

AP Drawing Course Syllabus

(This syllabus has been approved by the College Board for the current school year.)

Contact Information

Please go to your course and access the 'Course Home' for detailed instructor information.

Prerequisites

Recommended: [Foundations in Visual Art A & B](#)

Required: [Digital Illustration A & B](#) or [Cartooning and Comic Book Production A & B](#)

AP Drawing Semester A is a prerequisite for AP Drawing Semester B.

Course Description

Meets UC/CSU fine art requirement. For grades 11-12.

This advanced placement course is for exemplary artists who are ready for rigorous study in drawing at the college level. AP learners will work towards a final goal of producing a professional portfolio. They are expected to be self-directed, as they are in college. They should plan to work approximately 2 hours per weekday producing work for the class.

To earn college credit, an AP portfolio exam must be purchased. The learner must submit their portfolio to the College Board and receive a passing score on the exam.

This class follows the College Board's AP course timeline and utilizes the resources in the College Board's AP Classroom. Semester A is a fall class that starts in August and Semester B is a spring class that starts in January. Both must be taken during the same school year. The optional AP exam may only be taken in the spring semester that the learner is enrolled in the course.

[Click here](#) to view the Fine Arts CTE pathway poster.

[Click here](#) to view the AP Art Info Doc.

[Click here](#) to learn more about iLEAD schools.

Course Format

iLEAD Online's courses are hosted on Brightspace, a platform where learners access lessons, submit assignments, and participate in discussions. [Here's a short video](#) that shows what Brightspace looks like and how to navigate it. Assignments in Brightspace don't have individual due dates. Instead, iLEAD Online provides pacing guides to help learners stay on track. [Here's the current pacing guide](#) for upper school. Each block represents one week of lessons and assignments.

This course is asynchronous and self-paced, meaning there are no required meeting times. Learners can log in and work on their classes at any time, but they should complete work weekly to avoid falling behind. Assignments are submitted and discussions happen within Brightspace. Facilitators support learners by providing feedback on their work and hosting optional live office sessions via Zoom each week. If a learner wants to improve a grade, they can review the feedback, revise the assignment, and resubmit it for regrading.

Course Overview

This is a rigorous course designed for learners who produce exemplary work and are ready for the college experience. The course emphasizes making art as an ongoing process that involves the learner in informed and critical decision making. Learners should have already demonstrated exceptional artistic ability through the completion of the prerequisite courses with C grades or higher. Each learner's earlier drawings and/or paintings demonstrated enough skill necessary to potentially pass the AP Art exam.

Exemplary level skills alone will not be enough to pass this course. Therefore, it is important that learners keep in mind the diligence and time this course will require in order to build a quality portfolio worthy of presenting to the College Board.

The individual sections of the portfolio, Sustained Investigation and Selected Works will be discussed at length throughout the duration of the course with many interactive learning techniques/critiques to help support the conceptualization of what a portfolio consists of before being submitted for review. The sustained investigation of both aspects of portfolio development are outlined in the Course Description. (Note: The body of work submitted for the portfolio can include art created prior to and outside of the AP Art course.)

Learners are expected to develop mastery in concept, composition, and execution of ideas and inquiries. This course teaches learners a variety of concepts and approaches in drawing and design so that the learner is able to demonstrate a range of abilities and versatility with technique, problem-solving, and ideation. Such conceptual variety can be demonstrated through either the use of one or the use of several media. Additionally, the learners review the images and instructions from the College Board website. Learners will be exposed to numerous examples of learner work, and examples of work from the College Board website.

The learners are encouraged from the beginning of the class to formulate an inquiry for their Sustained Investigations and to start working on those ideas. Drawing learners will be challenged to develop their own personal work. Learners will also understand that art making is an ongoing process that uses informed and critical decision making to determine outcomes to problems. Learners will be expected to develop a comprehensive portfolio that addresses each of these issues in a personal way.

Formulaic solutions to problems are discouraged. Originality is key. As learners approach the requirements for this course, they will be expected to use a variety of concepts and approaches to demonstrate their ideas and abilities. Versatility of

techniques is also emphasized as they develop ideation and solutions to their problems. The AP guidelines state that making art is an ongoing process. With each completed project, with each newly utilized medium, and with each new visual arts problem a learner resolves, this concept becomes clearer. The completion of one project will better prepare learners for the next.

