

2023-2024 ap studio art syllabus

BRACKENRIDGE HIGH SCHOOL VISUAL ARTS DEPARTMENT

MEET THE TEACHER

Ms. Paige
(Gandara-Valderas)

- Room #0131
- jgandara-valderas1@saisd.net
- 1st period Conference:
- Tutoring Hours: TBA and by appointment



ABOUT ME:

Ms. Paige

- campus: Brackenridge high school
- experience: 7th year teacher
- from: san antonio, texas
- education: BA art education '17 (StMU) / MA art education '21 (UT Austin)
- teach: drawing/painting I,III,IV, AP studio art, Art Appreciation & professor at StMU
 - favorite medium: ink, watercolor, marker
 - favorite trip: cross country all the way to canada in my jeep
 - favorite art period: surrealism, contemporary
- other: caricaturist (12 yrs), travel, home decor, corgis, jeeps, health/fitness, visual communication
 - email: jgandara-valderas1@saisd.net



welcome!

WE ARE SO HAPPY TO HAVE YOU WITH US!



Welcome! On behalf of the Art Department of Brackenridge High School, we are glad to have you with us this year and hope we will truly enjoy our time together. Our overall goal is not only to teach art skills and techniques but also an appreciation of art in the world around us. Visual art promotes critical thinking skills, knowledge, and human development, as well as a strong sense of self-worth. In order to help the students, understand the expressive potential of artist intention, cultural ideas past and present will be questioned.

teaching philosophy

Learning occurs best when students are enjoying what they are doing. I believe that all students are capable of learning and discovering new aspects of themselves through the art making process. I love teaching art because it allows me to share my passions with young, aspiring individuals. Art is like a sport -- it is something that you must practice to become better. Practice makes better and every "bad" sketch is a pathway to a better one. Everyone is capable of creating.

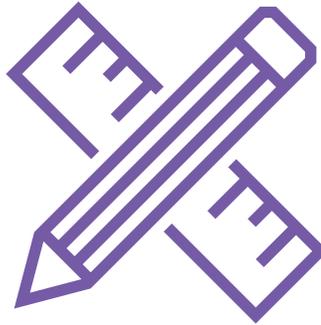
expectations

THREE MISSION STATEMENTS:



**I WILL NOT
TOLERATE
BEHAVIOR THAT
INTERFERES
WITH OTHERS IN
THE CLASS.**

- do not cause disruptions of any kind
- respect other students and their property
- no physical play or throwing objects
- no loud conversations across the room
- follow the student handbook rules
- no disrespectful language or gestures



**I WILL NOT
TOLERATE
BEHAVIOR THAT
INTERFERES
WITH YOUR BEST
INTEREST.**

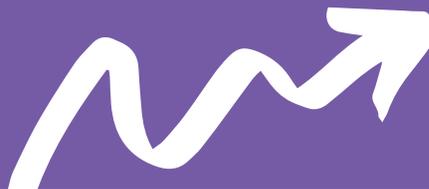
- have your supplies and be ready to work
- take proper care of your art supplies and equipment
- don't waste time, stay focused (no excessive talking, texting or sleeping)
- don't abuse privileges, or lie



**I WILL NOT
TOLERATE
STUDENTS WHO
INTERFERE WITH
MY TEACHING.**

- do not cause disruptions of any kind
- be in class on time
- be in your assigned seat
- clean your work area at the end of class

Join the AP Padlet



other important info

CONSEQUENCES, GRADES, COURSE OVERVIEW

Consequences will be at Teacher discretion and determined on an individual student basis. If a student is insubordinate or severely disruptive, he or she will be sent immediately to the office. Positive reinforcements for students who behave appropriately are excellent citizenship grades, appropriate privileges and will result in a more productive studio time. Hall passes are one of these privileges and not a right. Any student who leaves the room MUST have a pass with the teacher approval. Only one person may leave the room at a time

grades

The evaluation process is done through student critiques, both peer and self, and group critique through discussion. Every nine weeks at least one written critique and discussion is required. Individual conferences with the instructor are also utilized once a month. Evaluation is also assessed through a teacher rubric based on four components:

- 25pts. Craftsmanship –definite clarity of media, consistent use of medium, clear & strong technique, no folding, rolling, or torn edges, use all the space, met the objective of process.
- 25pts. Composition – definitive use of Art elements, clear use of Art principles, clear color schemes or harmony.
- 25pts. Contrast –It has extreme contrast showing the full value scale.
- 25pts. Concept - Catch the viewer's eye. Strong area of emphasis, no copied Work; the content is thought provoking and intriguing.

apps

SUGGESTED APPS
TO DOWNLOAD
FOR THIS CLASS



overview for ap studio art

THE OVERVIEW IS SUBJECT TO CHANGE AT TEACHER DISCRETION.



DAILY

PROCESS/CONCEPT SKETCHES

In order to have a strong concentration and ideas, it is highly encouraged to continuously add sketches, notes, and any updates into your sketchbooks.

WEEKLY

PADLET POSTS

Every week it will be a requirement to post an update on our classroom padlet that shows progress in your portfolio. The can range from process sketches, notes, and/or process. small description required.

