**Ms.Soto’s AP Art**

G-102

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**AP 2-D Art and Design 2020-2021**

Curricular Requirements

1. The teacher and students use a variety of art and design resources which can include books, periodicals, reproductions, and online media.
2. The teacher and students have access to a digital camera and a computer equipped with image editing software and an internet connection as well as a digital projector and screen for viewing and discussing works of art and design.
3. The course provides opportunities for students to practice and develop the skills in Skill Category 1: Inquiry and Investigation through portfolio development.
4. The course provides opportunities for students to practice and develop the skills in Skill Category 2: Making through Practice, Experimentation, and Revision through portfolio development.
5. The course provides opportunities for students to practice and develop the skills in Skill Category 3: Communication and Reflection through portfolio development.
6. The course teaches students to understand integrity in art and design as well as what constitutes plagiarism. If students produce work that makes use of others’ work, the course teaches students how to develop their own work so that it moves beyond duplication of the referenced work(s).

**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 art-making process with self, instructors, peers, and the art community. Develop a Sustained Investigation—a personal investigation (body of artwork) that focuses on a special area of visual problems to solve. Develop and choose five 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 computer generated artwork. These students will complete an AP 2-D Art and Design portfolio with an emphasis on computer generated media. Research, virtual field trips, regularly (at least biweekly) 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 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-15 pieces total) and Selected Work (Quality Section-5 pieces total) of the portfolio. This course will emphasize ongoing documented experimentation with design concepts, composition, and media that uses ‘Design Journals (DJs)’ (sketchbooks). Students will use these DJs daily, and they will be the core source of ideation and documentation of their art-making. Artist growth, ideas, and final artworks will be investigated through the use of these books.

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 to 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 Design Journals (DJs).

**Artistic Integrity**: The course teaches students to understand integrity in art and design as well as what constitutes plagiarism. If students produce work that makes use of others' work, the course teaches students how to develop their own work so that it moves beyond duplication of the referenced work(s). 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 encourages to work from their individual direct life observation of things in their world, their environment, their dreams, and their fantasies. For example: take their own pictures and photographs, use observational drawing, and use of mind mapping exploration to develop original work. Students must adhere to AP integrity guidelines:

“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. The College Board reserves the right to decline to score an AP Art and Design Portfolio Exam or cancel an AP Art and Design Portfolio Exam when misconduct occurs, such as copying another artist’s work.”

\*\*\* students will document sources of inspiration by making a compilation or references and resources on their weekly journal. Creating a complex mind map with imagery and words to support design process to creating original works related to the inquiry question leading to the SI. The process will then be shared on a discussion board for feedback

\*\*\*students will use videos, images, and art history resources as reference to styles and historical inspirations for understanding how other’s use art making process and art techniques in works of art through history and be able to identify work made by others to inspire own thinking and making. This documentation include the use of Google art project galleries.

\*\*\*students will submit a total of no less than 5 revisions for artwork created during the sustained investigation research.

\*\*\*students will create a digital collage with their own pictures (picture only taken by them) once a week

\*\*\*students will create a sketch once a week while using their own imagery as inspiration in order to develop creative expression, originality, and personal art making style

**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. 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).

**Design Journals (DJs)**: Sketchbooks 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 using 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. One day each week will be dedicated to working in DJs. 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 DJ 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 on their own time as part of a grade. In addition to the weekly DJ pages, students will also be expected to use the DJs 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.

**Experimentation and Revision:** The course provides opportunities for students to practice and develop the skills in Skill Making through Practice, Experimentation, and Revision through portfolio development, as outlined in the AP Course and Exam Description (CED).

\*\*\*students create one piece to set the theme of the SI, followed by answering guiding questions, the students create a revision piece including one elements of art and one principle of art which was not included in the prior finished work

\*\*\*students create a documentary via video and pictures recording the “art in progress” and “artist at work” process in order to reflect on art making process and improve experimentation

\*\*\*sketches providing documentation of material experimentation, material use reflection, and techniques development are required prior to each SI deadline

**Critiques and displays of artwork**: These 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 decision-making 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 art-making.

\*\*activities such as canvas discussion board and virtual team meeting discussions will be implemented in order for students to communicate ideas about art and design in order to address:

Skills include “Identify, in writing, questions that guided a sustained investigation through art and design”, “Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions”, “Identify, in writing, materials, processes, and ideas used to make works of art and design”. These group discussions will be located on weekly Modules on Canvas.

\*\*student virtual meeting peer discussions will be use to address synthesis of materials, process, and ideas and/or drawing (art) skills. We will use a live “drawing session” to identify and discuss strengths and need to improve topics.

**Assessment and Evaluation**: Portfolio Development: class work / quizzes / projects will constitute the course grade for the student for each grading period. This will include all art assignments including DJs and critiques. There are individual rubrics for each assignment. Each rubric will have creative and investigative components as well as a reflective section using the 5’c criteria. For each assignment, the students will be provided a copy of the rubric prior to the start of the assignment. Quality of the investigative process will be considered in the final grade calculation using a well-developed rubric.

