

AP Studio Art: 2D

Syllabus 1

Course Description

AP 2D Design is designed to be a challenging, college-level experience in art production and analysis.

Students have course requirements explained to them before they enroll in the course. Students and parents are asked to sign a commitment form and to complete summer assignments.

When students first register for the course and are accepted into the program, the course is outlined to the students. The AP Studio Art Portfolio course is designed for students who wish to develop mastery in the concept, composition, and execution of their ideas. It is explained how this course differs from the other studio AP art classes in that the emphasis is on the formal elements and principles of design. Quality, concentration and breadth are explained and exemplified through imagery. Students are given the AP studio Art Posters and are required to demonstrate knowledge and understanding of the sections: Quality, Breadth and Concentration and are then encouraged to start formulating concentrations, concepts, ideas, and craftsmanship over the summer months, using a variety of concepts and approaches that demonstrate versatility.

The 2D Design Portfolio

Summer Assignment: Students will be expected to attend a half day workshop in the Spring to explain the course expectations. Here the students will be issued a sketchbook. In addition to drawing each day, in this sketchbook, students are expected to try a variety of concepts.

First they are to create three works that emulate (not copy) the work of four 2D artists who concentrate in one of the twelve of the following fields: printmaking, illustration, collage, photography, graphic design, typography, fabric design, weaving, painting on various media, 2D glass and tile, and digital imaging. A body of work of three artists

from each discipline will be viewed to inspire the students selection. They are urged to vary the concept but emulate the artist's use of design elements and principles, media, and mark making. After the student has described a concentration area for the artist, they are to begin writing down possible concentration areas that are of a strong personal interest for them.

Students will also be encouraged to attend an art workshop (I will identify one that is offered for high school and college students in printmaking), attend two gallery strolls, and go to an arts festival over the summer and provide a photojournal of each event.

First Term

The following is a list of texts for the class:

Required Text:

Henry M. Sayre, *A World of Art*

Highly Recommended Text:

Wong, Wucius, *Visual Design on the Computer*, 2nd Edition

Lewandowsky and Zeischegg, *A Practical Guide to Digital Design*

Recommended Reading:

Arnheim, R. *Art and Visual Perception*.

Visual Thinking, De Saussure, Maurice.

The first week is spent introducing the three areas of the portfolio in more detail. Samples of published portfolios and past portfolios available on line are used. After the introduction of each area, students assemble a sample sheet of each area from past work which are used as a basis for introducing the grading rubric for each area of the portfolio.

After we have discussed the "Quality section of the portfolio, students are required to redo one of the summer Breadth projects. This group evaluation is used to emphasize the areas of concern in the Quality area and to begin to accustom the student to evaluating their own work.

Each student's needs will vary depending on successful past work. Breadth work is introduced as a group of assignments from which students may choose. The following are a few examples of Breadth assignments:

Basic Elements. The Dot

We can define the dot as the beginning of all design. When we repeat dots, one after another in one direction we arrive The line. As a first exercise, students experiment with position and size of a single dot.

More Dots and Negative Space

The random use of dots worked intuitively to find a good design balancing positive and negative space with the use photoshop grids, mirroring and reversing techniques.

Radial symmetry

Using text and rotation, explore the various options of creating a new image with multiples, drop shadows, overlapping, etc.

Shadows and Directed light

Changing a shape to a form using gradients.

Tessellation Patterns using three different color schemes.

Motion

Create motion through blurring or repeated images. Develop the images into a pattern.

Tromp L'oeil

Draw a folded a piece of paper (light it with strong directional light) each plane should be a different value, concentrate on the texture of the paper.

Design a new dollar bill

Combine computer techniques with studio materials

A Page of Stamps

Using a common theme, design stamps to that each is a design by itself , as a group of four, and then in a multiple grid pattern. Consider how to unify the group.

The students will work on four projects with two in common for the first term. As the first term is ending, students are required to compile a list of at least 8 possible concentration ideas. These are presented along with a list of successful past concentrations and examples that have been less useful. Examples from the AP Poster are also reviewed. Examples of Concentrations:

Poster Design: 12 poster designs using a variety of techniques celebrating events in foreign lands

Mythology of the Future: 12 Classic mythological tales illustrated in a Science Fiction genre.

Botany Robotics: 12 photorealist digital interpretations that examine mechanical plantlife.

Culture Straddle: Advertise 12 different products in a manner that would appeal to cross cultures.

CD Design: 12 CD inserts that illustrate strong compositional elements that are inspired by musical lyrics.

Trees: 12 studies that use trees as a starting point emphasizing texture and negative space.

Quizzes on the assigned reading will occur weekly, immediately followed by class discussion of the concepts therein.

Second Term

We will conduct a review of the Breadth and establish a timeline for those who still have work that needs to be completed in this area. Students compile a digital slide show of their work to date.

The initial idea for the Concentration is established in the first week of the second term. Emphasis is placed on the selection of an idea that can withstand a sustained examination and is sufficiently narrow. Students are assigned to design the first two pieces and present them to the class in sketch form at the end of the week along with a written description of the projected progression of the Concentration. Effectiveness of the idea is discussed and the basic elements of the grading rubric are reviewed.

