

OHHS ART Department

AP 2-D DESIGN Course Syllabus



Course Name: AP: STUDIO ART 2D-Design
Course Code: FAO50A

Course Description:

AP Studio Art is a rigorous and challenging course in which students will develop mastery in concept, composition and execution of ideas. Students will create 24 piece portfolio which will be scored by teams of professional artists and educators. The work is expected to be college level and students will need to push every boundary of their existing artistic skill to succeed.

This course will begin by looking at the three different section of the portfolio – Quality, Breadth and Concentration. Through discussion and examples, students will be introduced to different approaches in each category and will begin to develop ideas and concepts to guide their artistic efforts.

The category of breadth will, for example, will be directed by assignments and a variety of material choice while the category of concentration will be an individual direction and material chosen by the student. The conceptual ideas and exploration of a single subject or idea will determine a student’s success as equally as the demonstration of skill competency.

Prerequisites

Student must either take two art classes with a “B” average or better, have instructor pre approval or submit 6 pieces of work to the instructor for evaluation.

Course Resources

There is no textbook though there are many book and dvd resources for student check out. Most materials are provided in class, but student’s material and research needs are often tailored to their chosen Concentration.

Course Fees

\$20.00 (per semester)

Course Outline/Instructional Units

Portfolio requirements from the AP College Board:

Quality – 5 actual works that **excel in concept, composition, and execution**. They can be taken from your Breadth and Concentration pieces. The works may include drawings, paintings, prints, digital works, photographs, diagrams, plans, animation cells, collages, montages, and so forth. The works may be in one or more media; they may be on flat paper, cardboard, canvas board, or un-stretched canvas.

Breadth – 12 slides of works in which the elements and principles of design are the primary focus. These works as a group should demonstrate the student’s visual organization skills. As a whole, the student’s work must demonstrate exploration in a variety of media and approaches. The work should demonstrate inventiveness and the expressive manipulation of form, as well as knowledge of color and compositional organization. **The student is required to indicate on the slide the principle or problem it addresses.**

Some examples of assignments that could be used for breadth:

- Acrylic painting using analogous or complementary color scheme.
Positive/negative (figure/ground) relationships in the rural, suburban, or urban landscape.
- Do a drawing of a futuristic cityscape. Seattle in the year 2050 (keep in mind rules of one-, two-, and three-point perspective.)
- Drawings or illustrations of an imaginary world.
- Do a drawing of an unusual interior—for instance, looking inside a closet, cabinet, refrigerator, inside your car... use your imagination!
- Do a graphite drawing of a still-life arrangement that consists of reflective objects—your goal is to convey a convincing representation with a full range of values. To add interest to the composition, you might also want to render yourself being reflected in the objects.
- Cut paper imagery.
- Color or design related to psychological, historical, or narrative events.
- A warped grid portrait of you or a friend. (creates a funhouse mirror type imagery.)
- Development of a modular or repeated pattern for fiber, fabric, or wallpaper.
- Typographic organization, layout, or logo for a blues, jazz, classical, or rap CD.
- Do a drawing of your hands arranged in a variety of poses. You must carefully plan your composition in order for the separate units to work together visually.
- Create a piece based of a fortune cookie message.
- Metaphorical or symbolic self-portrait superimposed on top of an incised surface that is mounted to a backing board, resulting in a “textured” back ground. (I generally have the student cut away eight contour self-portraits. They decide how they will arrange the eight incised areas and whether to bring the images out in the final
- Graphic designs for school theater productions, yearbooks, clubs, etc.
- Abstractions from the natural world or the urban environment.
- Self-portrait in the guise of a favorite industrial product.
- Color symbolism used in an autobiographical diptych or to extend a narrative.
- Design for a better more humane mouse trap.
- Piece inspired by the “fortune” from a fortune cookie.

Concentration – 12 slides of a series of related works based on an individual’s interest in a particular idea expressed visually. It focuses on the process of investigation, growth, and discovery. Students are encouraged to explore a personal, central interest as intensively as possible; they are free to work with any idea in any medium that addresses 2 dimensional design issues. The concentration should grow out of and demonstrate, a plan of action and investigation in which the student has invested considerable time, effort, and thought. **In this section, the evaluators are interested not only in the work presented, but also in visual evidence of the student’s thinking, selected method of working, and development of work over time.**

Some examples:

- A series of works that begin with representational interpretations and evolve into abstraction
- A personal or family history communicated through symbols or imagery.
- A series of photos related by subject—such as portraits, self-portraits, landscapes, architectural details, a family history.
- A series of mixed media pieces based on childhood memories using collaged and layered imagery that incorporated text
- A series of works based on the subject “Skateboards.” The student began painting random pictures of (cartoonish) characters on broken/discarded skateboards—two were brought in as summer assignment work. I encouraged the student to pursue the idea, but to paint images that were more relevant to the idea of “skateboard” or his experiences as a skateboarder.
- Design and execution of a children’s book.
- Development of a series of identity products (logo, letterhead, signage, etc.) for imaginary businesses.
- Political cartoons using current events and images.
- A digital series that juxtaposed incongruent imagery—based on Surrealism and the work of photographer Jerry Ulseman.
- An exploration of pattern and design found in nature and/or culture.
- A series of landscapes based upon personal experience of a particular place in which color and composition are used to intensify artistic expression.
- Abstractions developed from cells and other microscopic images.
- Interpretative portraiture or figure studies that emphasize dramatic composition or abstraction.
- A series of fabric designs, apparel designs, or weavings used to express particular themes.
- The use of multiple modules to create compositions that reflect psychological or narrative events.

Major Assessments

1st Quarter: 9 weeks - Breadth

- Elements and Principles mixed media work
- 6 works demonstrated Breadth through mixed media and differing subjects.

1st Midterm Exam

Artist Statement & oral critique of self portraits

2nd Quarter: 9 weeks – Breadth

- Students will explore differing artistic symbolism and subject.
- 6 works demonstrated Breadth through mixed media and differing subjects.

1st Final Exam

Concentration statement & take slides

3rd Quarter: 9 weeks – Concentration

- 8 works related to your concentration and/or from the project idea sheet or the College Board above.
- You will write up a proposal for each one.

2nd Midterm Exam

Portfolio reflection

4th Quarter 9 weeks – Concentration & Remaining portfolio requirements

- 4 works to finish your portfolio!!
- Take slides, finalize concentration statement, submit portfolio

Major Assessments

- Completion of AP Portfolio
- Art CBA
- Exhibition Papers
- Formal Critique
- Display events

Extra Help

Advanced Placement students are welcome to use the studio at every opportunity. The art studio will typically but not always be open until 3:15pm.

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
 - require students to complete re-do of work outside of class time.
 - limit the number of re-do opportunities for each assignment.
 - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Weighted Categories

Set department categories and weighting

Projects will be evaluated using even weighting and the basic following scale:			
RE-DO	DEVELOPING	DISCIPLINED	DISTINGUISHED
did not meet requirements	3/4	3.5/4	4/4

Grading Scale:

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100
A-	85%-89.99%

B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.