Instructor- Courtney Drew (she/her)

AP Studio Art: Drawing

Course Content

This course has been developed to accommodate students who express an interest in completing the AP Studio: Drawing Portfolio. All content meets the requirements as stated in the student exam poster. Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of artwork. Students will address all three sections of the portfolio: Breadth, Concentration and Quality.

Students will develop mastery of concept, composition and execution of their personal ideas and themes. Students will also understand that art creation is a process 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. Formulaic (cliché) solutions and direct reproduction are discouraged.

General Learning Outcomes

- Show an understanding of the focus of the portfolio selected with the following:
    1. Develop a personal Concentration consisting of 18 finished works.
    2. Select 5 top quality pieces for presentation.
    3. Discuss and record the development of the Concentration.

- Demonstrate technical versatility using the Elements and Principles of art in arranging their compositions.

- Engage in critiques and analysis of both student work and Modern examples to develop a level of individual decision making in how they approach an original work.

Student Learning: Activities & Strategies

Units of study are presented to satisfy the Breadth & Concentration requirement of each portfolio. Students will use a variety of mediums, techniques, and approaches to develop concepts. Works emphasizing the elements of design (line, shape, form, space, texture, value, and color) organized using the principles of design (balance, variety, harmony, emphasis, rhythm, proportion, movement and unity). Media could include: digital imaging, drawing, illustration, painting, or printmaking.

1. Still-Life drawing/ painting
2. Self-Portrait drawing/ painting
3. Positive/negative (high contrast) scratchboard
4. Abstraction from nature
5. Animal pastel drawing
6. Pen and Ink Architectural study

7. Figural acrylic painting
8. Linoleum/ Foam stencil print
9. Landscape acrylic painting
10. Colored pencil drawing of pictorial collage
Other possibilities for works could include

- Abstractions from urban environment
- Drawings related to psychological, historical, or narrative events
- Works showing color theory of Fauvism, expressionism, or color-field painting.
- Fantasy Self-portrait with the concepts of Dominance and Subordinance emphasized.

Critiques & displays of work are ongoing. Students are expected to participate in class critiques of their own & other's work. Vocabulary of art will be used to engage written &verbal critiques.

- Individual conferencing will assist students in the development of their Concentration work. Students will develop a body of work that is an investigation of a theme that is of personal interest to them.

<u>Critique & Analysis</u>

- Develop advanced considerations of media, composition, themes, ideas and concepts
  through uses of compositional elements.
- Identify specific visual issue (conceptual thesis) that can be pursued as a Concentration by using a coherent plan of investigation to develop a body of work.
- Reflect on own work and the work of peers with informed and critical decision making skills to form suggestions for improvement of personal work and others.

Section I: Quality

Assess your selected portfolio work and score it on the following criteria:

	POOR	MODERATE	GOOD	STRONG	EXCELLENT
Materials well used; technique is excellent	1	2	3	4	5
Inventive/ Imaginative	1	2	3	4	5
Evidence of thinking; Clear visual intent	1	2	3	4	5
Purposeful composition	1	2	3	4	5
Awareness of style and format	1	2	3	4	5
Sensitive/evocative	1	2	3	4	5

If you have not scored your work consistently in the 4 or 5 range, now assess what it's strengths and weaknesses are, and how to rework the piece and raise it to a 5.
Explain your rationale in a paragraph below, considering:
1. Have you done anything special with the use of the art elements (line, shape, form, color texture, space, value)?
2. What are some of the dominant shapes, expressive forms, color schemes, and textures that carry significance in this artwork?
3. Is the work ordered/balanced? Or chaotic/disturbing? What makes for the order or chaos? Would you use words such as unity, variety, contrast, balance, movement, and rhythm to describe formal characteristics of this work?
4. Describe the quality of execution and technique. What gives the work its uniqueness?
5. Does the work evoke any feelings? To what do you ascribe your feeling—
the use of colors, shapes, technique, theme?
6. Is there symbolism used in the work to convey meaning other than what one sees?
7. What is your general impression of the work? What did you want the viewer to think about? Did you successfully get your message across? Discuss if the work is a significant success, why or why not, and support your judgment with evidence.

Assessment & Evaluation

Portfolio Development (75%)

- Based on finished work as per term quota.
- Graded using the evaluation rubrics as established by the College Board.
- Both volume & quality will be taken into consideration for final grades.

Lab Conduct (25%)

- Regular attendance is mandatory.
- Use of in class time & extra classes.

- Attention to lectures, directions & demonstrations.
- Participation in critical discussion.
- Proper safe use of materials & equipment.
- Clean up duties & storage of work.
- Performance on tests and quizzes.

