AP® 2-D Art and Design Course Syllabus

Curricular Requirements

There are 104 graded assignments in this class. Some are graded assignments (70% of total grade), discussions (10% of total grade) and midterm/final categories (20% of total grade).

These curricular requirements meet the TN Visual Arts requirements.

CR1 The teacher and students use a variety of art and design resources which can include books, periodicals, reproductions, and online media.

CR2 The teacher and students have access to a digital camera and a computer equipped with image editing software and an internet connection as well as a digital projector and screen for viewing and discussing works of art and design.

CR3 The course provides opportunities for students to practice and develop the skills in Skill Category 1: Inquiry and Investigation through portfolio development.

CR4 The course provides opportunities for students to practice and develop the skills in Skill Category 2: Making through Practice, Experimentation, and Revision through portfolio development.

 CR5 The course provides opportunities for students to practice and develop the skills in Skill Category 3: Communication and Reflection through portfolio development.

CR6 The course teaches students to understand integrity in art and design as well as what constitutes plagiarism. If students produce work that makes use of others' work, the course teaches students how to develop their own work so that it moves beyond duplication of the referenced work(s).

Prerequisites: As a general rule, **students are required to successfully complete an Art I, and Art II level courses may enroll in the AP® Art and Design Course – 2-D Design, Drawing or 3-D Design Art classes**.

Assistance

If you have course related questions such as questions about due dates, assignment directions, lesson material, etc. please contact your instructor immediately via Canvas message (if courses have started) or via direct email (if courses have not started). Your instructor's email and name can be found after logging in by clicking on Course Information or can be found on the homepage of your course after classes begin.
After courses begin, all communications between instructor and student should happen from Canvas Messaging.

AP® 2-D Art and Design Course Syllabus

If you need technical assistance at any time during the course or to report a problem with your account please visit https://niswongeronline.com/questions/ to submit a trouble ticket or contact:

Mr. Chris Dotson
Technology Support Lead, Niswonger Online & APAA
cdotson@niswongerfoundation.org

You can also visit this page for answers to frequently asked questions:
https://niswongeronline.com/student-help-resources/

For other concerns that have not been addressed by your teacher or by our Technology Support Team contact:

Dr. Gina Pavlovich
Director AP Access for ALL & Niswonger Online
gpavlovich@niswongerfoundation.org

Mrs. Samatha DeBord
Assistant Director, AP Access for ALL
sdebord@niswongerfoundation.org

 NOTE that ONLY your school Counselor or local Administrator can request a course change or drop. No one within the APAA program can approve this.

Course Description (AP Art and Design Course and Exam Description)

The AP Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. The framework focuses on big ideas that encompass core principles and processes of art and design. The framework encourages students for advanced art and design learning as well as lifelong engagement with art and design.

Overarching Goals for This Course:

Encourage creative and systematic investigation of formal and conceptual issues.

Emphasize making art as an ongoing process that involves the student in informed and critical decision making.

AP® 2-D Art and Design Course Syllabus

Help students develop technical skills and familiarize them with the functions of the visual elements.

Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

The AP Art and Design 2D Design Focus

This course/portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or films are accepted. Composite images that help document the student's work may be used to show process and growth.

In April, students will finish compiling their selected works and sustained investigation into a digital portfolio format and send it to the AP Board for review. There is no formal exam associated with this course. Uploading works in their AP College Board Portfolio will begin in December and continue until the end of April.

