**AP Studio Art:**

**Visual Arts**

**Anne Lloyd**

**Course Syllabus**

**Course Description and Objectives**

Welcome to AP Art and Design! I’m so excited you are in this class. There’s a lot of information listed below, but we will walk through all of it together. You will do great!

As an AP Art and Design student, your objective will be to emphasize research, experimentation, discovery, inventive thinking, artmaking, critical analysis, and problem-solving in your work.

You will:

* Investigate materials, processes, and ideas. Making Through Practice, Experimentation, and Revision
* Make works of art and design by practicing, experimenting, and revising. Communication and Reflection
* Communicate ideas about art and design both verbally and written.
* Maintain a strong work ethic
* Work through and solve visual problems effectively
* Refine the ability to draw/render what you see
* Understand how art elements and design principles communicate content
* Increase awareness of the creative process
* Increase knowledge of art tools and materials
* Pursue the art-making process with passion-be fearless

You will be expected to choose an inquiry to explore in depth. This investigation of your inquiry should be something that is important to you. During ongoing individual conferences/meetings with you, I will assist you in choosing your sustained investigation inquiry. Your body of work will investigate a strong underlying idea with a combination of media.

The AP Studio Art Program consists of three different courses: 2-D Design, 3-D Design, and Drawing. You will work toward a submission of a portfolio exam for 2D Design. Your goal will be to create a portfolio of college-level work and, at the end of the school year, submit it for evaluation instead of taking a written exam. A qualifying portfolio score can earn a college credit and/or advanced placement. In the winter through spring, you will upload digital images of your work online along with your commentary/documentation that describes your journey while you created your amazing work. In building the portfolio, you will experience a variety of concepts, techniques, art mediums, and approaches designed to help you demonstrate your abilities as well as your versatility with specific techniques, problem solving, and ideas. You will develop a body of work for the Sustained Investigation section of the portfolio that investigates an inquiry of personal interest to you.

Each portfolio has the same two sections and will be graded by the College Board using the following criteria: Selected Works (40% of Total Score) and Sustained Investigation (60% of Total Score) described in detail below.

2-D, 3D, Drawing Selected Works: 5 physical works or high-quality reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills.

2-D, 3D, Drawing Sustained Investigation: 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation and revision.

Along with each work, you are required to submit written responses to prompts about the work. Responses are not evaluated for correct spelling, grammar, or punctuation. However, word choice is very important in leading the AP reader through your Sustained Investigation.

For the **Sustained Investigation**, students must state the following in writing:

* + Identify the questions that guided your sustained investigation
  + Describe how your sustained investigation shows evidence of practice, experimentation and revision guided by your questions

For each image in the**Sustained Investigation**, students must state the following in writing:

* + Materials used (100 characters maximum, including spaces)
  + Processes used (100 characters maximum, including spaces)
  + Size (height x width x depth, in inches)

**Unit/Concept Names**

You will study artists and trends in art making. In addition to class work, students are expected to do research through visiting galleries and local art museums or looking at museum webpages on their own. Please note, when studying art both in class and through individual research, sensitive subjects may appear such as wars, religions, emotional issues, nudity, etc. Please address any reservations you have about any sensitive subject matter with me and your parent/guardian.

● A Visual Journal to be composed of ideas, notes, photos, doodles, plans, short assignments, quick drawings, and practice of various techniques. They will help show how your mind and creativity work, similar to Da Vinci. Your visual journal is very important so please make sure you bring it to class daily.

● Students will produce a minimum of 15 works of Sustained Investigation (SI) and 5 Selected Works (SW). Students will expand their skills while advancing their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. The College Board is looking for exploration and investigations within the final Investigations. Visual Journals can be and are encouraged to be used within the 15 works of SI.

Critiques

● Critiques are an integral part of this course. Students will show their work and discuss their intent. The class/teacher will provide positive feedback and offer suggestions for improvement. Participation is part of the student’s grade.

We will have class critiques every Wednesday. If we miss class for any reason, critiques may be moved or cancelled that week. Students will come together to discuss works in progress and final artworks throughout the year. This formative assessment process offers you concrete ways to improve your own work.

● Observational Drawing

Every Friday we will work on drawing from observation. This is an important exercise that reminds artists to slow down and focus on drawing what you actually see, not what you think something looks like.

**Curriculum 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).

### Curricular Requirement 1

Students will engage with a variety of resources to expand their knowledge within the art world and support specific learning goals. Resources include, but are not limited to: Artforum, Art21, ARTnews, AP Art Videos, Ted Talks, Works that Work. Students will utilize these resources and more both on their own and in the classroom using the digital TV monitor or projector.

### Curricular Requirement 2

Every other week, class time is dedicated to collaborative demonstrations and critiques using digital displays within the classroom or on personal devices. Using various digital platforms, students document their work and process. Students have access to digital cameras, computers, and editing software where they share their ideas, artist statements, and resources with others.

### Curricular Requirement 3

Students utilize a visual journal to document and generate possibilities for investigations within their work. This could be done in the form of written lists, loose sketches of possible ideas, and/or tests for various material usage. Ideas for projects are then started using the notes in the sketchbooks as a rough draft. After work is being produced, students return to their workbooks to document solutions to problems that arose. Students carry their workbooks to class each day and work out solutions and ideas both in class and at home.

Students will be required to look outside of the classroom for inspiration from artists working within the same topics, mediums, or ideas as their own work. These investigations build upon skills within the Seven Elements of Art and Nine Principles of Design.