**Art Room Participation**: This will constitute 20% of the course grade for the student for each grading period. Regular attendance (virtual or on-site) is critical and required. Using in-class time and extra classes 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 all 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, art-making techniques, and visual interests leading to their sustained investigation for the portfolio submission in May. There will be weekly DJ activities, critiques, and constant 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 art-making. Using a teacher designed DJ activity, students must translate a researched artwork into a new artwork that deliberately targets a specific principle of design.

\*\*\* activities such as use of Google art Project, creating a mini SI and practice of revisions will be used to generate possibilities for investigation in their work, describe, interpret, and investigate materials, processes, and ideas.

Mid-November, December, January, February and March: The experimentation and initial artworks created during the fall months should lead students into their personal inquiry-based sustained investigation study. During this time, students will develop and refine their sustained investigation part of the portfolio. Students will weekly/biweekly continue the process of formal and informal critiques through classroom discussions and teacher and peer reviews.

By Winter Break, a sustained investigative process should be begun in a specific direction of art-making. This process can change as the investigation continues, but it must be documented and explained. – January, February, March, continuous work in the sustained investigation with ideas documented as it progresses. This documentation will take place in the DJ and be checked on a weekly basis. By the end of March, students should have 90% of their sustained investigation developed. During Spring semester, the Art Department will host Open Virtual Studio nights one night 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 evenings. 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 art-works /Written artist statements explaining/defending their investigation/Daily discussions of art-making with instructor and peers/ Achievement of quality in final artworks / Visual problem solving /Creating body of work that has deliberate visual thinking

This timeframe is devoted to successfully completing the entire process of the AP 2-D Art and Design 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 Gallery: students will plan and create a virtual online gallery at the endo of AP submissions

**Websites**:

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-orat-least-inspire- you-to-start-drawing-6ae04103838c

https://www.artistsnetwork.com/art-mediums/drawing/sketchbookdrawings-and-sketching- techniques/

**Hard copy books**:

Foundations of Graphic Design, 1st Edition, Kevin Gatta, Gusty Lange, Marilyn Lyons, 1991, Davis Publications

Digital Art Studio, 1st Edition, Schminke, Krause, Lhotka, 2004, Watson Guptill Publications. Careers in Art, Brommer, Gatto, 2nd Edition, 1999, Davis Publications

Digital Alchemy, 1st Edition, Lhotka, 2010, Peach Pit Publishers

Hacking the Digital Print, Lhotka, 2015, Peach Pit Publishers

Entire WHS Visual Arts library to be used for research

Students will be required to use an online platform to post their artwork. For example, 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 art-making process. Students will scan, photo, type, etc. to document the entire process. Students will submit all work via Canvas.

AP-Course Audit Teacher Resources © 2020 College Board

**Honors ART III / Art IV / AP Art Suggested Supplies**

* Portfolio (to transport your artwork home!): we will work with mostly 18 x 24 size surface
* http://mary-adam.blogspot.com/2008/08/home-made-portfolio.html
* Surface/Paper of your choice such as: Arches / Rives BFK / Strathmore / Fabriano paper…canvas…ect
* Media of your choice: markers, paint, spray paint, colored pencils…
* Tools of your choice: brushes, erasers, scissors…
* **CERAMICS STUDENTS WILL NEED CLAY/GLAZES/TOOLS**
* **PHOTOGRAPHY STUDENTS WILL NEED CAMERA/FLASH DRIVE/OTHER?**
* **FASHION WILL NEED TEXTILES**

\*\*\*we have limited amounts of supplies…if you want a medium we don’t have…buy it!

*\*\*\*When buying supplies please consider your specialty or art concentration (what you are good at) and then, purchase the supplies: drawing, painting, mixed media, printmaking, weaving, photography, or ceramics?*

\*\*\*Most of the art supplies and art paper will be available and provided by the school-however-the art supplies listed above should be purchased as we are limited in those specific ones. Thank you!

**Supplies “WISH LIST”**: paper plates / tissues / glue sticks / Black ultra-fine and fine sharpies / erasers/ masking tape/ painter’s tape / double sided tape / rulers / electric pencil sharpener / used hair dryers / scissors / containers / jars / paint brushes / elmers glue / foam shaving cream/ anything that you may plan on throwing away….please let me know and I may take it! Always in search for objects for “still life”

**Shopping for Art Materials:**

Target / Michaels (look for coupons on Sunday paper!) / Hobby Lobby (find coupons online!) / A.C Moore (find coupons online!) / Wal-Mart / CVS / Walgreens / even Harris Teeter …and also:

Cheap Joe's Charlotte Store (bring student ID for discount!)

Online Shopping? Amazon! Also try: [*http://www.dickblick.com*](http://www.dickblick.com) *and* [*http://www.saxarts.com*](http://www.saxarts.com)