AP Studio Art Linda Blasdel

Drawing Syllabus Available after school room 104

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**Course Goals**

 This is an advanced placement studio course for students who are highly motivated and serious about the art making process. Creative critical thinking skills will be explored and practiced through visual thinking strategies that encourage experimentation and decisive mark making. Students will learn to use the elements and principles of design to compose imagery expressing their personal vision through a variety of materials including drawing, painting, printmaking and mixed mediums. This course is equivalent to a first year college art class where instruction will be given in development of ideas or concepts, composition, and technical skills. Students will work toward mastery in concept, composition and execution of drawing throughout the course.

 In addition to art production, students will be exposed to art history and contemporary art through videos, CDs, PowerPoints, books, magazines, Pinterest, the Internet and local shows and galleries. A variety of visual thinking strategies will be practiced including art critique writing, which involves description, analysis, interpretation and judgment of artwork. This work will aid students in responding verbally in class to critiques of assignments.

 Students will work in class and on homework assignments as they build a portfolio. In the Breadth section, students will explore a variety of conceptual ideas, styles, media, and techniques. The Concentration area is a body of work unified by a strong underlying idea that grows out of a coherent plan. Each student will research and prepare a Concentration proposal by the end of the first quarter. Through invention, discovery and problem solving, each student will choose materials and techniques linked with the ideation development of her Concentration area.

 The required portfolio will be submitted at the end of the spring semester to the College Board for evaluation. The following is what each student needs for her portfolio submission:

**Quality 5 actual works** Student's best artwork will be selected for excellence in concept, composition and execution of drawing.

 Maximum size for shipping is 18"x24"

**Breadth 12 slides** Works will demonstrate mastery in concept, composition,

 & execution in a variety of drawing media.

**Concentration** **12 slides** Images will show an in-depth exploration of a specific visual idea or

 artistic concern of high quality in concept, composition and execution.

Scoring guidelines and descriptors can be found at this link: <http://apcentral.collegeboard.com/apc/public/repository/ap12_studio_art_scoring_guidelines.pdf>

**Course Objectives**

Upon completion of AP Studio Art, students will be able to:

1. Demonstrate visual skills in composition using the elements and

principles of design.

1. Create the illusion of depth on a 2-D surface using overlap, placement, size, color, linear perspective, and detail.
2. Display innovative critical thinking skills in creating a visual concept based on

perception, knowledge, and feelings.

1. Visually represent imagery in terms of symbolism, realism, and

abstraction.

1. Explore art making as a form of visual communication in a variety of media

and methods displaying breadth of technical and conceptual skills.

1. Exhibit reflective thinking and integration of external influences in art making.
2. Identify at least 5 historical periods or movements in visual art in terms of subject matter and style.
3. Write a critique of 3 works of art including description, analysis, interpretation and judgment.
4. Achieve mastery in concept development, visual composition, and technical execution of drawing.
5. Compare and contrast verbal and visual expression in terms of communication, metaphor and ambiguity.
6. Develop a body of work exploring a strong visual idea or concept of personal interest that grows out of a coherent investigation and plan of action.

**Assignments**

 Assignments will be written, discussed, and reviewed throughout the process. Due dates and rubrics for the assignments will be reviewed and displayed in class. In general, rubrics will address: 1. Meeting the demands of the assignment regarding specific elements and principles of design 2. Showing technical proficiency in use of media 3. Developing an original visual concept. All assignments have a due date that must be met. Failure to turn in a project on the due date will result in a **10% reduction in points for each day late.**

Students will have assignments to be completed outside of class in addition to weekly sketchbook assignments. Sketchbooks are also to be used for concept development using observational drawing, cluster writing or mind mapping and thumbnail sketches. Outside work will be discussed with the teacher and brought into the classroom for critique before due date. Students are expected to spend a minimum of two hours outside of class for each hour in class.

**Breadth**

All **breadth** assignments have specific requirements yet give the student freedom to develop personal interests and ideas in the process of expressing and developing her own artistic voice. Demonstrations by the instructor in methods and techniques for using media will precede each assignment. Creative concept development methods using visual strategies will include:

• Cluster writing or mind mapping using words or symbols

• Thumbnail sketches of compositions

• Cut and torn paper assemblage of composition

• Words or phrases as stimulus for imagery

• Extrapolation from a section of a reference picture

 In addition to the above methods, students will be asked to use their sketchbooks for observational drawings, concepts, ideation and documentation.

**Concentration**

Students will create and develop a cohesive concentration, exploring a single visual concern in depth. Students will use cluster writing and thumbnail sketches to arrive at three areas of interest to pursue. After individual discussion with the instructor, each student will create and present a series of sketches and annotations of one specific coherent plan of action to the class by the end of the first mid-quarter. Image making will proceed in the concentration area starting in the second mid-quarter. An individual mentoring appointment will be scheduled after completion of the third Concentration piece. At this time the student and the teacher will discuss discoveries, successes, problem areas, and future plans in the development of her Concentration work.

**Samples of Assignments**:

Color Theory Paint four 12"x18" papers in a painterly fashion with acrylic mixed colors using tints and shades of the following:

 • Monochromatic

 • Mixed analogous

 • Mixed compliments

 • 3 browns (yellow-brown, red-brown, green-brown)

Printmaking Using heat sensitive 3"x4" foam blocks, emboss patterns.

 Create alternating and irregular patterns.

 Print bottom 1/3 of each painted paper with an irregular print using a value of the background color.

 Collage - Using painted and printed papers, create a collage of two people in an environment, a landscape, or still life. Painted papers must cover at least 50% of surface. You may paint directly on the collage with acrylic. Attention should be paid to contrast, movement, unity, pattern, value and methods of creating depth.

