AP Studio Art: 2D Design – Course Syllabus Ms. Lopez · Room 506 · dlopez13@saisd.net

**Course Description:**

The APStudio Art Portfolio course is 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. **(C2)**

AP Studio Art is not based on a written exam; instead, students submit portfolios or evaluation at the end of the school year. In building the portfolio, 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. **(C4)** Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them.

**Goals:**

• To encourage creative as well as systematic investigation of formal and conceptual issues in the Quality, Concentration, and Breadth sections of the portfolio.

• To emphasize making art as an on-going process that involves the student in informed and critical decision making to develop ideation. **(C5)**

• To develop technical versatility and skills while using the visual elements and principles in compositional forms.

• To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. **(C7)**

The AP Studio Art course addresses three major concerns that are a constant in the teaching of art:

1. a sense of quality in a student’s work
2. the student’s concentration on a particular visual interest or problem
3. the student’s need for breadth of experience in formal, technical, and expressive means of the student’s art.

AP work should reflect these three areas of concern: quality, concentration, and breadth**.** AP Studio Art: 2-D Design Portfolio requires the student to produce a minimum of 24 works of art that reflect issues related to 2-D design. **(C1)** These works may include traditional as well as experimental approaches to 2-D design. Drawing, painting, printmaking, mixed media, and collage are all appropriate means for expressing design principles.

In the Concentration section, students develop a body of work that is derived from a planned investigation of an idea that is of personal interest to them. Ideas may be developed in any media or process. Students will use informed decision-making and problem-solving skills in an ongoing process to develop and select the 12 pieces of work for their concentration. **(C3)**

In the Breadth section, students will experience a variety of concepts and approaches to demonstrate their abilities and versatility with techniques, ideation, and problem solving. The Elements and Principles of Art are explored extensively in the Breadth section. Five Quality pieces are selected from either section or are created independently of Concentration or Breadth.

**Schedule:**

During the first week of school, the course is outlined to the students. The indi­vidual sections of each portfolio—Quality, Concentration, and Breadth—are dis­cussed in detail. Students are shown extensive slide examples from both the College Board and past students’ work that corre­spond to each section of the portfolio—with special emphasis on the distinctions between the Drawing Portfolio and the 2-D Design Portfolio.

**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. Altered books are checked frequently for progress.

**Exhibitions/Competitions:**

AP Studio Art students are encouraged to participate in exhibitions and competitions. At the end of the school year, students will submit portfolios to the district-wide art exhibition where as a senior they will compete for scholarship awards.

**Assignments/Evaluation:**

Assignments that are open-ended in nature and that explore a variety of approaches to design are made during the first semester. Assignments have end dates. Students should make every effort to complete work by the end date; however, there may be circumstances that cause an assignment to be delayed. It is important that students have a discussion with the instructor if work is going to be turned in late or they will miss a critique.

Work is evaluated in progress and in the finished state through critiques with teacher and peers in-group and individually. **(C6)** The AP Studio Art rubric, which is distributed separately, provides the grading criteria.

**Course Schedule:**

The course focuses on both sections of the portfolio (Breadth and Concentration) throughout the year, with the best artwork selected for use in the Quality section of the AP Studio Art portfolio. The Breadth work is generally teacher driven. The assignments made are based on a variety of collected prob­lems commonly encountered in college-level 2D Design courses. The students have specific in-class and out-of-class assignments; they also are expected to complete some in-class work out of class, depending on the schedule of assignments.

**Concentration:**

The students are encouraged from the beginning of the class to formulate ideas for their Concentrations and, where allowable, to start working on those ideas. The concept of working in a series is explained by looking at various artists.

**Critiques:**

Critiques are an integral part of all classes. All students are brought together for critiques at regular intervals—generally when they have major assignments due. Each student must show their work and briefly discuss their intent. The class is then expected to provide positive feedback and offer suggestions for improvement. All students participate. The vocabulary of art is introduced through the foundation classes and is reinforced through the verbal and written critique. We have class critiques on the days work is due. For grading purposes, I use the AP Scoring Guidelines for Studio Art. It is important for AP students to be familiar with the rubric that will be used to score the work in their portfolios. Additionally, there is ongo­ing dialogue with students on an individual basis during class time. The students also dialogue daily with each other about their work.

**Copyright:**

In the AP 2-D class some work is done with the use of transferred images. In these instances, the students know that the work must be significantly altered and incorporated into a larger idea of their own. Sometimes, there are subjects that the student could only reference through a photograph (such as certain animals). In these instances, the students are instructed that the image must become part of their larger individual expression.

**Keeping Track:**

Students may choose to include work in their portfolios from previous studio or design classes. Consequently, each individual student will have a very individual portfolio. In order to keep up with individual progress, a file folder is established for each student that is kept in the class. The folder contains an inventory sheet that lists all completed work by category, including the size of the piece and the medium, a statement about their Concentration idea, and slide sheets that are updated as each piece is photographed. These folders are necessary so that I can keep an overview of each student’s progress in mind.