

# AP ART & DESIGN

Room 126 | **Ms. Tia Woller** | minoskc@gcsnc.com

## Materials:

### **ALL Students:**

**Sketchbook** 8 ½ x 11 OR 9 x 12

All students are required to work in their sketchbook (or Process Book) constantly. The "process" of using the sketchbook experimentation, planning, and research is essential to the AP submission and must occur daily.

### **Photo Students:**

- **Camera**
- **Memory card** (1 GB recommended)
- **\*Cord or Card Reader**
- **Camera case** (please make sure your name is on your case)
- **Extra battery or battery charger**
- **Tripod** (recommended)

## Remind:

@ngapart

Canvas inbox and email may be used to communicate too.

## Curricular Requirements:

**CR1** The teacher and students use a variety of art and design resources which can include books, periodicals, reproductions, and online media.

**CR2** 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.

**CR3** The course provides opportunities for students to practice and develop the skills in Skill Category 1: Inquiry and Investigation through portfolio development.

**CR4** 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.

**CR5** The course provides opportunities for students to practice and develop the skills in Skill Category 3: Communication and Reflection through portfolio development.

**CR6** 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).

## Couse Description:

AP Art and Design is a year-long, rigorous experience 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. AP Art and Design is not based on an exam; instead, students submit portfolios with written analysis for evaluation in early May. In building their portfolios 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.

## Big Ideas:

Big ideas structure students' development of understanding and skills, enabling them to connect what they learn with prior knowledge and experiences. The three big ideas of AP Art and Design are:

1. **Investigate** materials, processes, and ideas.
2. **Make** art and design.
3. **Present** art and design.

As with the course skills, all the big ideas should be sustained throughout the course.

## AP Portfolio:

### **Selected Works** (40% of Total Score)

Five (5) works that each demonstrate synthesis of materials, processes, and ideas using 2-D, 3-D, or Drawing art and design skills.

### **Sustained Investigation** (60% of Total Score)

Fifteen (15) works of art and/or process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

## Essential Questions & Enduring Understanding:

Essential questions are open-ended queries intended to provoke thought, inquiry, discussion, and understanding related to the big ideas. Essential questions offer opportunities for students to consider evidence, challenge assumptions, and support their ideas.

Enduring understandings are long-term understandings related to the big ideas. They are responses (but not answers) to essential questions. Students develop enduring understandings over time by learning, applying, and connecting knowledge and skills throughout the year. These are the foundation for the Sustained Investigation.

## Learning Objectives & Essential Knowledge:

Learning objectives define what students need to know and do to develop enduring understandings and course skills. Students' achievement of the course learning objectives is essential for success with the AP Portfolio Exams.

Essential knowledge statements accompany each learning objective and describe the specific information students need to demonstrate each learning objective.

# Artistic Integrity, Plagiarism, & 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 examples of past violations, etc.. Plagiarism is not tolerated in any way.

## Evaluation:

### **Quarter Grades**

Projects.....	35%
Process Books (sketchbooks).....	35%
Critiques.....	30%

Due dates are assigned to keep students on track for AP submission, completion of assigned work is required by the end of each quarter. It is necessary for students to stay on top of their work to receive and give feedback during critiques. Note the balance of percentages above exemplifies the importance of each aspect of AP Art - process, project, critique. Students are allowed one week to make up missed work if absent. **The student must speak to the teacher about work due for each classed missed or is special circumstances are warranted.**

**Projects** - These will first be based on **process** and **experimentation** to understand the idea of Sustained Investigation. This is just like a real artist would work in the real world!

**Process Books** - This year you will use a sketchbook, but we will call it your "process book." Yes, you can do as many drawings as you want in your process book, in fact I recommend you draw each day. I recommend either spiral bound or hard bound sketchbooks (8 ½ x 11 or 9 x 12). Books have always been a valuable source of visual documentation for the artist. You will use this process book to convey your interests and intentions for projects. I want you to work in your process book on a daily basis.  
**\*\*\* Think of your process book as a source of inspiration! \*\*\***

**Your grade will be based upon your RESEARCH AND DRAWINGS. These are the required aspects to be included in your process book to effectively develop an A level coursework...**

1. **Composition & Content** (15 Pts.) - Use of the entire page and front/back of each page, pay attention to placement/arrangement of visual elements. What is being depicted on the page, its essence and importance?

2. **References & \*Research** (15 Pts.) - Tape/glue in pictures and images that you will use as a guide/idea. Select an artist or two whose work relates to your subject matter/content and inspires you.

3. **Notes & Writing** (15 Pts.) - Comments, thoughts, ideas, lists, information, etc. Use correct grammar and punctuation when writing, no text lingo.

4. **Sketches & Drawings** (15 Pts.) - Thumbnail (small) sketches of your ideas/thoughts about your final drawing. With drawings use value/shading, foreground, middle ground, and background.