Once a week, students gather for group critiques to discuss their progress within current work and ask questions to gain constructive feedback from peers regarding their own inquiry and investigation process. Students will be timed in order to guide them to share their work in a way that is clear and descriptive, using artistic vocabulary and learning to speak about their intentions with their artistic choices. Students can use any resources they wish, digital media or physical work, to discuss materials, process, and ideas within their work. Peers provide feedback for in-progress projects which align with AP portfolio standards. Students transcribe the discussions and feedback received to refer back to later.

### Curricular Requirement 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, by creating a plan of action in their visual journals (sketchbooks) where they generate work, formulate questions, and test materials to guide their sustained investigation through art and design. From preliminary sketches and written notes in sketchbooks to inform ongoing practices and experimentation, students continuously revise their work, strengthen concepts, and evaluate materials to form a process of creating with the goal of demonstrating synthesis. This is also done through mini exploratory projects in which students explore multiple investigations and experimentations of one idea, thus leading to a sustained investigation of work.

The course also provides opportunities for students to practice and develop the skills in Skill Category 2: Making through Practice, Experimentation, and Revision through portfolio development, through Timed Investigations and Peer Critique. Timed investigations take place for in-progress work while Peer Critique occurs at the completion of a sustained investigation, encouraging further exploration and revision of each work.

In Peer Critique, students will reflect upon and assess the characteristics and merits of their own work by presenting their work and documentation of process to the class for individual and group critiques. Students will then exchange visual journals during this critique session and write a short statement about one of their classmates’ work. Students will review the work using the AP Studio Art scoring rubric. Students will examine how the work of their classmate embodies the questions and inquiries of the artist's sustained investigation based on what the artist documented and expressed to achieve through their practice, experimentation, and revision. Partners will then share the constructive critique with the class, discussing and learning about each other’s interpretations of the work.

Following critiques, students will again revisit their work and change, adapt, or recreate their work using what they have learned to better their practice, experimentation, and development of the portfolio.

Following the revision of work, students meet with the teacher individually to discuss their exploration of material, process, experimentation, and revision. Students document all research they have done and create an artist statement that is presented with the work explaining their process and relationships within their practice and ideas.

### Curricular Requirement 5

Students explore ideas and concepts weekly within their visual journals. Students take their visual journals home to look outside of the classroom for inspiration from artists working within the same topics, mediums, or ideas as their own work. Students complete Skill Builder assignments to build drawing skills and begin to model different processes of investigations. Through these experiments students must write questions to guide their sustained investigation and then circle back to those questions with the solutions they have tested.

Once a week students will also participate in Timed Investigations as a group to discuss progress within current work and ask questions to gain constructive feedback from peers regarding their own inquiry and investigation process. Students will be asked to share their artwork and give a brief statement supporting their work. All students must participate and share their own work along with giving constructive criticism to peers. Students fill out peer critique worksheets with guiding questions to help direct advice and assessments of peer work.

At the completion of a sustained investigation students participate in Peer Critique, reflecting upon and assessing the characteristics and merits of their own work by presenting their work and documentation of process to the class for individual and group critiques. Students will then exchange research workbooks during this critique session and write a short statement about one of their classmates’ work, review the work using the AP Studio Art scoring rubric. Students will examine how the work of their classmate embodies the questions and inquiries of the artist's sustained investigation based on what the artist documented and expressed to achieve through their practice, experimentation, and revision. Students are expected to use art vocabulary when critiquing to acknowledge that they have an understanding of art terms and can incorporate these terms into daily dialogue. Students will also document written artist statements for their work that demonstrates revisions, experimentations, investigations, and practice. Sketchbook notes and self questions will be used as drafts and evidence of process that lead to a formal written statement.

### Curricular Requirement 6

“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.”

In AP Studio Art students will be looking at a various amount of inspirations found in books, magazines, photographs, the internet and numerous other sources. Students know that work they reference must be significantly altered and incorporated in a larger idea of their own. Certain subjects that a student may reference through a photograph will need to become a part of a larger, individual expression.

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (Wholehearted, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Committing to completing your artwork to the best of your ability.** * **Putting your heart and passion into your artwork.** |
| **Accountable** | * **Making sure your art work has your name on it and it is in your portfolio.** * **Clean your area before the next group enters.** |
| **Respectful** | * **Treat all materials properly.** * **Clean your area before the next group enters.** |

**Course work/Classwork**

Students will receive a variety of assignments designed to enhance their learning.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

**The use of artificial intelligence tools by AP Art and Design students is categorically prohibited at any stage of the creative process.**

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work (Grading Policy)**

Students are expected to make-up assignments and assessments that were missed due to absence from

school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher. Students will have no more than five days to get their missing work in.

**Evaluation (Grading Policy)**

* Minor Grades (Quizzes, Class work, Graded Writing Assignments, Group Work, etc.)
* Major Grades (Unit & Chapter Test, Projects, Tasks)

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval. Reassessments may be different from the original. The reassessment score will replace the original score (the scores will not be averaged). Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**Course Materials**

Spiral Bound Mixed Media Sketch Book

This class requires you to do work at home. Therefore, you will need some basic art supplies at home. Other supplies may be needed when you begin to investigate your inquiry. The REALLY FUN part of AP art is the projects are based upon the student’s ideas which will then lead them into which supplies they’ll need to create their artwork. Every SI will look totally different. Like most products these days, there is a wide variety available. I would recommend looking at art stores either online or in person to have more choices that are suitable to an AP class.

**My contact information:**

Email: saffran@richmond.k12.ga.us

Remind messages:

Sign up for your class by texting the code to 81010

AP Studio Art: @abdefe

**Student Contract:** I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Parent Contract:** I understand that my child is expected to complete assignments on time. I will

remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_