Structure of the AP Art and Design 2D Design Course

Selected Works (40% of Total College Board Score)

- Five digital images of five works. These works should each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills (may come from the Sustained Investigation, but do not have to) are included in this section of the portfolio.
- Along with each work, students are required to submit written responses to prompts about the work. Responses are evaluated along with the images that students submit. The most successful responses in terms of assessment are those that are clearly related to the images of work submitted, that directly and completely address the prompts, and that provide further evidence of skillful synthesis of materials, composition and design, processes, and ideas or concepts shown in the work. Responses are not evaluated for correct spelling, grammar, or punctuation. There is no preferred (or unacceptable) material, process, idea, style, or content.
- Requirements and Prompts – Submit five works that demonstrate: 2-D Skills and synthesis of materials, processes, ideas, and compositions. For each work, state the following in writing:
  a) Idea(s) visually evident (100 characters maximum, including spaces)
  b) Materials used (100 characters maximum, including spaces)

c) Processes and design/compositional organization used (100 characters maximum, including spaces)

Sustained Investigation (60% of Total College Board Score)

- 15 digital images of works of art and process documentation that demonstrate a sustained investigation through practice, experimentation, and revision.
- Students will make and present works of art and design based on an in-depth investigation of materials, design/compositional processes, and ideas done over time. Sustained investigation is guided by questions. It involves practice, experimentation, and revision using materials, processes, and ideas.
- The Sustained Investigation section is expected to demonstrate skillful synthesis of materials, processes, and ideas.
- Along with each work, students are required to submit written responses to prompts about the work. Responses to these prompts are evaluated along with the images that students submit. The most successful responses in terms of assessment are those that are clearly related to the images of work submitted; that directly and completely address the prompts; and that provide evidence of inquiry-based sustained investigation through practice, experimentation, and revision. Responses are not evaluated for correct spelling, grammar, or punctuation.
- There are activities in which students make works of art and design demonstrating the synthesis of materials, processes and ideas by practicing, experimenting, and revising. A portion of those works are related through a sustained investigation.

  Assignments include:

  a. Apple drawing

  b. Challenge Drawings: Three Observation Still Life Drawings.

  c. Exploration of Essential questions/Enduring understandings, themes/subject research

  by creating a Mind map

  d. Discussion Based Assessment: Greatest Strength, Unrealized Potential critique.

  e. Artist Research: Search for an artist working in similar materials, processes and ideas.
- Students will make and present works of art and design based on an in-depth investigation of materials, design/compositional processes, and ideas done over time. Sustained investigation is guided by questions. It involves practice, experimentation, and revision using materials, processes, and ideas.
- There is no preferred (or unacceptable) basis of inquiry, type of investigation, or use of material, process, idea, style, or content for the Sustained Investigation. Students must be the artist/designer of the work they submit.

AP® 2-D Art and Design Course Syllabus

- Requirements and Prompts – Students will be required to submit 15 images that demonstrate for this section in a digital format:

  a. Sustained investigation through practice, experimentation, and revision

  b. Sustained investigation of materials,   processes, and ideas

  c. Synthesis of materials, processes, ideas and 2-D Design and Compositional skills

  d. Students will state the following in writing:

    1. Identify the questions that guided your sustained investigation.

    2. Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions (1200 characters maximum, including spaces, for response to both prompts).

    3. Students should formulate their questions at the beginning of their sustained investigation work and their questions should be based on their own experiences and ideas. These guiding questions should be documented and further developed by students throughout the sustained investigation.

    4. Identify the following for each image:

      - Materials used (100 characters maximum, including spaces)
      - Processes used (100 characters maximum, including spaces)
      - Size (height × width × depth, in inches)
      - Idea

Additional information about the Sustained Investigation Section

- Throughout their sustained investigation, students need to document—with images and words—practice, experimentation, and revision using materials, processes, and ideas as well as skillful synthesis of materials, processes, and ideas.
- Reflection on these findings will occur through a weekly critique at which a time mindful discussion will assist in formulating best practices. From their documentation of thinking and making, students select images and writing to include in their portfolio that most effectively demonstrate sustained investigation according to AP Art and Design Portfolio Exam assessment criteria. Process documentation images included in the portfolio should show evidence of practice, experimentation, and revision using materials, processes, and ideas and/or of skillful synthesis of materials, processes, and ideas, providing insight on students' inquiry, thinking, and making. Detailed images should be

submitted only when it is important to see a close-up view of a work as evidence of practice, experimentation, and revision or of skillful synthesis of materials, processes, and ideas.

