**AP Studio Art: 2-D Design Kimberly Landers**

**Tutorial Mon-Thurs 3:45-4:30 North Atlanta High School**

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**Course Description**

The Advanced Placement 2-D Design course is designed to assist students in preparing a portfolio for the performance based National College Board AP Portfolio exam. The AP 2-D Design program is intended for the highly motivated, college bound or career oriented art student. The course is designed to offer the student college level curriculum in the high school environment. The 2-D Design portfolio encompasses a broad interpretation of design problems in art. Students who successfully complete the course may request credit from the college or university they will attend (the awarding of credit is at the discretion of the individual school upon review of the portfolio’s score). Students will create three sections in their portfolio, Quality, Concentration and Breadth. These sections will be reviewed during the first week of instruction and a checklist of techniques will be provided and updated throughout both semesters to ensure appropriate methods are included in each section.

**Course Objectives**

1. Develop a portfolio that emphasizes the breadth of the artist.

2. Use, recognize, describe and identify the Elements and Principles found in works of art.

3. Use, recognize, describe and identify the expressive, decorative, social and utilitarian functions of art.

4. Produce artworks using a variety of media, tools, processes and technology.

5. Identify specific artists, artworks and styles / periods of historical and or cultural significance.

6. Describe and analyze medium, technique, interpret meaning, make and support judgments when critiquing art while applying criteria and using appropriate vocabulary.

7. Identify and discuss career opportunities within the visual arts.

**Course Schedule**

The breadth section and concentration will be developed simultaneously. Breadth pieces will be due on the first and third week of the month, concentration pieces on the second and fourth with a concentration check the week before it is due. The concentration piece must be designed by the time of the concentration check, if not already in progress. Quality pieces will be the best pieces from the Breadth and Concentration sections. This creates a total of 24 pieces, twelve pieces in Breadth, twelve in Concentration and five repeated pieces in Quality.

The breadth is generally teacher driven, assignments will develop a body of work that shows the range of artistic skill in 2-D Design problems. Projects will build on the techniques acquired in Drawing & Painting. Students are given in class time to create the breadth section as new techniques not covered in pre-requisite courses will be taught.

The concentration will be student driven, twelve pieces that are thematically related that show an evolution of both concept and technique. The investigation of an idea is explored and should evolve as opposed to being a breadth of one idea repeated in a variety of techniques. Students are expected to complete the concentration section on their own time. If they have studio time left in class after completing breadth pieces that time may be used on concentration work. There will be open studio sessions afterschool during the week. Students are allowed to check out tools and equipment so that work can be done at home (drawing boards, portfolios, colored pencils, etc).

**NAHS Grading categories**

60% Studio projects

30% Classwork/ Sketchbook /Critiques

10% Exams, Tests and Quizzes

A 90-100 Excellent Achievement

B 80-89 Above Average Achievement

C 70-79 Average Achievement

F 0-69 Failure to Achieve

**Student work will be evaluated based on the criteria set forth by the College Board**:

Breadth

Broad Investigation of 2-D Design Principles

Originality and Innovative Thinking

Understanding and Application of 2-D-Design Principles through a Broad Range of Problem Solving

Purpose & Intention in the Activation of Physical Space Through the Use of the Elements & Principles of Design

Confident, Evocative Work That Engages the Viewer

Technical Competence and Skill with Materials and Media

Appropriation and the Student Voice

Image Quality (for Weak and Poor Breadth Sections Only)

Overall Accomplishment and Quality

Concentration

Integration of the Topic of the Concentration and the Work Presented

Decision Making and Discovery through Investigation

Originality and Innovative Thinking

Evocative Theme and Engagement of the Viewer

Activation of Physical Space through Understanding and Application of 2-D Design Principles

Growth and Transformation

Technical Competence and Skill with Materials and Media

Appropriation and the Student Voice

Image Quality (for Weak and Poor Concentrations Only)

Overall Accomplishment and Quality

Final Portfolios will be read by the College Board and will be evaluated on the following scale:

5 – Extremely Well Qualified

4 – Well Qualified

3 – Qualified

2 – Possibly Qualified

1 – No Recommendation

**Critique**

Students are expected to present all major projects at the time of the critique. An integral part of arts education, the critique serves to allow students to reflect on their process, explain their concept and receive feedback from both the instructor and their peers. All students must participate and use the vocabulary appropriate for the lesson that is being evaluated.

There will be weekly group critiques to evaluate Breadth and Concentration pieces. Students will be expected to present their piece, share feedback on the process and note changes to be made for future projects. Students will be expected to share constructive criticism with their classmates.

There will be a bi-weekly individual critique/consultation with the instructor for the concentration pieces. One week before the pieces are due, the student is expected to sit down with the instructor and share plans for the piece. At the time of the individual critique the piece should already be sketched and in production. At this time the student should also present an idea for the next piece so the instructor has time to make sure the material is available.

**Artistic Integrity**

Students are required to create original works of art for their portfolio. If a piece of work is used as a source it must be developed beyond reproduction. We frequently use how to books to learn advanced techniques, but it is necessary to manipulate the project enough that it has more of the student’s voice than the original artist. Students should reproduce the technique not the item of jewelry itself. Copywork will not be accepted, students must understand the ethics involved in using other artist’s work as a source. Duplication of an example in a book is plagiarism if the work is being passed off as the student’s own.

AP 2-D Design Course Syllabus 2014-2015 **Ms. Landers, Rm. 4004**

Parents please review the previous four pages and sign and return this page, documenting your receipt and understanding of my syllabus.

Please keep syllabus as a record and reference.

This will also count as your child’s first homework grade of 20 points.

**If this syllabus is not signed and dated by parent and student and returned within 5 calendar days from date of receipt a grade of zero will be entered.**

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