



# Advanced Placement Studio Art: 2-D Art & Design

## Syllabus

Barbara Goleman Senior High

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**BLOOMZ ACCESS CODES:** [Student](#) [Parent English](#) [Parent Spanish](#)

### Course Description

This course provides students with an opportunity to enrich their visual literacy by developing a mastery in concept, composition, and execution of ideas while using the visual elements and principles in compositional forms. During the first week of school, the course will be outlined to the students by discussing the individual sections of the portfolio in great detail. Samples from both the [College Board](#) and past students' work will be presented to the students. The presentations will correspond to each section of the portfolio. This course addresses three major points that are pertinent in the teaching of art: (1) a sense of *quality* in a student's work; (2) the student's *concentration* on a particular theme; and (3) the student's need for *breadth* of experience in formal, technical, and expressive means by familiarizing students with the functions of the visual elements and principles of design. In total, the students will complete a minimum of 25 works of art reflecting issues related to 2D Art. 2-D Art includes but is not limited to, drawing, painting, printmaking, graphic design, digital imaging, illustration, collages and mixed media. [AP 2D Studio Art & Design Student Handbook](#)

### Assignments for this course

Students are to complete at least 15 art & design pieces in the fall semester and winter semester for the AP 2-D Art & Design class while also working on a personal portfolio. Listed are six examples for the class assignments. These pieces will be due at the beginning of the Third nine weeks of school. Each piece is to follow the requirements for the Quality section of the portfolio. See Quality section requirements for additional information.

#### **Assignment Examples**

*Still life:* Set up a still life with a strong light source. Try eggs on tom or crumpled paper, tin cans, glass jars, or fruit on drapery; be sure to compose the entire page using the rule-of thirds. Use at least three different media-i.e., a wet medium, a dry medium and some collage element.

*Dual portrait:* Create a biographical portrait composed of two images which depict two contrasting sides of your personality: you and your alter-ego. Let one face depict the "outside you," the one people see, and the other another "you," a secret personality or fantasy role model.

*Self Portrait:* Do a self-portrait that expresses a specific mood or emotion in the style of another artist while also developing a specific environment. Focus on the stylistic tendencies of the artist you choose.

*Landscape:* Take a photography on location; the beach, the park, or an interesting street view.

*Private Symbols:* Paint a picture using photography that is a personal diary of events. Transfer emotions, feelings and experience to visual images. Deny access of your picture to others by

*Worldly Treasures:* Photograph different worldly treasures and make them come to life through your creative and design skill sets using Adobe Photoshop. Arrange them in a way so they all work together visually.

### **Class Objectives:**

***Art history:*** Recognize major figures and works in the history of art and understand their significance through both contextual and visual analysis. Each week students will discuss a different figure or work of art at the beginning of the first class of the week.

***Establish and maintain a digital portfolio (Google Drive).*** A portfolio is an essential tool in recording ideas, notes, short assignments, capturing visual information, working on conceptual ideas and practicing various techniques. Digital portfolios will be checked frequently for progress.

***Develop the student Portfolio to be submitted for AP 2D-Design, which consists of three sections:***

### **Section I: Quality**

Quality refers to the mastery of design principals that should be apparent in the composition, concept and execution of the work. The work may be simple or complex and can be in any style, content and media.

#### ***Requirements:***

Submit five actual works in one or more media. Each of the pieces can NOT be smaller than 8" x 10" or larger than 18" x 24", You may choose the type of surface to work on paper, cardboard, canvas board, plywood, mat board, etc. To protect the work, all work on paper should be backed or mounted. Materials that may be smudged should be protected with

fixative. If work is matted, a neutral color is to be chosen for the mat. REMEMBER TO USE THE ENTIRE PAGE! You may work in your sketchbook if it is at least 8" x 10", or you may use paper from my classroom to take home.

## **Section I: Selected Works**

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

	<b>Poor</b>	<b>Moderate</b>	<b>Good</b>	<b>Strong</b>	<b>Excellent</b>
2D Skills	1	2	3	4	5
Synthesis of materials	1	2	3	4	5
Ideals visually evident;	1	2	3	4	5
Materials Used	1	2	3	4	5
Processes Used	1	2	3	4	5

If you have not scored your work consistently in the 4-5 range, now assess what the strengths and weaknesses are, and how to rework the piece and raise it to a 5. Explain your rationale in a paragraph below, considering:

Have you utilized the elements of art in an interesting way (line, color, shape, texture, value, space, form)? What are some of the dominant shapes, expressive forms, color schemes, and textures that carry significance in this artwork? Is the work balanced? Explain how you used principles of design such as unity, variety, contrast, balance, movement, and rhythm to describe formal characteristics of this work? Describe the quality of execution and technique. What gives the work its uniqueness?