● When submitting work for the Sustained Investigation section, students should carefully consider the sequence of their images. There is no required order; images should be presented to best demonstrate sustained investigation through practice, experimentation, and revision using materials, processes, and ideas.

● Students should also consider the relationship of their images with the written information they submit.

AP Course Skills

Course Skill 1 – Inquiry and Investigation – Investigate materials, processes, and ideas.

Course Skill 2 – Making Through Practice, Experimentation, and Revision – Make works of art and design by practicing, experimenting, and revising.

Course Skill 3 – Communication and Reflection – Communicate ideas about art and design.

BIG Ideas – Big ideas structure students' development of understanding and skills, enabling them to connect what they learn with prior knowledge and experiences. The three big ideas of AP Art and Design are:

1. Investigate materials, processes, and ideas.

2. Make art and design.

3. Present art and design.

Artistic Integrity Agreement (CR 6) All individual student work must be original in concept, composition, and execution. Throughout the course, explicit and specific examples of ongoing activities will take place that will help students understand how artistic integrity, plagiarism, and moving beyond duplication are incorporated into all aspects of the course. Ongoing individual conferences and group critiques will aid student understanding. In addition to these activities, the teacher will conduct discussions and assigned readings that reflect what constitutes ethical behavior in the making of art. Students are not to use someone else's designs and or images from the internet, books, or published or unpublished sources as a basis for their individual creations. Artistic integrity is essential to this course. Students are to work from direct observation, dreams, fantasies, life experiences, and their own photographic compositions and designs. [2.C, 2.D]

Students will be shown the following Artistic Integrity Agreement statement from the College Board: "If you incorporate artwork, photographs, images, or other content created by someone else ("pre-existing work"), you must show substantial and significant development beyond duplication. Your creation should substantially transform the pre-existing work.

Additionally, you must identify all pre-existing work(s) in the Written Evidence portion of your Portfolio. You should also submit images of pre-existing work so that we can evaluate your transformation of any preexisting work(s)."

Appropriation: *Additionally, you must identify all pre-existing work(s) in the Written Evidence portion of your Portfolio.* You should also submit images of pre-existing work so that we can evaluate your transformation of any preexisting work(s). Students are strongly encouraged to become knowledgeable about copyright laws and to maintain reference citations for all resources used to develop student work. Students' works will be monitored in terms of use of resources and to ensure that students understand and demonstrate integrity in making art and design. Students are encouraged to create works based on their own life experiences, observations, knowledge, and interests. Universities, colleges, and art schools have rigorous policies regarding plagiarism.

Digital images of student work may be edited. However, the goals of image editing should be to present the clearest, most accurate representation of the student's work and to ensure that images meet the requirements of the digital submission application. When submitting their portfolios (for the AP Exam), students must attest: "I hereby affirm that all works in this portfolio were done by me and that these images accurately represent my actual work."

College Board reserves the right to decline to score an AP Art and Design Portfolio Exam or cancel an AP Art and Design Portfolio Exam when misconduct occurs, such as copying another artist's work.

Documentation and the AP Portfolio

Students are required to document sources of inspiration or identify work made by others that inform their own thinking. In addition, students will document their journey of art making, and share their vision by recording their processes in multiple ways, such as: sketchbook/visual journal, photo file of processes, mind maps/written brainstorming of ideas, and steps of making and/or participation in multiple class reviews/critiques.

Students may be asked to share (as well as to listen) to their peers, in small groups or as a class as a whole to express their ideas, and to explain and define their path of art making. As students generate ideas for their work throughout the course, students research thinking of others and "making" from the perspectives of many disciplines. When students present their work for feedback during informal and formal critiques, they share visual documentation and sources of inspiration, often describing how their work shows their personal vision.

Students will learn the proper way to take digital photos of their process and artwork. Students will learn how to create a digital portfolio that they may use for college submission as well as the AP Exam Portfolio.

