skills to evaluate and respond to various art forms
15. Apply criteria to interpret, appreciate, and evaluate works of art through the use of a rubric that includes craftsmanship, inventiveness, integration of skills and ideas, visual intent, formal qualities, and emotional impact.
16. Build connections with history, cultures, and self by
 - a. describing how the visual arts have played a significant role in the development of cultures throughout the world
 - b. recognizing specific works as belonging to specific cultures, times, and places.
 - c. comparing and contrasting different art forms from various people, times, and places.
 - d. seeking exposure to different artists in various environments
 - e. seeking personal connections with different works of art
 - f. understanding the influence and inspiration behind various works of art

Portfolio

Students must complete three portfolio sections. They will work on each section intermittently throughout the year. (See timetable on next page for clarity.)

Section 1: Concentration

Students will submit 12 original artworks (no larger than 18"x24"). These concentration works should be unified by a theme. *They should show growth throughout the year.* Students will, with teacher's assistance, choose their concentration theme or subject, then make choices about their media, support, and style. Concentration works will be submitted in their original form (not as slides or digital copies) for evaluation, so it is critical that these pieces meet submission criteria.

Students will use art to explore the theme of their concentration and will be urged to avoid cliché.

Section 2: Breadth

Students will submit digital images of 12 different works demonstrating the diversity and range of their skills and interests. Breadth works will predominantly be the result of teacher-led projects and in-class instruction. **There will be a strong emphasis on the Elements of Art (Line, Shape, Form, Space, Value, Color, Light, and Texture) and the Principles of Design (Unity/Variety, Emphasis, Balance, Rhythm, Repetition, Scale/Proportion, and Contrast.)**

Section 3: Quality

Students will submit five of their original works representing their best original art. These should demonstrate the best mastery of composition, concept, and execution the student is capable of. Quality section submissions are also limited to 18"x24". Like the concentration, these will be mounted on foam-core or mat board for best possible presentation.

*Timeframe

These portfolio requirements represent a tremendous amount of work. Students should expect to devote time outside of class to the completion of their portfolios. There WILL be homework. Here is a sample of what a semester's work requirements for AP 2D will look like. (I reserve the right to deviate from this schedule. It's mainly to help you understand the workload.)

Week 1:	Review students' summer work. Review class expectations and portfolio requirements. Introduce (or review) Elements of Art and Principles of Design. Discuss concentration ideas.
Week 2:	Begin Breadth assignments focusing on Line and Shape. Develop vocabulary for discussing and critiquing works of art.
Week 3:	Breadth work focusing on space and form. First concentration due.
Week 4:	Breadth work focusing on pattern and rhythm. Begin second concentration.
Week 5:	Breadth work focusing on value and contrast. Second concentration due.
Week 6:	Breadth work focusing on texture, actual and implied. Critique first 2 concentrations.
Week 7:	Breadth work focusing on Color. Third concentration due.
Week 8:	Review Elements and Principles as needed. Fourth concentration due. Critique concentrations 3 and 4.
Week 9:	Breadth work focusing on technique—portraiture. Fifth concentration due.
Week 10:	Breadth work focusing on gesture—form and motion. Sixth concentration due.
Week 11:	Breadth work focusing on balance and composition. Critique concentrations 5 and 6.
Week 12:	Breadth work focusing on posters and flyers, incorporating text into design. Concentration 7 due.
Week 13:	Breadth work focusing on working backwards—drawing subtractively and deconstruction. Concentration 8 due. Critique concentrations 7 and 8.
Week 14:	Breadth work focusing on product design. Concentration 9 due.
Week 15:	Art history, Indian ed. for all. Research project and presentation on aboriginal art and craft. Concentration 10 due.
Week 16:	Breadth work focusing on emotive qualities and expressions in art. Concentration 11 due.
Week 17:	Breadth work focusing on collage and assemblage. Studio time. Catch up on any missing assignments, critique concentrations 9, 10, 11.
Week 18:	Studio time. Continue on concentrations. Begin mounting works for presentation and taking slides for submission. Concentration 12 due.
Week 18:	Studio time. Continue taking slides for portfolio submissions. Make selections for 'Quality' submissions.
Week 19:	Assemble finished portfolios. Critique portfolios as a whole.
Week 20:	Photograph and submit 'Breadth' works.
Week 21:	Review Concentration selections for submission, write final portfolio responses.
Week 22:	Portfolio submission
Every Monday	Sketchbooks due.

