

Millbrook High School
AP Studio Art
Drawing / 2-D Design

Instructor: Angela Bean

Prerequisite : Art III or Art IV

DESCRIPTION : This course is designed to give the serious art student and opportunity to receive additional credit for extensive studio work done under the supervision of the art teacher. Students will be made aware that this work involves significantly more commitment and accomplishment than is required in other high school art courses. The AP studio Art Program at Millbrook offers Drawing and 2 D Design . Portfolios share a basic, three section structure: Quality, Concentration, and Breadth. The course of focuses on both sections of the portfolio (Breadth and Concentration) throughout the year, with the best artwork selected for use in the quality section of the AP studio Art portfolio. Therefore all content meets the requirements hand out I provided. Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of artwork, while addressing all three sections of the portfolio.

SUMMER ASSIGNMENTS :

This course begins the end of your senior year. All work is centered on the elements (line, color, texture, space, shape ,value and form) and principles of design (contrast , rhythm, unity,emphasis, pattern movement and balance).

All work is due the first day of your senior year. Your outside work will constitute 50% of your grade throughout the year in AP. Consequently, if you do not do this work, your average will be negatively impacted.

General Learning Outcome :

Through this program the student will:

- Show an understanding of the focus of the portfolio selected.
- Demonstrate a breadth of high-quality work, 12 pieces.
- Develop a personal Concentration of 12 pieces. Chose By January
- Select the 5 best pieces for presentation.
- Discuss and record the development of the concentration.

Students will be challenged to develop their own personal work. They will develop mastery of concept, composition and execution of their personal ideas and themes. Students will also understand that art making is an ongoing process and that uses informed and critical decision making to determine outcomes to problems. Students will be expected to develop a comprehensive portfolio that addresses each of these issues in a personal way.

Student Learning: Activities and Strategies

The student will expand on their 2-D skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. Units of study are presented to satisfy the Breadth requirements. Students will use a variety of mediums, techniques, and approaches to develop concepts and ideas. Critiques of artwork are ongoing.

First Third- Aug, Sept, and Oct

A series of teacher- initiated assignments will be presented with the purpose of introducing students to the widest possible range of materials and experiences in design along with high-level problem- solving skills. By the end of the term the students will create a body of work suitable for the Breadth portion of the portfolio. Students can expect to be working both in and out of class on multiple assignments. Assignments will be staggered to allow students to work on more than one assignment at a time.

Second Third- Nov, Dec, and Jan

While continuing the interest in Breadth this term will be the development of the students specific personal reflection suitable for a Concentration study by January first . This group of work will be devoted to defining and describing successful approaches to the highly personal nature of concentration through a balance of individual and whole- class assignments . By term end, students will not only have completed a significant portion of the concentration pieces but will also have initiated a written statement to describe their intent and development of the projects using accurate artistic language.

Final Third- Feb, March and April

This short term is devoted to the final preparation for the student Portfolio. Students will receive individual mentoring regarding the selections of pieces for the Breadth section in order to demonstrate maximum variety while continuing to develop work that demonstrates invention, personal direction/voice and thoughtful decision making for the concentration section. Process - based assignments in the form of challenges will be presented, intended to encourage risk-taking in the production of the final pieces for the Concentration. Students will have an individual mentoring appointment at which time the Breadth section on the Concentration section will be thoroughly reviewed in order to identify and remedy weak pieces. Photos and artist statement is due.

May first submit portfolio and artist statement

Work for all three sections of the AP Portfolio must be ready on Exam day. Including necessary presentation of the 5 pieces for section one.

Assessment and Evaluation / Portfolio Development

Based on finished work as per term quota

Graded using the evaluation rubrics as established by the College Board

Both volume and quality will be taken into consideration for final grades

Regular attendance is mandatory

Appropriate use of class time and extra classes

Attention to lectures, directions and demonstrations

Participation in critical discussion

Demonstration of understanding the proper and safe use of materials and equipment

Appropriate responsibilities relating to cleanup and storage of work must be demonstrated

Original Work

Students are expected to develop their personal imagery. When published photographs or the work of other artists are used they should be in the service of personal vision. Any published image should be altered in such a substantial way that it moves beyond duplication.

Resource Provided by School System

History of Art for Young People, H. W. Janson and Anthony F. Janson, 5th ed., Harry N. Abrams, Inc 1997

Summer Assignments: Glue Packet into Journal check off as you complete.

Visit www.thisiscolossal.com, Pinterest AP Board portfolios and look online

Find 10 artists to read about and observe and study, 4 must be Master Artists

Document the 10 artists one per page in your journal.

- Include a sample of art work. Photo copy, sketch, paint or photo.
- Name of the artist brief background and location
- Describe what they do (process, concept media / materials)
- Why did you choose them. What do you find interesting or memorable.
- **Due First day of class**
- Create Google slide presentation for the 10 artists you have selected include above information.