Course Requirements

Learners must have access to:

- Digital cameras (this can include cell phones)
- Computers or other devices with image editing software
- A means to display artwork and/or resources to facilitate viewing and discussing works.

Course Goals

- Create a professional portfolio that represents a sustained investigation of a particular inquiry topic or inquiry questions.
- Demonstrate proficiency in using a variety of drawing and/or painting media.
- Have the option of submitting their portfolios to the College Board.
- Review the Elements of Art and Principles of Design and apply them by designing and creating personal, technically proficient works of art.
- Analyze the role and development of art through historical and cultural context.
- Describe significant people and events in the development of art.

Recommended Art Supplies

You may use any drawing or painting supplies. Using a variety is good because it is a way to demonstrate to the College Board that you are experimenting. [This list \(click to view\)](#) is not required, but these supplies may enhance the quality of your artwork which is important to having a successful portfolio. Pick and choose what interests you.

Assignments

The AP art courses are different from other AP courses in that the AP art learners work on their AP portfolio exams throughout the school year. This is one of the reasons there are prerequisites for this course. Other AP courses expose the learners to content throughout the school year that they will be tested on, but they are not actually tested on that information until the end of the school year when they take the AP exam.

Learners will be given assignments throughout the year. These assignments are intended to help them develop as artists and articulate their visions. Everything learners do this year must be saved, as their portfolios will need a wide variety of works. Learners will be introduced to artists, and more sophisticated methods and techniques to create work that reflects their spirit and vision. Through this exploration, learners will be able to develop a body of work that reflects a range of problem solving, and ideation and develops versatility with techniques to demonstrate their abilities.

About Growth

The AP guidelines suggest that completed portfolios demonstrate a level of "mastery" in concept, composition, and execution. To show this, completed works must not only be exemplary, but should show growth, experimentation and revision from good to better to best! A learner's finished pieces should demonstrate their understanding of the elements of art and principles of design and indicate how they utilized them effectively. This means that application, (how well one can use the medium), is just as important as composition, (how well one arranges the elements to create viewer interest).

Portfolio Sections:

Sustained Investigation

This section of the AP Drawing portfolio offers learners the opportunity to make and present works of art based on an in-depth investigation of an inquiry and exploration of materials, processes, and ideas. The Sustained Investigation is guided by questions. It involves practice, experimentation, and revision using materials, processes, and ideas. This section is expected to demonstrate skillful synthesis of materials, processes, and ideas. Visual and written evidence of the inquiry are required.

Selected Works

In late April learners will identify their 5 best artworks from the school year that will become the Selected Works portion of the portfolio. They may come from the learner's Sustained Investigation section or be independent of it, but they must be five original images. Learners should really want to dazzle the judges with these pieces.

Course Schedule

Fall Semester

Learners will generate 8 pieces of original art that represent a sustained investigation of an inquiry. Learners will experiment with a variety of media and concepts in order to demonstrate versatility with problem solving, ideation, and techniques. With each completed project, with each newly utilized medium, and with each new visual arts problem a learner resolves, this concept will become clearer. The completion of one project will better prepare learners for the next and so on. Additionally, learners will be introduced to ideas for developing a quality portfolio by using past portfolio examples for inspiration and understanding. Learners will submit 8 finished works for credit/teacher review. Learners will keep their completed artwork in a safe place because they will need them for portfolio submission.

Spring Semester

Learners will generate 7 pieces of original art, (considering that portfolio submissions are to be turned in by early May). They will focus on finishing a sustained investigation of an inquiry. After Spring Break the learners are instructed to identify the pieces to be

submitted for the Selected Works section of the portfolio. Simply put, they are to pick their 5 very best examples. I stress variety if they have it: variety of subject, media, technique or process, though variety is not a requirement.

Learners will develop and refine their sustained investigation part of the portfolio. They will continue the process of formal and informal critiques through classroom discussions and teacher and peer reviews. Learners will document this process in their sketchbooks by recording in any manner they choose (photo documentation, notes, sketches, copies glued in book, etc.). This investigation must be a personal exploration by the learner and apply the guidance, suggestions, etc. from peers and the instructor.

