

AP 2D Design
School: Valley H.S.
Teacher: Stone, Jeff

Course Goals

Encourage and Foster ALL to grow their Art Spirit. [SC1]

Develop and Nurture the Artist's belief in their abilities and skills. [SC4]

Facilitate and Grow ideas, skills, and self-education in the Studio and beyond the Art room walls. [SC5, SC6]

In doing so, the value of each individual's education will increase with opportunities and understandings. [SC3, SC7]

Course Description and Purpose

The AP 2D Studio Art course is designed for students seriously interested in the practical experience of art and wishing to develop mastery in the concept, composition and execution of their ideas. In AP Studio Art students submit a portfolio of work. The portfolio consists of a sustained investigation of three aspects of portfolio development: quality, concentration, and breadth. In all sections students must demonstrate an understanding of the elements and principles of design.

The AP Studio Art 2-D Design portfolio requires students to produce a minimum of 24 works of art that reflect issues related to 2-D design. These works may include traditional as well as experimental approaches. Drawing, painting, printmaking, mixed media, and collage are all appropriate means for expressing design principles. Students will show high quality, college level work, and will prepare their work to be critiqued by being gallery ready. Work will show mastery of all stages of art production, concepts, composition, and execution.

Students will expand their skills (i.e. painting or charcoal technique) and advance their visual communication skills (i.e. design principles) by exploring a variety of design, compositional and aesthetic concepts including but not limited to Drawing, Painting, Graphic Design, and Printmaking. Students are encouraged to share ideas through formal and informal group critiques and self-critique with the understanding that genuineness in critique is critical. The end goal for the student is to create their best work. Fear of failure or quitting is contrary to the end goal. Students develop mastery in concept composition and execution as they develop their portfolios. [SC1,SC2,SC3,SC4]

It is imperative for students enrolling in any AP Studio art course to work independently in terms of their ability to do research, explore and practice their knowledge of materials and equipment, and their ability to take initiative during the production phase. [SC6] The planning, research, execution, and the critiquing phases must be carried out with a focus on meeting the artistic goal of the individual student. [SC4]

Portfolio Development

AP design students will demonstrate their two-dimensional design skills in a variety of techniques and processes that will enhance their visual communication skills. Within the 2-D Design course, students become familiar with the elements of design (including shape, line, color) and the compositional principles (including symmetry, visual balance, emphasis). Design is not bound to any media and many mediums will be explored including photography and computer graphic design. [SC4] Each assignment is developed to allow students to review an aspect of design theory and to demonstrate expertise in using specific elements and principles of design. The first semester is devoted to assignments for the Breadth section. The assignments made are based on a variety of collected problems commonly encountered in college level 2-D Design courses. A variety of concepts and approaches will be used to demonstrate abilities and versatility with techniques, problems solving, and ideation. [SC6]]

Quality section students will submit five examples of their best work. Students are not required to use a variety of techniques or approaches, simply demonstrate their best work. These should be the student's most successful work and cannot be larger than 18" x 24".

Works are evaluated on use of:

- Line, Shape, Form, Value, Color, Space, Texture
- Unity, Variety, Emphasis, Rhythm, Movement, Balance, Pattern

Works must show:

- Mastery of Elements and Principles of Art
- Imagination and Purpose
- Strong ideas and concepts
- Development of process
- Purposeful composition
- Originality

View examples:

<http://studioartportfolios.collegeboard.org/category/2015-2d-quality/>

Concentration section students will provide and present an outline of their plans to the teacher and to the class. From there they will develop a body of work which has a strong underlying visual idea and grows from a coherent plan of investigation.

This body of work will show a cohesive series of 12+ works. [SC3, SC4]

- Student can work from a central idea and explore that idea with different 2-D techniques.
- Deconstruct one idea down into multiple works
- Working on abstraction
- Working with traditional mediums: charcoal, acrylics, printmaking, gouache/watercolor, pen and ink
- Working with non-traditional mediums: found objects, coffee, mixed media, non-traditional canvas, tape, torn paper
- Parody/Appropriation/Recontextualize
- You are NOT LIMITED to any of these examples

View examples:

<http://studioartportfolios.collegeboard.org/category/2015-2d-concentration/>

Breadth section students explore ideas, media and techniques outside of their personal focus. Students explore a variety of concepts and approaches to demonstrate their abilities and to develop versatility of techniques. [SC6]

Examples of medias and ideas to work with (not limited to):

- Logo Design
- Patterns
- Create Holiday Cards
- Working with color theory
- Custom lettering / typography
- Using alternative inks/paint ex. Coffee, tea, kool-aid, mustard
- Silk-Screening posters or t-shirts

View examples:

<http://studioartportfolios.collegeboard.org/category/2015-2d-breadth/>

Concentration and Breadth are submitted digitally. Please view the digital portfolio submission page <https://apstudent.collegeboard.org/takingtheexam/about-digital-submission>

All portfolios are assessed by at least two highly experienced studio art educators (AP Studio Art teachers or college faculty) who apply standard scoring criteria, with respect to the forms and content.