5. **Craftsmanship & Neatness** (15 Pts.) - Quality and level of maturity in your work.

6. **Effort & Development** (25 Pts.) - Does it appear you've spent time researching, drawing, and collecting information for these assignments? Visual growth and change as your ideas develop throughout an assignment.

Examples of what should be in your process book:

- ~ Interests
- ~ Ideas
- ~ Intentions
- ~ Contour line drawings
- ~ Observational drawings
- ~ Thumbnail sketches
- ~ Value drawing
- ~ Vocabulary
- ~ Lists of materials, plans, thoughts, etc.
- ~ Color Combinations
- ~ Photos, magazines, newspaper cut outs of inspiration
- ~ Artist information and artworks for inspiration
- ~ Assignments (Glued into pages)
- ~ Schedules/Timelines
- ~ Elements & Principles of Art

### **\*Research**

- Research an artist related to the investigation you are starting in class.
- Search for an artist working with similar materials, processes, and/or ideas.
- Try searching key words, the materials you'll be using, your idea, etc.
- You may research an artist in a gallery or museum in person.
- You may use books in the classroom (extensive bookshelf).
- Go beyond Instagram to find in-depth information on your artist.
- Here are a few online resources to get you started: CR1, Artsy.net, Metmuseum.org, Art21, Colossal

### More Resources to Explore

Computers/iPads with Adobe Photoshop digital software

Digital projector and screen

Standing lights

Art supplies (drawing media, paint media, printmaking media, collage, photography)

Experimental supplies (gelliplates, joint compound, bleeding tissue, kitchen tools, etc)

Drawing boards, light boxes

Classroom digital cameras for student use

**Critiques** - These are an integral part of all classes. All students are brought together for critiques at regular intervals. Each student must show his or her work and briefly discuss his or her 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. These generally take the entire class to complete, sometimes more than one class period. I do very little of the talking during these sessions, other than beginning the process with a recapping of the criteria for the project and a reminder to students to

address the criteria as part of their discussion. I will only interject when I feel that there is something that has not been addressed or have an idea about a possible solution or suggestion for a next piece. Additionally, there is ongoing dialogue with students on an individual basis during class time. Also, the students dialogue with each other about their work.

**Written Commentary** - This will serve to document your investigation in writing and will serve as an artist statement for the public as it will accompany your display of work outside the classroom, including the Art Show.

- Typed 12pt Times New Roman
- Create a heading: row 1–centered first and last name, row 2-centered title of your series in italics
- Skip a line
- Answer the following thoughtfully and accurately, using complete sentences in left justified paragraphs:

1. WHAT questions are guiding your sustained investigation?
2. WHY are you interested in investigating this idea?
3. WHAT materials, processes, and ideas have you explored in EACH piece? HOW is each piece different from the next?
4. WHAT drawing skills are you exploring (e.g., mark-making, line, surface, space, light and shade, and/or composition)?
5. HOW have you experimented with materials, processes, or ideas?
6. HOW have you practiced with materials, processes, or ideas?
7. WHAT revisions or changes have you made as you have been working?
8. WHAT visual sources have you used in your work? If you've used the work of others, list their information here and describe how you have changed the image to show your individual vision.
9. WHAT insights, discoveries, or inspiration have you gained as you have been working?
10. WHAT materials, processes, or ideas will you explore next to further your sustained investigation?
11. WHAT do you hope the viewer will come away with after viewing this work?

### **2-D:**

This portfolio is designated for work that focuses on the 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.

### **Drawing:**

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.

### **3-D:**

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.

Taking an AP Art class is a lot like being an artist in residence. Each artist will have a focus, create synthesis in their work and evolve by exhibiting the **Artistic Behaviors:**

1. Collaborate
2. Solve problems
3. Take risks
4. Communicate
5. Observe
6. Create original work
7. Develop art making skills
8. Have a global awareness
9. Reflect

### **Showcasing Work**

1. Students will display ongoing work throughout the year in the classroom to be viewed by all students and critiqued by the AP class. Remember: feedback throughout your process is essential!
2. Students can enter competitions throughout the year including: Reflections, Scholastics, Art Showcase, NAHS Juried Exhibitions and more.
3. Students will display their portfolio in the pit for the Annual Art Show. This serves as a critique grade for the 4th quarter.
4. Once all work is submitted to College Board, the AP class will set up an AP Art Gallery for students and parents to view. This will also be a grade on the 4th quarter.

## **Classroom Expectations:**

### **"Be a decent human."**

- Be **on time** and **prepared** for class.
- **Listen attentively** and **respectfully participate** in class to the **best of your ability**.
- Do your **own work** and use your **own ideas**.
- **Submit all work on time to Canvas**.
- Remain **seated** during class in your assigned seat and **limit distractions** (cell phone games and social media, talking loudly, food, friends, etc.).
- Use only **appropriate language** and **images**.
- Take care of **your work**, all **supplies**, and the **classroom**.
- Be kind.