

Advanced Placement Drawing Syllabus

Pine Ridge High School – K. Richter

Objectives/Goals of Course:

Students will:

- Demonstrate a thorough understanding of the elements of art and principles of design through an investigative experimentation of ideas, materials, and processes using electronic media in conjunction with traditional art mediums, materials, and processes.
- Learn and value the investigative process of recording ideas, solving problems, and using these ideas for artwork creating.
- Use decision making skills to assess visual problems.
- Become an active communicator in the artmaking process with self, instructors, peers, and the art community.
- Develop a Sustained Investigation (SI)—a personal investigation (body of artwork) that focuses on a special area of visual problems to solve (**15** pieces of art).
- Develop and choose **5** high-quality works that are excellent in concept, composition and execution to submit for the Selected Works section in their final portfolio.
- Explore postsecondary options for art making.

Course Description

- This is a full-year course developed to accommodate students who have demonstrated a strong interest and commitment to excel in Drawing and/or computer-generated artwork. These students will complete an AP Drawing portfolio with an emphasis on Drawing and/or computer-generated media. Research, field trips, oral and written critiques will be integral parts of this course. All students will submit a portfolio at the end of the course that has followed the AP Art and Design Portfolio/Drawing Submission requirements. With direct teacher instruction, the emphasis will be placed on the development of the AP Portfolio. The students will complete both sections (Sustained Investigation and Selected Work Quality Section) of the portfolio.
- This course will emphasize ongoing documented experimentation with design concepts, composition, and media that uses art journals/sketchbooks. Students will use these sketchbooks daily, and they will be the core source of ideation and documentation of their artmaking. Artist growth, ideas, and final artworks will be investigated through the use of these art journals/sketchbooks.
- As a part of this course, students must develop their own personal voice. Mastery of concepts, composition, execution, varied art mediums, mixed media, and themes, concepts, subject matter, and content are an expected outcome. Students will understand that creating and developing art is a constant, ongoing activity that involves personal decision making. Students will understand that in order

for their artwork to achieve quality in concept, composition, and execution, it includes much risk taking, experimenting, and research. This risk-taking process will be documented in their art journals/sketchbooks.

-Artistic Integrity, copyright, professional ethics, moving beyond duplication, and plagiarism will be discussed on an ongoing basis and are embedded throughout the course, and in core instruction of the course.

-Throughout the course students are encouraged to work from their individual direct life observation of things in their world, their environment, their dreams, and their fantasies.

Assignments and Problem-Solving Activities:

-All assignments are to actively address composition using the elements of art and principles of art/design, along with experimentation using a variety of computer-generated imagery. If possible, students will come to the course with a working knowledge of Adobe Photoshop and Illustrator, how to print properly, and the options of printing surfaces (altered surfaces, handmade paper, commercial printing paper, transfer processes, and scanning options, and final preparation for final artworks), although it is not required.

-Art Journals will be the integral core of the ideas for the students. These books will be used for documentation of experimentation of process and ideas. For example, if students are making a graphic in Photoshop, they can print small samples to glue in the book in order to record thoughts and results of a new technique and list possibilities for artwork in the future. Or if students are trying to decide on color schemes for a drawing, they can do thumbnail sketches to try out a variety of colors and glue the thumbnail sketches in their art journals. One day each week will be dedicated to working in art journals. Most of these will be crafted for a specific new technique, idea, or process that is short and brief. Then the students will expand on this assignment outside of class time.

-Examples of art journal assignments are: – Creative color theory study using media of student choosing. (Students have already learned how to use the media in previous courses.) – Counterchange exercise using India ink with fonts being treated as shape. – Experimental watercolor surfaces. **The weekly assignments are designed to be fast and quick with the expectation of the student adding/embellishing/experimenting/completing on their own time as part of a grade.** In addition to the weekly art journal pages, students will also be expected to use the art journals outside of class for ongoing art investigations. These will be monitored weekly for ideas/progress using a grading rubric. Students will be writing explanations on the development of their ideas using correct art vocabulary and communication skills.

-Critiques and displays of artwork are a requirement and will be conducted at a minimum of every other week (most will be weekly). Students are expected to participate actively in class/group critiques as well as individual discussions with the instructor and classmates. Instructional conversations will assist students in analyzing their personal artwork, the work of their peers, and other artists. **Correct art vocabulary is expected to be used while engaged in the critiques and any written statements.** The critique process is ongoing daily within the art classroom. The students are expected to take these skills of talking about artwork and to apply them in their individual conversations with each other.