MONTHLY

PROJECTS

Every month, we will have a 1:1 in person to go over progress on your portfolio. This is an opportunity to let the teacher help you with an artist block or with your next big idea. It is also a way to help keep the student accountable and on track.



suggested supplies to purchase:

- sketchbook • drawing pencils • pens • markers • colored pencils • eraser • handheld sharpener

overview for ap studio art

CONGRATULATIONS!

ap studio art

AN OUTLINE OF THE COURSE

WELCOME

let's begin...

This advanced placement course has been designed for students who have expressed an interest in developing a serious portfolio of artwork and have a solid foundation through previous art courses in elements and principles of design. Students are expected to develop a mastery of concept, composition, and execution of their ideas that will meet College Board standards and may meet requirements for entry level college classes. This experience is an ongoing process that will develop critical thinking, spatial concepts, and the student's ability to creatively express ideas in an original way. Students accepted into this program will be given a studio contract (see attached contract) which commits the student to certain standards and the three sections of the AP portfolio. These sections are Quality, and Concentration. Some artwork submitted for the portfolio can be created prior to and outside of the studio class time.

deadline

15 PIECES TOTAL BY MAY 1, 2023

SUSTAINED INVESTIGATION

15 works

The students will focus on the Concentration section of their portfolio. The Concentration section shows the students ability to focus on a specific idea, theme or narrative. Students will have freedom of media choice and exploration in this section. Each artwork should have a degree of variety from one to the next but also present a reoccurring theme that is clear to the viewer. The concentration should be one of personal interest to the student. Student must decide their concentration theme during the first two weeks of semester 1. In the case of school closure continuation, all images may be uploaded via AP College Board.

QUALITY WORKS

5 works (from your concentration)

Discussion is done to evaluate which five artworks should be matted and put into the Quality section. This section is comprised of the five artworks that are of the highest quality of all of the student's artwork. Quality pieces should be no larger than 18x24. In the case of school closure continuation, all images may be uploaded via AP College Board

please visit ap college board website for additional info

PROCESS PHOTOS AND/OR MULTIPLE ANGLES OF A PIECE CAN COUNT AS PIECES.

overview for ap studio art

CONGRATULATIONS!

the portfolios

AN OUTLINE OF THE COURSE

2D DESIGN PORTFOLIO

15 works total -- 5 quality works mailed to AP College Board (from your concentration)

This portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface.

DRAWING PORTFOLIO

15 works total -- 5 quality works mailed to AP College Board (from your concentration)

This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas.

3D ART & DESIGN PORTFOLIO

15 works total -- 5 quality works (not mailed, 2 views of each of the 5 pieces to be digitally uploaded).

This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form.

OUTSIDE CLASSTIME WORK...

You'll need all the extra time you can get

In order to give adequate time for critique discussion and still meet deadlines, outside class time is mandatory to finish. It is recommended that students be enrolled in another art period for studio time and/or attend regular tutorial time before or after school. AP students must complete a minimum of 3 hours of additional studio time a week with any Brackenridge HS Art Teacher.

please visit ap college board website for additional info

PROCESS PHOTOS AND/OR MULTIPLE ANGLES OF A PIECE CAN COUNT AS PIECES.

overview for ap studio art

CONGRATULATIONS!

ORIGINALITY

Express yourself through what you know you're strong in

Students must maintain artistic integrity by creating work that is completely original. No use of published photographs or other copyrighted materials, except as a reference, is allowed. Duplication from references is not permitted. Instead students should alter significantly from references to express the student's own voice. Creating artwork from personal observation and personal photos should be done as much as possible.

PROCESS PORTFOLIO

Document as much as you can, it will help you in the long run

The sketchbook requirement will take the form of journaling, critique, life drawing gestures, thumbnails, personal observation and pre-planning sketches for all projects. The sketchbook requirement is also the starting place for brainstorming ideas for the Concentration section, which will be focused on during the second nine weeks. A grade will be given for a minimum of at least 4 personal observation sketchbook drawings per 9 weeks.

self critique test

DUE ONCE EVERY 9 WEEKS. SAMPLE

SELF CRITIQUE TEST

Name: _____ Date: _____

After choosing one of your pieces, critique it for a grade. Give thoughtful and complete answers.

Media _____ Size _____

I. DESCRIPTION (what do I see?)

II. ANALYSIS

1. Choose and name 5 of the elements that you consider most dominant or important in your work. Talk about how and why you used them and where they are in the piece.
2. Tell how you achieved unity. What elements did you use and where?
3. Where is your emphasis and how did you achieve it?
4. What kind of balance did you use and why did you choose this kind?
5. How did you get variety?
6. What kind of rhythm did you use and why?

III. INTERPRETATION

7. What mood did you achieve?
8. What were you saying with your piece?

IV. JUDGEMENT

9. What aesthetic theory did you use? Imitationalism, Formalism, Emotionalism, Functional
10. How did this choice affect your piece?
11. Do you feel your piece was successful? Why?
12. Do you like it? Why?
13. What did you learn about processes or creativity or concepts while you were doing this piece? FULL PARAGRAPH