AP® 2-D Art and Design Course Syllabus

Students are required to use an online platform to post their artwork. This class encourages the use of Google Drive for slide presentations of their work but may allow other platforms with teacher approval. The student will use this to create a digital portfolio for the use of ongoing, online critiques, writing assignments, etc. Keeping up with this electronic portfolio will be the responsibility of the student when they do their research, investigation and experimentation in their artwork process. They will scan, take photos, etc. to document the entire process. The process will be graded as well as the final product.

Assessments, Rubrics, Critique (CR 5)

Students will complete weekly written self-assessments. The students are required to reflect about the process of making the art, considering description, analysis, and the final reflection of each work. This reflection will include thoughts about essential questions, process, materials, and ideas. They will be required to turn in a written self-assessment form upon the completion of each week to describe their work completed every week we are in class. In addition to set criteria established in advance for each assignment, students will be asked to assess themselves in the following areas outlined in the artwork rubric:

Execution: Application of technique, involvement with the process, perseverance, expressive qualities, dialogue with the work, and manipulation of materials. Originality/Conceptualization: Concepts are clearly defined and are unique in originality. The work represents thinking as well as a thoughtful application of visual problem solving, investigation/research, and open-ended questions that include written reflection. Overall Quality: Skill and thinking through the process of the work is evident with consideration of time spent and care taken in the development of the work.

Teacher Assessment

Teacher assessment will include the reading and reevaluating of student's self assessments. In addition, the grading system will include module assignments, assessment of student participation during class reviews/critiques, and teacher portfolio reviews as well as one-on-one assessments of each student's portfolio of work to include processes explored, materials used, students' expression/interpretation, and synthesis of ideas with the final artworks/documentation and writing.

Course Outline

Course Overview

There are 20 Canvas Modules (plus a Resource Module) in this course. ALL assignments are worth 100 points. Each Module includes:

 Discussion about artist interviews and types of art (100 pts)

Sketchbook assignment (100 pts)

AP® 2-D Art and Design Course Syllabus

Completed artwork (100 pts)

Student Reflection (100 pts)

The course is further divided by time frame:

August	Introduction to all materials
September	Copyright, Photography info
October	Formulating a Sustained Investigation Topic
November	Artwork for the Sustained Investigation
December	Artwork for the Sustained Investigation, upload process for College Board
January	Sustained Investigation, Uploading work
February	Sustained Investigation, Uploading work and Selected Work uploading
March	Sustained Investigation, Selected Work and Evidence Writing
April	Finish Uploading Portfolio and Writing
May	Self-Assessment

Grading Policy

Portfolio Development and Discussions,Video review, Module sketch: will count as 10% of the students grade. Students will receive feedback from their teacher for each assignment.

Assignments related to Sustained Investigation and Selected Works will count as 70% of the students grade. Consistently logging into Canvas and posting in the Google drive or ePortfolio is critical and required. Having time during the day at their home high school is encouraged with additional time at home to complete the Module requirements. Participation in critiques, demonstrations, and conversations with peers is required. Storage of all artworks/digital files properly. Active engagement of portfolio development, completion, and submission. Students will receive feedback from the teacher for each assignment.

Final: **The students completed portfolio is sent to AP College Board and the monthly Zoom meeting critiques will count as 20% of their grade.** This is throughout the school year when the student meets with the teacher for critique and review.

Grades are both objective and subjective. The objective portion is based on clearly stated criteria for each assignment and how well the learner met the given criteria. The subjective portion is the instructor's professional opinion of how well the student composed the artwork,

thought out skill is demonstrated, creativity/originality and effort. The submission of a portfolio in April is mandatory.