Standards

This course covers visual arts standards and CTE standards for the Design, Visual and Media Arts pathway, including these anchor standards:

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the

nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
7. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
8. Work productively in teams while integrating cultural and global competence. Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
9. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
10. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
11. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting

the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Course Outline

Fall Semester

Unit 1: Portfolio Planning

- Block 1. AP Drawing Intro & Gather Materials
 - DISCUSS: *Local Artist Accused of Plagiarism*
 - SUBMIT: Screenshot of AP Classroom Confirmation
- Block 2. Sustained Investigation Inquiry Decision & Start Artwork #1
 - DISCUSS: Sustained Investigation Inquiry Decision
 - Participate in class discussion with instructor and other peers about Sustained Investigation development.
 - Generate possibilities for investigation.

Unit 2: Portfolio Development

- Block 3. Finish Artwork #1
 - DISCUSS: *The Builders*
 - SUBMIT: Sustained Investigation Artwork #1 & Syllabus Contract
- Block 4. Start Artwork #2
 - DISCUSS: *The Three Studies of Lucian Freud*
- Block 5. Finish #2 & Start #3
 - DISCUSS: *A Bigger Splash*
 - SUBMIT: Sustained Investigation Artwork #2
- Block 6. Finish Artwork #3
 - SUBMIT: Sustained Investigation Artwork #3
 - DISCUSS: Critique Sustained Investigation Artworks #1-3
- Block 7. Start Artwork #4
 - DISCUSS: *The Kiss*
- Block 8. Finish #4 & Start #5
 - DISCUSS: *The Great Wave off Kanagawa*
 - SUBMIT: Sustained Investigation Artwork #4
- Block 9. Finish Artwork #5 & Order AP Portfolio Exam
 - DISCUSS: *July*
 - SUBMIT: Sustained Investigation Artwork #5
 - SUBMIT: Order AP Portfolio Exam
- Block 10. Start Artwork #6
 - DISCUSS: *Self-Portrait Along the Border Line Between Mexico and the United States*
- Block 11. Finish #6 & Start #7
 - SUBMIT: Sustained Investigation Artwork #6
 - DISCUSS: Critique Sustained Investigation Artworks #4-6
- Block 12. Finish Artwork #7
 - DISCUSS: *Tahitian Women on the Beach*
 - SUBMIT: Sustained Investigation Artwork #7
- Block 13. Start Artwork #8

- DISCUSS: Bani Thani
- Block 14. Finish Artwork #8
 - SUBMIT: Sustained Investigation Artwork #8
- Block 15: Culminating Project
 - SUBMIT: In-Progress AP Drawing Portfolio

Spring Semester

Unit 3: Portfolio Development

- Block 1. Start Artwork #9 & Written Evidence Rough Draft
 - DISCUSS: *The Great Wall of China*
 - SUBMIT: Written Evidence Rough Draft
- Block 2. Finish #9 & Start #10
 - SUBMIT: Sustained Investigation Artwork #9
 - DISCUSS: Critique Sustained Investigation Artworks #7-9
- Block 3. Finish Artwork #10
 - SUBMIT: Sustained Investigation Artwork #10
 - DISCUSS: *Personal Values*
- Block 4. Start Artwork #11
- Block 5. Finish #11 & Start #12
 - SUBMIT: Sustained Investigation Artwork #11
- Block 6. Finish Artwork #12
 - SUBMIT: Sustained Investigation Artwork #12
 - DISCUSS: Critique Sustained Investigation Artworks #10-12
- Block 7. Start Artwork #13
 - DISCUSS: *Composition VIII*
- Block 8. Finish #13 & Start #14
 - SUBMIT: Sustained Investigation Artwork #13
- Block 9. Finish Artwork #14
 - SUBMIT: Sustained Investigation Artwork #14
 - DISCUSS: *The Persistence of Memory*
- Block 10. Start Artwork #15

Unit 4: Finalize Portfolio

- Block 11. Finish Artwork #15 & Artist Statement
 - SUBMIT: Sustained Investigation Artwork #15
 - SUBMIT: Artist Statement
 - DISCUSS: Critique Sustained Investigation Artworks #13-15
- Block 12. Culminating Project: Virtual Portfolio
 - SUBMIT: Final AP Drawing Portfolio
- Block 13. Missing Work
 - SUBMIT: Missing Work
- Block 14. Missing Work
 - SUBMIT: Missing Work

