

AP Studio Art: Drawing, 2-D Design and 3-D Design Summer Work

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A310

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AP Studio Art is designed for students who plan to major in art in college and/or would like the challenge of a college level course while still in high school. **As an AP Studio artist, you are expected to submit quality work that can be comparable to artwork produced at a college level.** The work is rigorous and requires work be done outside of class studio time. Your summer assignments will help prepare you for the timeline of the workload ahead.

The class is diverse and rigorous, each of you should end the year with a different portfolio. The requirements will be tough, but you would expect that in a college setting, and you would not have shown interest unless you were not up for a challenge.

Learning Objectives

- Students will be able to utilize the Elements of Art and Principles of Design to develop mastery in concept, composition, and ideas to create unique art.
- Be an informed and critical decision-maker as you develop a portfolio that is personal to individual talents and interests, while demonstrating mastery of drawing, 2-D design, or 3-D design principles.
- Explore your creativity and become an independent thinker in your contributions to art and culture.

Visual Journals

A Visual Journal is a visual and verbal vehicle that supports meaning-making and documentation of visual inquiry. Inquiry-based learning is important for AP Studio Art, and these sketchbooks will help prepare you for the year ahead. **These journals will serve as a place to explore, experiment, and help to focus on the process of artmaking, rather than just the final product. These visual journals will continue into the following school year.** Your visual journal may be a traditional 8.5" x 11" sketchbook or can be digital depending on your medium preference.

For each assignment it should include:

- **Two pages of work per sketchbook assignment** (when you open sketchbook they are side by side)
- Include one artist that works in the same medium or subject matter. Include the artist's name and anything you find interesting about their work.

To fill the remaining room on the sketchbook page:

- You can try to replicate their work (part of it, not all)
- Try something similar to the artist but different subject matter
- Investigate subject matter, explore new drawing technique
- Practice something will that help you be prepared for your project
- Experiment with a new media, style, or create something new!
- Mark making, perspective, list of potential ideas

This sketchbook page shows the critical analysis of relevant artist work. It is important to note that it is rarely necessary to imitate an entire artist's work: copying small pieces is all that is needed to learn about an artist's technique, style, use of media or approach to composition. In this example, the composition of the page as a whole has been carefully considered: the placement of the small images on the left balances the larger portrait on the right, creating a harmonious page layout. Note also that the annotation is neat, tidy and small. It thus supports, rather than detracts from, the artwork and indicates to the examiners that the work was produced by a committed, dedicated student.

[Please see this Visual Journal Slideshow for more additional information and examples](#)

Choose 4 for completion over the summer

NOTE: While you are only required to complete 4 pieces of artwork, I recommend that you really spend your time to **make these works the best you can OR create more than 4 works**. This will help you out much later in the year!! The range of media and size of your artwork created is open, but challenge yourself to use a variety of media along with media of strengths!

***** Number 9 is a required summer work prompt that you must complete. *****

1. Paint or Draw a Still life of six objects of different textures. Set up your own still life and create an observational piece. Make sure to have proper proportions, lighting and texture.
(i.e. candle, banana, scarf...)

2. Observe a **family member or close friend**. Get to know their interests and as they model for you please draw, paint or any combination of mixed-media to create a **portrait piece** of them. Choose colors, pose and clothing and environment based on what you know about them.

Every choice should be done with reason and documented. Please write down your process and choices. Please photograph your process as well.

3. **Sit right outside your front door** and draw what you see. Focus on the details of your surroundings. How can you capture details you often overlook in your everyday life? What new things will you see?

4. **Free choice**, please **experiment** with a new material or the combination of a few materials, a new subject, a landscape, people, animals, the combination of objects. Experiment and complete a piece based on your decision. Please write down your decision-making process and document your process through photographs as well.

You may refer to the ideas list for reference.

5. Paint or draw something in the rain or at night. Lighting is very important in this piece. ***Look at the Whistler, or Remington's night paintings.*** Be sure that you understand the color of nighttime light. This light can be yellow, orange, blue, or even green.

6. Take a moment from this year that you **reacted emotionally** to...

Choose an event, was it globally, locally or personal?

Create an art piece that depicts how you reacted emotionally to this moment. Share what the moment was and your reaction, or create a piece that can emotionally connect to the event. Be mindful of your color choices, composition, subject(s).

7. **Junk Food Drawing**. Arrange a bunch of junk food, wrappers, candy, etc.. into a still-life set up. Don't be afraid to draw the inside of chip bags! Observe this from various different angles and light sources. Glue / adhere them down onto a piece of cardboard or a cerebral box. Render the drawing as accurately as possible and include a photo reference.

8. **Fences and gates**. Practice your understanding of linear perspective. Find a real fence/gate to draw. Position yourself so that a strong exaggeration of the contour line occurs. Draw the characteristics of the fence/gate as realistically as possible. Pay attention to joint areas and attachments.

*** **9. Hands**. Hands have such a high level of visual storytelling based on what position, pose, materials, and execution. How will you depict and visually attract the viewer using

hands in order to tell a story? ***

Generate a list of 5 possible Sustained Investigation themes

A Sustained Investigation is like a tree branch. Students ask a question that they then investigate by making artwork. From one piece to the next the inquiry (line of questioning) evolves. Students do not know where the line of inquiry may lead.

Examples include:

- How do I maintain a youthful outlook of life as I get older?
- How can specific places / objects trigger nostalgia?
- How has the experience of women in science changed?
- What are the shared scientific properties between humans and plants?
- How can I argue that stereotypes are hurtful and revise them into a more positive light?
- How does history repeat itself?
- How do humans affect our food systems?
- How does aging affect our perspective of the world?

This part does not need to be fully fleshed out as we will work on it during the year.

AP SUMMER CONTRACT

Hello! My name is Ms. Mroczek and I'm excited to be your AP Art Teacher. Art is a vital part of your education and I'm thrilled that we'll have the opportunity to explore a range of subject matter and materials together. AP Art will help you make a professional portfolio to apply to college with or create to push their artistic abilities to the next level. It is very important that the students come into the school year with at least **4 strong artworks** made over this summer.

Students should spend 10-12 hours on each piece of artwork. Before any student does their projects, they should be working in their visual journals to help them plan their project and find artists that inspire them.

AP Art Summer Assignments:

AP Art is like a college course, with high expectations for quality and expectation that you can meet deadlines. Summer work is a requirement for this class and will count as part of a student's first quarter grade. **If your student does not have a passing grade from all of the summer work, I will not recommend they take AP Art as a course. If summer work is not completed by the first day of class, they will start the school year with a failing grade.**

Please keep a copy of these policies and return the attached page, which states that you and your parents understand the summer requirements for this course. If you have any further questions, please feel free to contact me at: mrocsl@danbury.k12.ct.us

Thank you!

~ Ms. Mroczek

AP Summer Work Contract

Please sign and return this form to me before the end of the school year.

Student's Name Printed: _____

Student's Signature: _____

Date: _____

Parent's Name Printed: _____

Parent's Signature: _____

Date: _____

Parent Email: _____

Best Phone number to call: _____