Four projects in the Concentration are due at the end of the first term. Class critiques are now moved to a two week basis to coincide roughly with the completion and beginning of individual projects. The Concentration digital slide show is established and images are shot as projects. Future ideas are included in the slide show in the form of a brief description or thumbnail to provide a better view of the forward motion of the Concentration.

At the end of the second term, students are required to write an initial draft of the response to the questions asked as part of the concentration aspect of the portfolio. At this point students are asked to consider where they are going with their work thus far and are encouraged to either tighten the concentration or redirect it if work is not clearly moving in the direction initially outlined. We revisit this again at the end of the third term.

Third Term

While work progresses with the Concentration, the Quality section of the Portfolio is reviewed and the critic of this aspect is reviewed. Students are reminded that their work is only as good as its weakest point and so students are encouraged to critic their work based on that principle. Students select at least three works to be included with the explicit idea that some of these will be replaced. Several days of critiques is spent discussing and reviewing examples of professional and student work that exemplify the relationship between concept, composition and execution. Examples are used in a variety of media related to the concentrations of the individual students.

By mid-term, individual needs establish most of the deadlines of the students. While some are working on fairly straight-forward work, others are delving into a more

experimental realm. As a result, third and fourth term projects are established through individual consultation.

Fourth Term

Work continues as listed above.

At the beginning of April, a review is done of each of the Portfolios. We review elements that are missing and areas that may need further strengthening with other works. We make the final selection of the Quality and determine any last minute changes what might be needed in the Concentration area and complete a final draft of the written elements of the Portfolio. Ideally, a show of at least some of the work of the AP students is displayed.

An AP show is mounted at the beginning of the next academic year that gives all of th AP students a chance to celebrate the work that they have accomplished. This also provides a jumping in point for the new students with actual examples that can examined and discussed.

Monitoring Progress:

Students are taught professional photography techniques for organizing their work in Photoshop. Even if the students work is not generated by means of a camera, each student learns enough about photography and Photoshop to create a quality digital Portfolio. A poster is kept to indicate progress in Quality, Breadth and Concentration for each student. It is color coded for instant identification of progress and missing work to help schedule their time and establish goals and dates for self motivation.

Class Content:

A. Study of contemporary artists and art history through written and verbal art criticism. This is enhanced through gallery and museum visits.

B. Galley and Presentation skills

C. Students will keep a sketchbook and learn strategies for using written commentary, sketches, concept development observations, photo collage, ideas, etc.

D. Development of a 2D Design Portfolio

1. Quality: Five of the student's best works if smaller the 18x24, on paper. They should be matted. Outer measurement with mat not to exceed 18x24 inches.

2. Concentration: Student chooses 12 images from srtwork created in the concentration section. The images should clearly show a body of work investigating a stron underlying visual idea. These works should have a very strong visual design and a focused deliberate sinse of composition.

It is important for students to choose a concentration of strong personal interest and design a clear coherent plan to develop the works. It is possible to use detail images, but I encourage students to use 12 separate works.

3. Breadth: Student show works that demonstrate their mastery in concept, composition, and execution of their ideas. It should reflect all the elements of design and showcase mastery of design principles. This section should also demonstrate a diverse range of media.

E. Ethics/Copyright

Students will demonstrate knowledge of copyright issues. Their Artwork must be original. There are exceptions where other works can be appropriated for social commentary or parody, but in these circumstances appropriate credit must be stated. On occasion, artists will create a homage to another artist by appropriating a compositional element of another artist. In these cases, proper attribution must be given.

Students can use photographs that they have taken, but never published images. We discuss plagiarism in all the arts. We discuss penalties both legal and academic for such abuses. Other ethical issues will also be addressed.

Quality

Each term, the student will submit five actual works of art that demonstrate mastery of design in concept, composition, and execution. This selection will be their best art.

Teacher, class, and student artist, all score the works according to the following rubric.

		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 & format	1	2	3
4	5		

Discourse on the following concepts are including with the assessment sheets.

- Has anything special been done with the art elements? (line, color, shape, texture, value)
- What are some of the dominate shapes, color schemes, and textures in this art work?
- Could unity, variety, contrast, balance, movement, or rhythm describe this art work?
- Describe the quality of execution and technique. What gives this piece its uniqueness?
- Is an idea or feeling conveyed to the viewer? Through use of color, technique, theme?
- Is symbolism used in the work?
- What is the general impression of the work? What did you want the viewer to think about? Did you successfully get your point across?

Finally, discuss if the work is a significant success, why or why not, and support your judgment with evidence.

The well thought out completion of this assignment by each class member will constitute 50% of their participation grade.

A one on one student - teacher conference is scheduled, during which, the scoring is analyzed along with the work's strengths and weaknesses. Further discussion on how to rework the piece if it did not score perfect fives.

Evaluation

Work is evaluated in progress and in finished state through critiques with the teacher and peers. The AP Studio Art rubric, which is distributed separately, provides grading criteria. Again, students will be expected to produce one work of AP quality each week and have a digital image of it. Students may choose to include work in their portfolios from previous studio or design classes. Each student will have an individual file folder with an inventory sheet that lists all completed work by category, including the size of the piece and the medium/s used. A statement about their Concentration idea and digital images (that are updated as each piece is photographed) will also be included in the folder. The sketchbook will be graded every nine weeks and will continue to provide new ideas and techniques for the individual art pieces.