-There will be daily/constant individual conferencing (critiquing) with students to assist in their decisionmaking skills regarding their portfolio development. As a result of these conferences, students will be able to develop and complete a highly successful sustained investigation of their artmaking.

-Recruitment personnel from selected postsecondary institutions will present possible candidate information about their specific programs using a grading rubric.

Assessment and Evaluation:

-Portfolio Development: (60%)

-This will constitute 60% of the course grade for the student for each grading period. This will include all art assignments including art journals and critiques. There are individual rubrics for each assignment. Each rubric will have creative and investigative components as well as a reflective section.

-Evaluation rubrics will be adapted from the Volusia County Schools 2D Visual Art Rubric, available on the VCS website on the course curriculum map. For each assignment, the students will be provided a copy of the rubric prior to the start of the assignment, via our online learning platform, Canvas.

-Quality of the investigative process will be considered in the final grade calculation using a welldeveloped rubric.

-Art Room Participant: (40%)

-This will constitute 40% of the course grade for the student for each grading period.

-Regular attendance is critical and required.

-Using in-class time and independent/at home work time effectively and productively.

-Participation in discussions, critiques, demonstrations, and conversations with peers.

-Safe and proper use of all materials and equipment.

-Cleanup and proper storage of all artworks/digital files properly.

-Active engagement of portfolio development, completion, and submission.

-Course Time Frame Overview:

-August, September, October, Mid-November

-A series of teacher-led and initiated assignments will be presented with the purpose of investigation, experimentation, and creating images with the emphasis on the elements of art and principles of art/design. The intention of these assignments is to lead to a personal investigation, idea/concept development for the final sustained investigation. These assignments are to create a high level of problem-solving skills with a wide range of experiences. During these assignments, students will discover their personal direction of art investigation, artmaking techniques, and visual interests leading to their sustained investigation for the portfolio submission.

-There will be weekly art journal activities, critiques, and demonstrations of new techniques for creating artwork. Through electronic presentations using digital projectors and electronic portfolios, students will

discuss their ideas, research, and critiques with their peers. This will include their experimentation and collaboration with other art students.

-Sample Assignments:

-Students will solve problems that emphasize each of the elements of art (line, shape, form, color, texture, space, value) and principles of art/design (rhythm, balance, emphasis/contrast, proportion, gradation, harmony, variety, movement).

-Students will research/record artwork from current practicing artists and how their artwork influenced their own way of artmaking.

-Using a teacher designed art journal activity, students must translate a researched artwork into a new artwork

-Students use personal tablets/cell phones/digital devices to create design-based drawings.

-Students will research the work of practicing artists and learn from their techniques and intentions as well as from previous AP students work.

-The art journal will be used daily to record ideas, thoughts, and processes as the student is creating artwork. The student will also reflect on these ideas in the form on artist statements, written and orally.

-The art journal will be used outside of class time for continuation of this investigation and documentation, that deliberately targets a specific principle of design.

Mid-October, November, December, January, February, March:

-The experimentation and initial artworks created during the fall months should lead students into their personal inquiry-based sustained investigation study (SI).

-During this time, students will develop and refine their sustained investigation (SI) part of the portfolio. Students will weekly/biweekly continue the process of formal and informal critiques through classroom discussions and teacher and peer reviews. Students will document this process in their art journals by recording in any manner they choose (photo documentation, notes, sketches, copies glued in book, etc.). This investigation must be a personal exploration by the student and include the guidance, suggestions, etc. from peers and the instructor.

-Specific Time Frame:

-By mid-October, begin the research/investigative process of the sustained investigation. Each week, students are to have their progress presented via classroom discussions/critiques/written form. Peers and instructor will offer suggestions, ask questions, and inquire about the thought process in regard to the process, materials, and the degree of successful achievement.

-By mid-November, a sustained investigative process should be begun in a specific direction of artmaking. This process can change as the investigation continues, but it must be documented and explained.

-By January, February, March, continuous work in the sustained investigation with ideas documented as it progresses. This documentation will take place in the art journal and be checked on a weekly basis. By

the end of March, students should have 13/15 of their Sustained Investigation (SI) pieces developed/completed and 4/5 of their Quality pieces developed/completed. This allows for the month of April to be a “wrap-it-up” month when students may review all works, make final adjustments, edit or update artist statements/descriptions, and make sure all work is uploaded onto the AP site for Teacher review by May 1st at the latest.