Grading Scale Niswonger Online (TN)

90-100 A

Mastered process and technique, strong composition, strong creative expression

80-89 B

Good-Very Good process and technique, good-very good composition, shows some creative strength

70-79 C
Technique/composition needs improvement, fair quality composition, shows a little creativity or originality

51-69 D

Poor evidence of technique/composition, lacks creativity or originality, did not follow some directions

0-50 F

Incomplete/redo and resubmit, did not follow directions, plagiarism issues

AP Access for ALL Late Work Policy & Automatic Drops
At Niswonger Online and the AP Access for ALL program, we understand the importance of meeting deadlines and developing strong time management skills. To maintain consistency and encourage timely submissions, we have established the following late work policy-
📄 Late Work Policy & Automatic Drops APAA Please review to make sure you understand all details of this policy. This policy can also be found in each course and students must take a quiz on this policy before starting the course.

Viewing Grades and Feedback in Canvas
Points you receive for graded activities will be posted to your Canvas Grade Book. Click on the Grades link on the left navigation to view your grades and feedback.
Your teacher will update the online grades each time a due date has passed. Check back for updated grades and feedback within 7 days after submission.

AP® 2-D Art and Design Course Syllabus

It is also important to read or view all feedback given by your teacher. This is how a student will grow within the course. Feedback can be viewed from your Canvas gradebook by clicking on

the small icon- [icon] out from your numerical grade.

Course Policies

Commit to Integrity

As a student in this course, you are expected to maintain high degrees of professionalism and integrity.

Cheating is "the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

Plagiarism is "the practice of taking someone else's work or ideas and passing them off as one's own."

IEP/ 504/ ILP Accommodations

If you have a student with approved accommodations, please read the linked policy below. This information is shared with high schools at the beginning of each semester to ensure counselors understand our accommodations and can communicate them to APAA teachers to meet students' needs.

🗐 Student/ Guardian Copy- Procedures for APAA Student Accomodations

Niswonger Online Plagiarism Policy

All students will be asked to read the Niswonger Online plagiarism policy and complete an assignment to show understanding BEFORE any work in the course can be accessed or completed. The plagiarism policy and corresponding assignment is linked in the second module, labeled Academic Integrity, within each course. Click here to view our policy without logging into the course- 🗐 AP Access for ALL Academic and Nonacademic Misconduct/ Plaigiarism Policy

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your teacher know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your teacher when difficulties arise during the semester so that we can help you find a solution.

AP® 2-D Art and Design Course Syllabus

Submitting Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. If you have any trouble submitting your assignment in Canvas you should contact your teacher or the Niswonger Online Technology team immediately.

Course Enrollment and Drops

Students can only be enrolled in a Niswonger Online course by their home high school's counselor, AP Liaison, or administrator.

Course drops can only be approved by school personnel (counselor, AP Liaison, or administrator). **Online teachers, the APAA director, or APAA Assistant Director cannot approve any course changes.** Each school has its own policy on when a student may drop their online course. Please see your school counselor or administrator if you have any questions about this.

Items Needed for this Course

Students and teachers have access to:

- digital cameras (these can include cell phones)
- Canvas LMS (through Niswonger Online)
- computers or other devices with image editing software (Free versions are available)
- means to display artwork and/or resources to facilitate viewing and discussion with students online. (Google Slides)
- Students are required to have a visual journal/sketchbook or sketch pad. (9 x 12)
- Suggested list of supplies. This supply list may vary depending on the individual student sustained investigation focus.

- Basic supplies may include:

  Strathmore 300 Series 9 x 12 Bristol Board (or drawing paper, mixed media)

  Strathmore 9 x 12" 140 lb Watercolor Paper (or mixed media)

  Graphite Drawing Pencils (HB, 2B, 4B, 6B), sharpener

  Kneaded Eraser and gum eraser

  Prismacolor Colored Pencils (at least 24 colors)

  Crayola 24 count Washable Watercolors

AP® 2-D Art and Design Course Syllabus

Water cup, paper towels, paint palette

Other types of paint, brushes and other painting supplies

DIgital Drawing tools (programs)

Photography supplies (for a photography focus)

Collage materials