Visual Culture & Historical Connection

- Participate in class presentations and discussions of artists, art periods, alternative approaches, contemporary cultures and underlying visual issues.
- Relate their own artwork to the work of other artists, art periods and underlying visual issues.
- Research self selected artists and visual art development.
- Develop a multi-artist synthesis of artwork.
- Incorporate the understanding of a selected artist/cultural issue into student's focus concept.
- Present the research and resulting art projects to the class as a "teachback".

Vocabulary

- Demonstrate understanding of vocabulary in written tests, critiques and reflections.
- Demonstrate understanding of vocabulary in classroom discussions and critiques with the teacher and their peers.

Term 1—September thru December

Overview

A series of teacher initiated assignments will be presented with the purpose of introducing students to the widest possible range of experiences in drawing together with high level problem solving skills. Students will create a body of work suitable for the Breadth (Section III) of the AP Studio: Drawing Portfolio. Students will discover personal directions, particular studio strengths, and visual theme interests. Through a range of specific assignments, students will be involved in several sustained in-class assignments and at least 8 short duration assignments. Projects may overlap and students will be allowed to work on more than one assignment at a time.

Students will:

- Be introduced to a range of art making concepts.
- Understand artistic integrity as it applies to their work.
- Be presented with historical & contemporary art making issues.
- Achieve quality in complete assignments that demonstrate:
  - o Confident use of design such as composition, focal point & use of space.
  - o Meaningful response to stated assignment.

o Mastery of a variety of materials.
o Visual response to demonstrations of a variety of techniques.
o A range of successful image development strategies stemming from observation.
o A selection of drawing methods to include point, weighted line, contour, continuous line, wash & value, etc.
o Understanding of Printmaking techniques.

Percentage scores will be based on rubrics for each assignment. Midyear, 5 slides total. Endyear, 12 slides total.

Term 2—January thru May

Overview

The main focus will be the development of specific imagery suitable to Concentration Study (Section III). Considerable time will be devoted to defining successful approaches to the highly personal nature of the Concentration work through individual & whole class assignments. Students will attend several mentoring appointments at which time they will be individually counseled about their choices for the Concentration Study. By term end, students will have completed all Concentration pieces and will also have initiated a written statement to describe the intent using articulate artistic language.

Students will:

- Be assisted in discovering & narrowing areas of strength.
- Achieve quality on completed pieces that demonstrate:
    - o Visual problem solving.
    - o Creation of work in an underlying theme.
    - o Relevance to the study.
    - o Progression through discovery, invention & development.
    - o Choice of materials & techniques that successfully link to theme.
- Write written statement forming an individual plan.
- Reference an artist whose work has some relationship to section II work.
- Identify opening piece in body of work.

Percent scores are based on rubrics for individual assignments. Midterm, 15 slides total. Endyear, 24 slides total.

Final Preparation

Overview

Students will be given individual mentoring for selection of pieces for both Breath & Concentration sections II & III, in order to demonstrate variety while continuing to develop work that demonstrates invention, personal direction, voice &

thoughtful discussion making. Individual mentoring will be scheduled for both sections in order to be thoroughly reviewed to identify & remedy weak pieces.

Students will:

Evaluate all work for the final portfolio, carefully considering inclusion of any pieces completed prior or outside the course.

- Follow instruction regarding best sequencing labeling slides for both sections II and III.
- Identify & present the five best quality pieces.
- Complete all final editing of the written statement for section II.
- Complete registration & ordering work within the portfolio based on the completion of the entire portfolio.

Originality & Copy write Issues

Work is expected to be of high quality in thought, process, and product. You are expected to use artistic integrity. Work based on another artist's work or photos must move beyond mere duplication and become an expression of your own personal voice and vision. Through discussions and selected readings, students will be made aware of what plagiarism is and what it encompasses in regard to the making of art. Students are expected to develop their personal imagery. When published photographs or the works of other artists are used, they should be in the service of a personal vision. Any published image should be altered in such a substantial manner.

Bibliography

Drawing Basics, Jacklym St. Aubyn, Wadsworth Thompson Learning, 1998.

The Art of Drawing, Bernard Chaet, 3rd ed., 1983, Wadsworth Thomson Learning.

Drawing Space, Form and Expression, Wayne Enstice, Melody Peters, 3rd ed.,

2003, Pearson Prentice Hall.

Experimental Drawing, Robert Kaupelis, 1980, Watson Guptill.

AP Studio Drawing info is available at:

Course & Exam Pages – AP Central | College Board

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