Evaluation/Assessment

The on-going evaluation and assessment portion of the Advanced Placement course presents a process by which students and teacher can comfortably and objectively evaluate their artwork and the work of others. By undergoing this process, students will be able to:

- Analyze a works' success or failure in solving a visual problem. [SC5]
- Consider additional methods of developing skills as they identify the solutions of their classmates. [SC4, SC5, SC6]
- Strengthen oral communication skills as they articulate critical reactions to artwork. [SC6,SC8]
- Craftsmanship [SC4]

Format of Assessment

Section I: Quality | 5 works for 2-D and Drawing.

*Demonstrate mastery of design in concept, composition, and execution

Section II: Concentration | 12 digital images

*Describe an in-depth explanation of a particular design concern

Section III: Breadth | 12 digital images

*Demonstrate understanding of design issues

Sketchbooks

Working in a sketchbook is not only required, but is vital to growing as an Artist. The sketchbook should be a place to formulate ideas and experiment with media and techniques to be used in future works of art. It is also a place to problem solve design issues that the student may face while creating classroom assignments, taking notes from lectures, critiques, private feedback, and personal journaling [SC1,SC7, SC9] Summer assignments as well as weekly sketchbook assignments, breadth and concentration planning should be included in the sketchbook. Each week, a sketchbook assignment will be given. Students will participate in teacher/student discussions and evaluations of these assignments. The sketchbook is also where students will begin generating ideas and preliminary plans for concentrations. Sketchbook assignments should be completed with the same care and craftsmanship as regular classroom assignments.

Critiquing

Students will learn to critique artwork as a tool for discussing and analyzing images. This feedback can help direct students with artistic decisions both from failures and successes. At the beginning of the course students will learn art vocabulary that they will use throughout the course to discuss their own work, as well as famous artworks, and their peers' work. Each project will be turned in with a grading sheet that requires self-reflection about their work, plus a peer critique of their work. Additionally, we will view and discuss famous artworks as a class, have class critiques at the end of each quarter, and conduct continual one-on-one critiques with the teacher. As Artists it is imperative that one develops a critical eye for not only creating works, but viewing the Art and world around them. [SC7, SC9]

Artistic Integrity, Ethics and Plagiarism

Plagiarism: using an image (even in another medium!) that was made by someone else is unethical and it will not be allowed in this course. If you submit work that makes use of photographs, published images, and/or other artists' works, you must show substantial and significant development beyond duplication to ensure personal artistic ownership in the work.

All student work must be original. Activities throughout the course and discussions will take place, and these will assist the student in understanding how artistic integrity, plagiarism, and moving beyond duplication are included in every aspect of this course. Students will not use someone else's work, images from the Internet or books, or any published or unpublished images or photos created by another person. The student is to work from direct observations of his or her life and life events, environment, dreams, fantasies, and self-made photographs. Ongoing conferences with the teacher, as well as one-on-one individual discussions and/or group peer critiques with the teacher, will provide additional activities to help with this understanding. Artistic integrity is essential. If a student uses someone else's work as a basis

for one of his or her own pieces, there must be significant alteration to the work for it to be considered original and/or appropriate for this college-level portfolio. [SC10]

This AP course is built around pushing one to produce high quality work. To be an Artist of high quality it is far beyond duplicating your favorite cartoon character, a couple silhouette under melting crayons, or a stencil of a famous entertainer. This course allows you the freedom to become your own Artist by not restricting one to teacher only led projects. Use this opportunity to grow, define, fail and create successful works; work from direct observation, your own experiences, dreams, trials, and accomplishments. This course is not about how well you can render (copy) others work. [SC5,SC7, SC10]

Exhibitions & Competitions

AP Studio Art students are encouraged to participate in exhibitions and competitions. At the end of the school year, students will organize an exhibition of their work in a public location in town. Details about this exhibition will be provided toward the end of the second semester.

Summer / On Going Assignments

It is strongly recommended any student intending to enter into the AP program continue to work on artwork over the summer, and keep a detailed sketchbook.

Below are some suggestions for summer work:

- ***REQUIRED*** Sketch or keep a journal or visual notebook of ideas.
- Museum, gallery, or studio visits.
- Research artists.
- Research artistic influences.

Suggested Reading

Tharp, Twyla, and Mark Reiter. *The Creative Habit: Learn It and Use It for Life*. New York: Simon & Schuster, 2003.

Kleon, Austin. *Steal like an Artist: 10 Things Nobody Told You about Being Creative*. New York: Workman Pub., 2012.

Bayles, David, and Ted Orland. *Art & Fear: Observations on the Perils (and Rewards) of Artmaking*. Image Continuum, 2001.

Henri, Robert, and Margery Ryerson. *The Art Spirit*. New York: Basic, 2007.