Mark making Part 1 Divide your paper in 8 rectangles by folding. Write the name of an emotion at the top of each rectangle. Using line, shape and color, make marks representing each emotion. Be completely abstract with no symbolism or realism.

 Part 2 Create an abstracted image integrating two emotions using line shape and color.

Still life Create a still life of objects from childhood. Arrange and crop the still life so that you are designing the composition. Using colored pencils for this observational drawing, create values indicating light source by layering colors using compliments or split compliments. Focus should be on value, contrast, texture, movement, and balance.

Emotional face Draw or paint a face showing a distinct emotional expression. You may use a photograph you take as a reference. Create an abstracted environment for this portrait that relates or adds to the emotional feeling expressed. Attention should be paid to color, value and contrast used to create look of realism.

Metamorphosis Research metamorphosis and draw three different examples as well as writing notes. We will share and discuss our findings and thoughts in class. Make three thumbnail sketches of ideas for an art piece that says something about metamorphosis, growth or change. Media may be mixed on final piece. Create a clear visual concept with emphasis on balance, unity, movement, texture and value.

Big Idea Use cluster writing and mind mapping to generate ideas. Select at least two concepts and make thumbnail sketches of possible imagery. Move beyond a topic to a concept or "Big Idea". Explore your thoughts and feelings in a visual way regarding your chosen concept. Your art concept piece may be symbolic, realistic or somewhat abstracted and created using mixed media of your choice.

Enlarge & crop Select a colorful image from a magazine. Photograph it and crop it in

 iPhoto so it is abstract. Select an area you find interesting in terms of design, color, and texture. You may want to intensify or alter colors in iPhoto before printing a copy of your cropped image. Draw this image on black pastel paper with pastels. This image will be made with marks and not blended. Design composition, contrast and texture should be the focus of this assignment.

**Critiques**

 All students will participate in critiques after major assignments have been turned in. Each student will be expected to discuss her work in terms of intent and elements and principles of design. This is an opportunity for students to share perceptions and learn from one another as they verbalize about process, discoveries, and growth as well as problem areas in process and product. Students will be expected to respond to others' images in terms of what works and what doesn't. Grades will be given for participating in critiques. If a student is absent, she will write short critiques regarding two pieces in addition to her own. All students will write a short one paragraph "artist's statement" to be displayed with each art piece. Students will be asked to respond to at least three art pieces by writing a critical analysis using: 1. Description 2. Analysis of elements and principles 3. Evaluation 4. Judgment.

**Grading**

Artwork will be graded by rubric. Breadth assignments' rubrics will be provided at the time the assignment is given and will be specific regarding meeting the requirements, craftsmanship, and aesthetics. Concentration artwork will also be graded by rubric in the following manner:

• Meeting the demands of the concentration exploration

• Technique quality

• Visual interpretation of concept

• Depth of exploration

• Composition in terms of elements and principles

• Aesthetic quality

**Integrity and Plagiarism**

Copying someone's visual artwork is unethical and considered plagiarism just as copying someone's writing. AP students will be guided to create their own original art and will have an understanding of artistic integrity and what constitutes visual and conceptual plagiarism. Using photographs, published or not published, as references will be permitted as long as the image has been altered in the service of the student's own voice and expression. The College Board Studio AP guidelines address this issue in this way; "Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student’s “voice” is prominent."

Copyrighted materials may not be reproduced or copied as this violates copyright law and constitutes plagiarism.

**Resources**

Arttalk, Rosalind Raglans, 1988, Glencoe Publishing Company, Mission Hills, CA, Classroom set

Drawing on the Right Side of the Brain, Betty Edwards, 1989, St. Martin's Press, New York

Art & Fear, David Bayles and Ted Orland, 1993, Capra Press, Santa Barbara

**Summer assignments for AP Art**

Both assignments are due the first full day of school, August 20th.

**#1 COLORED PENCIL SHIRT**

Draw a shirt hanging on a hanger, thrown on the bed, placed over a chair, etc.  You decide the composition and cropping.  You may choose to show part of the shirt or all of it.  Use layering of colors to create value changes of folds.  Watch both videos to see techniques of blending colors and drawing folds.

Colored pencil videos to watch before starting:

Very short blending demo

http://www.youtube.com/watch?v=DkGmU9zVXZc

drawing wrinkles http://www.youtube.com/watch?v=D87W7NYHp88

**Rubric**

**#1 Colored pencil Shirt**

1. Complementary colors are used to create value changes. 10

2. A clear light source is coming from the right or left. 10

3. Composition works well in terms of balance and movement. 10

4. Colors are layered and blended well. 10

5. Drawing reflects keen observation and marks are decisive and deliberate. 10

6. Drawing is well unified with colors placed in at least 3 places. 10

7. Time spent is clearly evident in finished drawing. 10

**Total 70**

**#2 WATERCOLOR STILL LIFE**

Using watercolor, paint a still life that includes at least 3 items.  Have a clear light source to create good contrast and shadows.  Pay attention to positive and negative space and the relationship of objects.  You are composing the picture so make an interesting composition that shows some degree of depth.

Watercolor video demos to watch before starting:

Watercolor video:

Apple

http://www.youtube.com/watch?v=Zy1KcEJ2YkA

Three Limes:

http://www.youtube.com/watch?v=L3tNMNqZPFI

**Rubric**

**#2 A Watercolor Still life**

1. Watercolor still life painted from observation this summer has at least 3 objects. 10

2. Clear light source is visible creating good contrast. 10

3. Shadows are interesting shapes and colors add to composition quality. 10

4. Positive and negative spaces are interesting and enhance overall painting. 10

5. Point of view chosen captures viewer's attention & adds to composition. 10

6. The illusion of depth is created well on a flat surface. 10

7. Elements and principles of design and crafting skills are of high quality. 10

**Total 70**