

## AP & STUDIO ART HONORS SYLLABUS

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### COURSE DESCRIPTION:

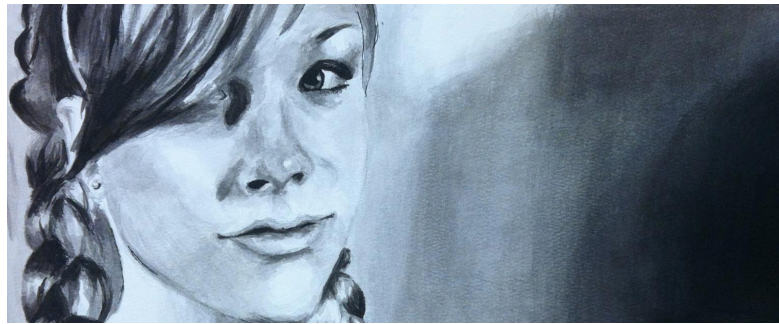
Advanced Placement Studio Art is a full-year elective for students interested in art and /or a career in the art field. Students assemble and submit a portfolio of work for evaluation in late April, with the possibility of receiving college credit. The portfolio consists of two sections that will be developed throughout the course:

- A) Selected Works- the demonstration of a sense of excellence in art;
- B) Sustained Investigation- a commitment in depth to a particular artistic concern;

The student may choose a drawing portfolio, a 2-D design portfolio, or a 3-D design portfolio.

*Please Note: Course content and pace may be modified based on student need and interest. This syllabus will be updated as needed to reflect these changes. Last Update:8-2025*

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### AP ART COURSE OUTLINE

\***Material List:** all materials will be supplied except for specific projects that require found objects or personal items.

\***Homework:** Students are expected to put in a considerable amount of time outside of class in order to meet all assignment deadlines. Homework is based on their progress towards those goals.

**Expect to work at least 2 hours per week outside of class time.**

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### PART 1: DESIGNING YOUR PORTFOLIO (2 weeks)

UNIT TOPICS: [\(link to presentation\)](#)

- Researching the portfolio requirements
- Evaluating your past work and recognizing your strengths and weaknesses

- Choosing the AP Studio Art Course that best fits your experience, interest, and strengths: 2D Design, 3D Design or Drawing
- Brainstorming themes for your concentration
- Develop strategies for finding inspiration and adding creativity to your work (ex. Journals, Pinterest)
- Designing your AP Art Gallery page: Sections: Quality, Breadth, Concentration, & My Creative Process
- Personalizing your art journal

SUMMATIVE PROJECT: Students will develop their concentration ideas by personalizing their journal cover, creating an inspiration page in their journal, and by writing a concentration proposal statement with proposed project ideas on their webpage.

**DUE DATE: End of Week 2 Journal Cover, Inspiration Page, Website, and Proposal Statement.**

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## PART 2: DIGGING DEEP INTO YOUR SUSTAINED INVESTIGATION (15 Assignments: September- March )



UNIT TOPICS: ([link to presentation](#)) ([link to student gallery](#))

- Following your timeline
- Reflection of theme
- Listening to critiques
- Research to Build In-depth skills:
- Communicating ideas: How do artists communicate visually to their viewer?

Interdisciplinary Links:

SUMMATIVE PROJECT: Students will design their own theme of study that investigates an art idea. ([link to rubric](#))

**DUE DATE: 1 artwork every two weeks due at time of Friday Critique (opposite week from above schedule)**

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## PART 3: PREPARING YOUR PORTFOLIO ( April)



UNIT TOPICS: (link to presentation) [\(link to student gallery\)](#)

- Writing your reflection
- Choosing your work
- Matting your work
- Following guidelines of AP

SUMMATIVE PROJECT: Students will prepare their final portfolios following AP guidelines. (link to rubric)

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## UNIT 5: PRESENTING YOUR WORK (May)



UNIT TOPICS: (link to presentation) [\(link to student gallery\)](#)

- Communicating your theme
- Design Composition
- Unity of work
- Arranging a location

SUMMATIVE PROJECT: Students will arrange and display their AP portfolio . (link to rubric)

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## UNIT 6: CURATING AN EVENT (May-June)



UNIT TOPICS: (link to presentation)

- Designing the Space
- Signs
- Invitations
- Refreshments
- Selecting work

SUMMATIVE PROJECT: Students will curate a school-wide art exhibit including design, preparation and hanging. (link to rubric)

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## ART ROOM POLICIES AND PRACTICES

1. Students and/or parents may request extra help at any time.
2. Students must come to class prepared each day with materials, journal, Chromebook and homework completed.
3. Students should arrive to class on time. Late arrival will result in progressive discipline beginning with warnings, lunch detentions, then after school detentions.
4. Students should not use cell phones in class unless directed to do so by the teacher. Students are required to silence cell phones during class.
5. Students are required to maintain a clean working studio space. It is the student's responsibility to clean up their materials each day and put them away in their proper stored locations.
6. Proper use and care of materials must be followed. Intentional destruction of materials, equipment or furniture will result in students being responsible for the cost of replacement.
7. Clear instructions will be given for the use of hazardous/dangerous materials and equipment. In cases of misuse of these materials, students will no longer be permitted to use the material. An alternative assignment may be given by the teacher.
8. Art classes sometimes require students to gather inspiration outside the classroom. During this time students must wear a photo pass, be diligent in their task, and follow all school rules. Students are not allowed outside the building without an adult.
9. Creating a positive learning environment for all students is extremely important in studio art classes. The environment allows for socialization between students while completing their assignments. It is expected that all language and conversations will be school appropriate. Inappropriate language or conversations will result in progressive discipline beginning with warnings, lunch detentions, then after school detentions.
10. Student learning and success is the priority of this classroom.