This is a rigorous sample schedule. But it fails to take into account that some works will NOT be successful enough to submit. Therefore, it would be wise for students to stay AHEAD of this schedule

and plan to make MORE than 12 concentration works. Ideally, it would be best for students to make 18 concentration works and cull their 6 weakest works, submitting only their 12 most successful works. This approach also opens up the possibility for stronger submissions in the 'Quality' section.

Grading

Evaluation:

Students will be evaluated and given points on class assignments, sketchbooks, and exams.

Grades

45% of the final grade will be based on **projects**

45% of the final grade will be based on the **process** involved in making projects

10% will be based on final exam.

Students will be given access to the grading rubrics used to evaluate them. **Process** includes sketchbook, personal conduct, use of studio time, use of materials, and critiques/ peer interactions. **Project** includes current objective, Elements and Principles, creativity and originality, craftsmanship, and history/culture/personal meaning.

Standard grade breakdown: 100-90% A, 89-80% B, 79-70% C, 69-60% D, below 60% Failing.
Students can do outside work for extra credit, and late assignments will be accepted for reduced credit.

Please note that AP scoring is done independently of classroom grading. An "A" in the class will not necessarily mean a high-scoring portfolio.

*Adapted and updated from GHS Art Department materials. Most recent edits by C. J. Cummings, August 2012

Resources:

Books, DVD's, and a list of recommended websites will be provided for students. The art department will provide most art materials. These will be paid for through a student fee of \$20. This must be paid NO LATER THAN FRIDAY at the end of the first full week of the school year. Students who are unable to pay these fees should speak privately to their teacher. Financial accommodations can be made.

Plagiarism:

Any form of reproduction of a work originally created by someone else constitutes plagiarism UNLESS the reproduction is modified or developed into something very different from the original.

Consequences:

No plagiarized materials can be submitted for AP scoring AND

-- First offense: Students found guilty of plagiarism will receive a zero for that assignment.

-- Second offense: Student will be referred to school administration for disciplinary action.

College Board:

The College Board website (<http://apcentral.collegeboard.com>) is an excellent resource. You can

find samples of student portfolios with scores and descriptive scoring justifications, digital submission information, portfolio tips, and answers to many questions that you may have.

Contract:

I, _____, have read this syllabus in its entirety. I understand that there is an \$85 reading fee associated with portfolio submission, which is mandatory for students seeking college credit for this course. I understand that there is also a \$15/semester materials fee, due by the end of the first full week of the school year. In cases of financial hardship, I will *immediately* notify the teacher to determine an alternative payment plan.

I understand the classroom rules: Be Prompt, Be Polite, Be Prepared, Be Positive. I will learn and follow specific classroom procedures as they are taught.

I understand the academic challenges of this course. I understand that there WILL be homework and that out-of-class work time will be essential in order to succeed.

I promise to use my in-class studio time to do WORK. I will use my time and material resources as productively as possible.

I promise to NEVER put down my self, my work, or the work of others. I understand that the art room is a safe place and that good art requires taking risks. I promise regard my less successful art projects as a learning experience, never as a failure.

I understand that critical analysis is necessary for growth, and I understand the difference between a put-down and a critique. Put-downs are negative comments with the intention of belittling. Critiques are analysis with the intention of building people up and helping them improve their skills.

I promise to maintain open communication. If I have problems, concerns, or questions, I will communicate them with my teacher.

Student signature: _____

Parent or guardian signature: _____

Date: _____

AP 2D Design Portfolio Checklist
 (Provided by College Board)

Name:	Concentration Theme:
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	Concentration section: shows the student's in-depth exploration of a particular design concern. It is presented as 12 images, some of which may be second views or details of works. The emphasis is on coherent idea and development of an idea through a body of work, in addition to the artistic success of the work.	Medium: be specific and thorough.	Done	Photo
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

	Breadth section: should demonstrate understanding of the principles of design, including unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship. This section should show evidence of conceptual, perceptual, expressive, and technical range. Students must submit a total of 12 images of 12 different works. Details may not be included.	Medium: be specific and thorough.	Done	Photo
1				
2				
3				
4				
5				
6				
7				