### **BLENDED COURSE DELIVERY MODE:**

**This blended course** (70% [asynchronous](#), 30% [synchronous](#)) virtualizes the F2F classroom experience in a **synchronous** online environment called [K12Learning](#) where course facilitators and students interact in real-time via webcam and microphone. Additional online elements such as **asynchronous** learning modules enable students to do the majority of their learning whenever and wherever it is convenient for them.

**1. Method of Instruction:** Demonstrations, looking at professional/commercial materials via video (Youtube and TED Talks). Critiques, Discussion, Online Learning Modules, Student Grouping

Does the work evoke any feelings? Is there symbolism used in the work to convey meaning other than what one sees? 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.

## **Section II: Sustained Investigation**

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. 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. Detail 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. (Board, 2020).

### ***Requirements:***

Submit 15 digital images that demonstrate: § Sustained investigation through practice, experimentation, and revision § Sustained investigation of materials, processes, and ideas § Synthesis of materials, processes, and ideas § 2-D skills Students must state the following in writing: § Identify the questions or inquiry that guided your sustained investigation § Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions or inquiry (1200 characters maximum, including spaces, for response to both prompts) 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)

## **Copyright Issues**

All work must be original. Students are not to produce any photography pieces from published or copyrighted work. The duplication of other artist's work is plagiarism. If students use another's work or a published image as a basis for their own pieces, there must be significant alteration to the piece for it to be considered original and maintain its own artistic integrity.

## **Critiques**

Critiques are an essential part of this course. Students are required to participate in class critiques. There will be class critiques once students are mid way through an assignment. Each student will show his or her work and discuss their intent. Classmates are expected to provide positive feedback and offer suggestions for improvement. There will also be verbal and written critiques on the days work is due. Students are expected to present their completed work and receive feedback from classmates on the final product or work using the vernacular of art and design. These discussions will help students learn to analyze their own work. In addition, the teacher will have impromptu discussions with individual students during class.

## **Student Evaluation**

Students are evaluated by the utilization of classroom time, projects assigned, and a sketchbook that is compiled over the course of the school year. Each project earns three to four grades depending on the assignment. Projects are graded on adherence to guidelines, concept, and craftsmanship. The sketchbook will be used to create observational drawings, collect ideas and practice a variety of concepts and techniques as you develop your own voice and style. Work in your sketchbook is an ongoing process that will help you make informed and critical decisions about the progress of your work. Sketchbooks will be checked frequently for progress. Assignment due dates will be established. Students are to have work completed and ready for display at that time. A portion of the grade will be examining and discussing the artworks produced in class; this will occur during critique. Not completing work on time will seriously and adversely affect grades. I will not accept late work.

### **Rubric**

Portfolio	45%
Digital Portfolio	40%
Classroom Participation	15%

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Total: 100%

### **Materials Needed**

Digital  
camera  
Batteries  
pencil  
headphones  
A \$20 required Art fee due by the return of school

### **Studio Procedures**

- 📌 Be in your seats and ready to work when the tardy bell rings.
- 📌 Late work will only be accepted if accompanied by an excused absence slip.
- 📌 Respect others and their possessions.
- 📌 Work at all times. If you have finished an assignment, work on ideas in your sketchbook.
- 📌 Listen attentively to whoever is speaking during presentations and critiques.
- 📌 Ten minutes before the end of every class, put all materials away and begin to clean up. Every student is responsible for cleaning up after themselves.

### **Student Responsibilities:**

- 📌 Make full use of class time, this includes participation in all classroom activities
- 📌 Bring all class materials with you to class everyday
- 📌 **Keep ALL work!** This is evidence of what you have done, in case of any grade discrepancies and to study from. Do not throw away work that is returned or not collected.
- 📌 Complete and turn in all work as directed in time. Copying or cheating will result in both academic and administrative action.
- 📌 Promptly make up work missed due to an absence. It is the responsibility of the learner to schedule make up exams and activities.

**Class Rules:**

I will come to class prepared to learn.

I will follow the directions the first time.

I will raise a quiet hand when I have a question. I will respect the rights of all individuals.

I will be on time to class.

I will bring all class materials every class

**Consequences:**

1. First Offense- Verbal warning /call home
2. Second Offense- Detention
3. Third Offense- Referral

**Student Rules and responsibilities Agreement:**

Period:

I, \_\_\_\_\_ have read, understand, and agree to adhere to all class expectations, and student responsibilities. I understand that by following these procedures I will become a successful student in Ms. Alicia Gant Class for the 2016- 2017 school year.

Student Name (Print)\_\_\_\_\_

Parent/guardian Name (Print)\_\_\_\_\_

Student signature/date\_\_\_\_\_

Parent/guardian signature/date\_\_\_\_\_

Parent Email:\_\_\_\_\_

Parent Number:\_\_\_\_\_