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## 9-12 ART DEPARTMENT GRADING POLICY

Below you will find information to help you understand what students will be learning and how they will be evaluated in art class. Each of the grading categories is an important aspect of the artistic creative process and helps students in their study and creation of artistic works. Each is equally important to fully participate in the Visual Arts however their weight may not be equally emphasized in a particular unit of study. Grades are based on the major concepts taught in each unit.

### ART DEPARTMENT GRADING

**Formatives 1 point**

**Interim Skill Builders 3 points**

**Summative Projects 10 points**

*We categorize assignments based on the type of learning activity:*

- **Ideation** is the formation of ideas or concepts related to art. This could be ideas/concepts about subject matter, materials, process or product. These assessments gauge an art student's understanding of how artists develop ideas. Examples are brainstorming, artist inspiration, mind-mapping, visualizing/imagining, etc.
- **Composition** is the arrangement of the elements (line, shape, color, texture, space, form, and value) and principles of design (balance, emphasis, movement, proportion, rhythm, unity, and variety) within a work of art. These assignments will build the skills and an understanding of how artists gather information to accurately solve compositional problems by evaluating possibilities and selecting solutions to develop a strong composition.
- **Craftsmanship** is a level of design or technical skill shown in something made by hand - generally referring to outstanding quality or artistry. These exercises will allow students to demonstrate an excellent grasp of technical skills within the subject area and perform these skills with expertise while creating a product. They will encourage students to make all necessary refinements/revisions to perfect the work.
- **Visual Communication** is the use of visual elements to convey ideas and information to the viewer. These lessons will



increase students' ability to "read" a work of art, personally tell a story visually, as well as write reflections about their learning.

### **Grades for Assignments**

Teachers will enter in PowerSchool grades for assignments as follows:

Grade	Descriptor
A	Student independently and consistently exceeded learning expectations
B	Student met learning expectations
C	Student met learning expectations, though consistency and/or independence were below expectations for this grade level
D	Student met learning expectations, with notable need for improvement in consistency and independence
F	Student did not meet learning expectations/Insufficient evidence of meeting learning expectations
MIS	Student did not submit assignment

### **Make-Up Work Due to Excused Absence**

1. The student must schedule make-up work directly with the teacher on the day he/she returns to school.
2. Incomplete work after one calendar week will result in a grade of zero unless extended, alternate dates have been assigned by the teacher (e.g., a laboratory experiment).
3. If a long-term project was assigned earlier in the marking period, the project is due on the pre-assigned date or the date the student returns to school. (If a *long term* excused absence occurs prior to the due date of the project, please see item number 5.)
4. In the event of a pre-arranged absence to go on a field trip or college visit, the student must speak with the teacher before the absence; homework is expected on the return day.
5. Students should always consult the teacher's website to see if there is homework they can do while at home and before returning.
6. In the event of a longer excused absence, the student and parent must consult with the guidance counselor who will help to arrange a make-up schedule which must then be followed. The counselor may call for a parent-teacher meeting to help with this process.
7. For the school's policy regarding make-up work for vacation days taken during the school year, please see the *Academic and Grading Policy* folder shared on the Shepaug website under the *Academics* tab. Please note: vacation days are not considered an excused absence.

### **Submission of Late Work**

Students must make every effort to submit work on time. Late work impacts the entire class since teachers often cannot discuss answers/ideas until all work is submitted. In addition, students who submit late work have additional time and opportunity that has not been afforded to other students.

As a general rule, late work will be penalized 5% for each day late, up to five school days. The acceptance of late homework is at the teacher's discretion. Since teachers often review the homework answers in class, it is not possible to accept homework after answers are given. Teachers will share their homework policy with each class.

Please note: Late arrival or early dismissal is not an acceptable excuse for late submission of a pre-assigned project./assignment. If a student is in the building on a specific day, he/she has an obligation to submit a pre-assigned project/assignment to the appropriate teacher(s). In addition, if a student reports to the nurse instead of a class, he/she has an obligation to submit any pre-assigned project/assignment to the appropriate teacher. **If a student arrives late to school, leaves early, or reports to the nurse instead of a class, he/she must submit pre-assigned projects/assignments to the appropriate teacher(s) or the late work policy will apply.**

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### **SHEPAUG LEARNER OUTCOMES**

**Engaging in the Creative Process**

**Solving Problems**

**Defending Conclusions and Judgements**

**Answering a Call to Citizenship**

The Shepaug Learner Outcomes are taught and modeled in all courses at Shepaug. Each department has responsibility for comprehensively teaching a specific learner outcome.

Art naturally focuses on **Engaging in the Creative Process by teaching students to use:**

**Conceptual Ability, Connections, Curiosity and Exploration, Technical Skill, Intellectual Risk Taking, Reflection and Refinement**

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### **21st CENTURY SKILLS LEARNED IN ART**

**Creativity Skills:** Discovering novel ways to think, learn and do

Students will develop skills to enhance their creativity. They will focus on the steps of the Creative Cycle: Inspiration, Exploration, Creation and Evaluation

**Communication Skills:** Expressing thoughts and feelings effectively

Students will develop skills to communicate about Art visually, verbally and in written form.

**Critical Thinking Skills:** Using original ideas to solve problems

Students will experiment and explore a variety media, techniques, & processes. They will make complex choices to solve problems in innovative ways.

**Collaboration Skills:** Working in partnership with others towards a common goal

Students will work together while exploring artistic opportunities with other students and their community. They will make connections between Art, others subject areas and in their everyday life.

Sections of course description and syllabus cited from:  
“Studio Art Course Description.” *College Board AP*. 2014. Web. August 2016.