Course Resources

Fall Semester

Unit 1: Block 1-2 Resources

- YouTube videos on the rule of thirds, using certain drawing materials
- Facilitator created content: Slideshows & Docs on recommended materials, College Board requirements, sustained investigation ideas, inquiry development, portfolio requirements, Rauschenberg

Unit 2: Block 3-14 Resources

- Facilitator created content: Slideshows & Docs on portfolio development, sustained investigations, College Board requirements, exemplary artists
- <https://apcentral.collegeboard.org/courses/ap-drawing>

Spring Semester

Unit 3: Block 1-10 Resources

- Facilitator created content: Slideshows & Docs on written evidence, sustained investigations, College Board requirements, exemplary artists

Unit 4: Block 11-14 Resources

- Facilitator created content: Slideshows & Docs on written evidence, artist statements
- <https://apcentral.collegeboard.org/courses/ap-drawing>

Method of Instruction

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class.

Learner Expectations

- Check the course pages for directions and announcements every weekday.
- Check your email every weekday to see if your instructor has emailed you.
- Read the assigned readings on the weekdays you're directed to.
- Use available resources including teacher support.
- Create only original work.

Discussion Board Posts

- Write posts that address all of the discussion prompts.
- Use complete sentences, accurate grammar and spelling.
- Be respectful of others' views and opinions.
- Avoid using swear words, slang, all capital letters or messaging shortcuts such as IKR.
- Provide useful, thoughtful responses to classmates that go beyond "I agree" or "good point."

Guidelines for Critiques

- Participate actively and respectfully.

- Give **constructive** criticism and feedback.
- Use art vocabulary.
- Ask questions.
- Write critique feedback in sketchbook.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- I expect learners to treat fellow learners, their instructors, other faculty, and staff with respect. Any learner or employee will tolerate no form of "hostile environment" or "harassment."

Rules for Appropriate Content & Subject Matter

All learner work must be 100% original and created by only the learner and no one else. Copying a photo from a magazine or the internet is **not** an acceptable practice. The best thing for learners to do is take their own photos to use as resources. Learners may use photographic images as resources for inspiration, but the resulting inspiration from the resource must be unique in its application to the learner's artwork. Learners are best advised to stay away from copyrighted images altogether to avoid the "gray area" of questionable originality. Copying the artwork of other artists is also prohibited. The following will **not** be accepted:

- Copyrighted logos, brand names, trademarks, headlines, titles, phrases, designs, artworks, animations, cartoons, images, photographs, magazine or newspaper articles or clippings, book pages, advertisements, quotes, song lyrics or anything else that someone else created.
- Works that used artificial intelligence (AI) in any step of the process.
- Artwork portraying brutality, gore, devil worship, weapons, violence or bloody/grotesque imagery.

- Artwork that promotes the discrimination of a category of people especially on the grounds of race, ethnicity, disability, sex/gender, age or culture.
- Artwork that contains gang affiliated graffiti, signs or symbols.
- Artwork portraying nudity, sexual acts or sexually offensive imagery.
- Artwork that includes profanity, obscene or vulgar language.
- Artwork portraying illicit drugs, illicit drug paraphernalia or illicit drug-related themes that promotes the use of the drug.
- Artwork containing potentially hazardous materials.

Honesty and Plagiarism

Plagiarism of any sort is prohibited. According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please view [THIS RESOURCE](#) for more information on plagiarism.

Grading

Each assignment is given a specific number of points. The number of points earned by the learner is determined and a percentage is calculated. The raw score is recorded in the grade book.

Scoring Rubric

Criteria	Exceptional	Good	Basic	Minimal	Missing or Incorrect	Criterion Score
Understanding & Completion	50 points Exceptional understanding of requirements. Assignment followed, work is complete and consistent.	40 points Good understanding of requirements. Assignment followed, work is mostly complete and consistent.	30 points Basic understanding of requirements. Assignment followed and work is somewhat complete and consistent.	20 points Minimal understanding of requirements. Work is incomplete or inconsistent.	0 points Missing or Incorrect	/ 50
Composition & Creativity	25 points Design principles (such as unity, contrast, balance, movement, and emphasis) were applied with exceptional skill. Work is exceptionally unique, very detailed and interesting.	20 points Design principles (such as unity, contrast, balance, movement, and emphasis) were applied with good skill. Work is unique, and interesting.	15 points Design principles (such as unity, contrast, balance, movement, and emphasis) were somewhat applied. There is a little evidence of creativity.	10 points The design is weak and lacks detail. There is very little evidence of creativity.	0 points Missing or Incorrect	/ 25
Craftsmanship	25 points Exceptional care and attention to detail and neatness.	20 points Good care and attention to detail and neatness.	15 points Basic care and attention to detail and neatness.	10 points Minimal care and attention to detail and neatness.	0 points Missing or Incorrect	/ 25
Total						/ 100