Make note of top 3 favorites and why. Send to beana@fcpsk12.net **Due Nov 1st**

Present to class for discussion

Your summer portfolio will contain the following studies in your Journal

Materials must include. Graphite, markers, color pencil, watercolor, ink work and collage.

You may sign out materials from the Art Dept. **Must show Artist's influence in 4 pieces**

Note materials used in your journal

1. Landscape
2. Landscape use a different media or technique
3. Drawing from life “ still life” any arrangement of objects. Three or more objects
4. Drawing from life ,use a different media or technique
5. Drawing from life ,use a different media or technique
6. Document on location ,use paint or draw your environment while on location
7. Document on location. Tell a story with the image (s)
8. Animal
9. Self Portrait physical representation
10. Portrait of someone else (does not have to be traditional)
11. Combine text, font , phrase or quote in artwork (refer to Brainstorm list)

Remember to implement the Elements and Principles of Design in alllllll work.

Collect a folder full of Fodder. At least 50 pieces. May include fabric, cards, paper, metal, wrappers, photos, ribbon etc. 13, 14 , 15, and 16 may come from these materials

12. Collage /mixed media may be on larger material (may use brainstorm list)
13. Collage May be on larger surface

Must have layers and multiple materials and demonstrate the Elements and Principles of Design.

While working on these assignments think about your Big Idea.

Experiment with materials.

Make notes of ideas or discoveries in your journal.

Document your thought process.

Keep a written journal of what happened while you were working or thoughts when your mind wandered.

Larger works are not required for Summer assignments. Pieces are to be a collection of experience and learning. The portfolio is to be a collection of your best pieces and summer work may not provide the level of quality needed.

Summer is a time of discovery not final art works.

Brainstorm list -Used to create collage

Word association - write the first word that comes to mind when you read each of the words below.

Like _____	Dislike _____	Fair _____
Pride _____	Fear _____	Family _____
Trust _____	Deceitful _____	Sad _____
Friendly _____	Change _____	Accepting _____
Believe _____	Honor _____	Costly _____
Passionate _____	Tolerant _____	Listen _____
Brave _____	Unfair _____	Happy _____
Teach _____	Follow _____	Unfair _____
Sing _____	Love _____	Responsibility _____
Happiness _____	Free _____	Deny _____
Intolerant _____	Rights _____	Colorful _____
Boring _____	Lonely _____	Hopeful _____

Create a List of your own word combinations

1 _____ - _____	2 _____ - _____
3 _____ - _____	4 _____ - _____
5 _____ - _____	6 _____ - _____
7 _____ - _____	8 _____ - _____
9 _____ - _____	10 _____ - _____
11 _____ - _____	12 _____ - _____

From the list above, combine words into groups 3 to 5 words that you feel belong together.

1 _____	2 _____	3 _____	4 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
5 _____	6 _____	7 _____	8 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Create 2 separate Artworks that represents two of the list above.

First AP Assignments

*White and black charcoal on colored paper/ glass objects /Chalk on color paper - modeling

*Mark making with value - charcoal- graphite- chalk- ink-Intaglio printing

*Portrait on a built surface- ink- paint- / Collage - mixed media- three ideas- layers-

*Oil painting/ Still life / local color

*Figure drawing. Take photos of each other. Foreshortening

*Still life subjective color- watercolor/ Abstract - organic shape- color- plant- aquatic-living

*Watercolor- loose- spatter- expressive / Abstract - organic shape- color- plant- aquatic-living

*** * * * *** Start research and practising with the above subjects, materials, and find artist that are similar *** * * * ***

Theme

Emotions

Nature/Animal/Plant

Life/Death/Birth

Landscape/ocean/city

Family/Relationship

Strength/weakness

Politics/society/

Loss/ Gain/suffering

Religious/faith/spiritual

Survival/heroism/Patriotism

Peace/war/conflict

Individual/conform

Beauty/ugly

Time/Timeless

Journey/travel

Dream/Fantasy

Pollution/Starvation

Wealth/poverty

Manipulations

Juxtaposition

Fragmentation

Metamorphosis

Distortion/ Exaggeration

Hybridity

Layers

Narrative

Abstract

Magnification

Viewpoint/Perspective

Surreal

Multiplication

Reversal

Representational

Cubomania

Triptography drawing

Soufflage

Fumage

Encaustic

Material

Marker, sharpie, gel
Ink & pen /black, sepia
Graphite
Charcoal /white, black
Scratch board
Wood burning
Color pencil
Chalk
Craypa
Cont'e crayon
Acrylic paint
Watercolor
Oil paint
Alcohol Ink
Liquid Acrylic
Clay/sculpey
Sheet metal/Embossing
Stained Glass/mosaic
Collage/mixed media
Linoleum printing
Intaglio printing
Wood cut
Plexiglass printing

Elements

Texture
Value
Color
Line
Shape
Space
Form/Relief

Resource

Person, adult, child
Place
Landscape
Still Life
Animal
Inanimate Object