-Throughout the school year, Mrs. Richter will host Open Studio hours each week. While not all students can attend each session, they will be expected to take advantage of the extra time in the studio on these afternoons. There won't be demonstrations or formal critiques, but individual studio time and guidance will be provided if necessary.

-Sample Assignments

-Development and finalizing a personal investigation of artworks

-Written artist statements explaining/defending their investigation

-Daily discussions of artmaking with instructor and peers

-Achievement of quality in final artworks (Visual problem solving & Creating body of work that has deliberate visual thinking)

-Making successful choices in elements of art and principles of art/design, media, and production of created works

-Art Journals – All thinking evidence is recorded here in art student's choice of style. – Thinking evidence must show progress of research and investigation. – Students must include written art statements using proper art vocabulary to communicate ideas.

-April, May Portfolio Deadline:

-Students will finalize, complete uploading, and choose their five Selected Works, basing their selections on concept, composition, and execution of their artworks, for the final portfolio submission. This timeframe is devoted to successfully completing the entire process of the AP Drawing portfolio. Each student will receive individual mentoring concerning their specific needs. This time period of the portfolio is extremely individualized per student. Each student will be at a different stage in their investigation. The instructor will meet with each student to assess and determine their needs prior to the completion of the portfolio.

-As soon as the Digital Submission is available online, students will upload, resort, refine, and explain their sustained investigation until the final deadline is met.

-Art and Design Literary Resources:

-Khan Academy® for art history research.

-Field Trips: Local art opportunities, these will vary from year to year. Virtual museum tours may also be utilized.

-Websites (this list can be added to/edited at any time as more resources occur):

<https://myAP.CollegeBoard.org>

<http://www.uflib.ufl.edu/spec/ARTBOUND%20Websites/ARTBOUND%202010.html>

<https://thebluereview.net/artist-sketchbooks-that-will-change-your-life-or-at-least-inspire-you-to-start-drawing-6ae04103838c>

<https://www.artistsnetwork.com/art-mediums/drawing/sketchbook-drawings-and-sketching-techniques/>

-Hard copy books:

-The Visual Experience, 3rd Edition, Hobbs, Salome, Vieth, 2005, Davis Publications

-Discovering Drawing, 2nd Edition, Rose, Mahan-Cox, 2007, Davis Publications.

-Discovering Art History, 2nd Edition, Brommer, Kohl, 1988, Davis Publications.

-Explore Visual Design, 3rd Edition, Gatto, Porter, Selleck, 2000, Davis Publications.

-Exploring Painting, 2nd Edition, Brommer, Kinne, 1995, Davis Publications.

-PRHS Visual Arts/Mrs. Richter's classroom library to be used for research

-Students will be required to use an online platform to post their artwork. For example, Canvas, Google Drive, Instagram, personal blogs (Wix, Weebly), etc., to create a digital portfolio for the use of ongoing, online critiques, etc. This electronic portfolio will include documentation of research, investigation, and experimentation in their artmaking process. Students will scan, photo, type, etc. to document the entire process.

Artistic Integrity, Plagiarism, and Copyright:

-Statement from the College Board that is read multiple times to students:

-“Any work that makes use of (appropriates) photographs, published images, and/or the work of someone else must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the materials, processes, and/or ideas of the source. The student's individual vision should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy someone else's work or imagery (even in another medium) and represent it as one's own.”

-Throughout the course, students are encouraged to work from the direct observations of their individual life experiences, the direct observations from their world, and their dreams and fantasies.

-This process is practiced on the first day of class, and embedded in ALL created artworks, discussions, research, and investigations.

-Each student has already had this explained in the prerequisite courses; however, it is reviewed and checked constantly.

-Students are shown examples of appropriation used well and not well. This is discussed via PowerPoint examples of past violations, etc. **Plagiarism is not tolerated in any way.**

-Equipment Resources:

-In addition to all traditional media for 2-D Art and Design, students will have daily access to digital cameras (cell phones), computers with image editing software, internet access, and printing capabilities. Students will use online inspiration to create their images, and use the internet for research, uploading electronic portfolios, conducting critiques, and overall support for the portfolio development.

-There is a classroom projector used with a large screen to project images for demonstrations and to collaborate within the art classroom.