Grades are both objective and subjective. The objective portion is based on clearly stated criteria for each project and how well the learner met the given criteria. The subjective portion is my professional opinion of how well they composed the artwork, how well it was thought out, how well the learner's skill is demonstrated in the learners execution of their artwork, how creative/original each piece of artwork is, etc. In short, the subjective portion is largely based on my interpretation/impression of the effort and quality of the artwork being graded. Again, keep in mind that the submission of a portfolio in May is mandatory to receive AP credit.

Sketchbook Development

Learners should continually be documenting their ideas in sketchbooks. Sketchbooks should reflect sketches, rough drafts, studies, drills, notes, measurements, clippings of inspiration, various commentary, reflection, directions, ideas, etc. It should be very personal in that it should reflect who the learner is as an artist. It should also demonstrate personal growth as well as correlate to the work the learner is submitting in their portfolio. (Learner portfolio submissions should "match up" with parts of their

sketchbook.) A learner's sketchbook is documentation of the process of thinking about and creating art. No two learner sketchbooks should be exactly the same in content. A sketchbook is a working documentation, a work in progress.

Artist 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 keywords, the materials you'll be using, your idea, etc. You may research an artist in a gallery or museum in person. You may use magazines from the library including Art News, Art in America, and Juxtapoz. Go beyond Instagram to find in-depth information on your artist. Here are a few online resources to get you started:

[Artsy.net](https://www.artsy.net)

[Metmuseum.org](https://www.metmuseum.org)

[Art21](https://www.art21.com)

[Colossal](https://www.colossalart.com)

Record all research in your sketchbook. Use the questions below to guide your research of an artist or artist collective. Document research in your sketchbook to include the following:

- Printed and/or sketched images of the artist(s)' work
- Written answers to questions listed below
- Sources: website address, name and author of book or magazine article

Research Questions

1. Who:
2. When:
3. Where is the artist from?
4. List aspects of the artist(s)' identity (race, gender, culture, other?).
5. What ideas does the artist investigate in their work?
6. What materials did the artist use?
7. What was the artist's process when creating the work? How did they make their work?
8. What drawing skills (mark-making, line, surface, space, light and shade, and composition) did the artist use?
9. How did the artist use those drawing skills?
10. What imagery did the artist use?
11. What did the artist use as sources for images?
12. How difficult do you think it was to create their work?
13. Do you think the artist worked with a plan, no plan as in open to the process, or both?

14. Did the artist work from imagination, observation, or both?
15. How does the artist(s)' personal experience, culture, or history inform or influence their work?
16. What is your opinion of the artist(s)' work and why?
17. What else do you think is important to note about this artist(s)' work?
18. What questions would you ask the artist(s) if you could talk to them in person?
19. How does this artist(s)' work relate to the project or investigation you are working on in class?

Resources

The class Resource page has an excellent selection of resources for learners. Through it learners will have opportunities to explore career paths involving the visual arts, colleges and institutions that provide curricular avenues to these pathways, and the postsecondary options available. In addition, there are links to the AP portfolio requirements, tips, example portfolios, scored portfolios and College Board scoring guidelines. There are also links to various art museums, and art research websites to further inspire them.

Artistic Integrity

Throughout the year, artistic integrity will be stressed. Learners will be encouraged to develop a personal artistic voice while researching and exploring the art of others. While not all drawings will require visual sources, when reference material is needed, learners are encouraged to use primary sources whenever possible. For example, learners can take their own reference photographs or stage/choose scenes to draw from observation. 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 learner'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." – College Board

Please view [THIS RESOURCE](#) for more information on plagiarism. Also read the AP Art and Design Portfolio Policies [HERE](#). Any plagiarized work will earn a zero grade and be referred to your advisor for review.

Privacy Policy

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this class, I will obtain permission from the author. [FERPA Info](#)