

AP Studio Art 2D Design Syllabus

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Course Overview

The AP Studio Art 2D Design course is intended for highly motivated students who are dedicated to the study of art. The requirements of this intensive one-year program are significantly rigorous and students should demonstrate a commitment towards accomplishment while enrolled. The AP Studio Art 2D Design course strives for quality of production and experience in the investigation of 2D composition, styles, and techniques.

Students enrolled in AP Studio 2D Design will create artworks targeted for three sections of their AP portfolio. The three sections, described in detail below, include breadth, concentration and quality.

What is Breadth?

This set of work will demonstrate a mastery of varied media, techniques, and subject matter. This section will include 12 images of 12 different works. Works in this section require images in which the elements and principles of two dimensional design are the primary focus. The best demonstration of breadth clearly show experimentation and a range of conceptual approaches to the work.

What is Concentration?

A concentration is a body of related works that demonstrate a student's sustained and thoughtful investigation of a specific visual idea. For this section, 12 digital images must be submitted, but may include detail views or process documentation. Students are encouraged to explore personal interests as intensely as possible. Any idea or medium may be used to address two dimensional design issues. You will reflect and explain development of the artistic process, especially as related to the concepts, execution, and mastery of a coherent personal concentration.

What is Quality?

For this section, students will submit five actual works of art. These five pieces may also be part of either their breadth or concentration sections. Students will receive portfolio materials in April that will allow for the mailing of these 5 works. Works for this section will need to fit into the mailing envelopes, which are approximately 18" x 24".

Assessment:

AP portfolio evaluation is based upon the following criteria

- Consistent, high quality work
- Creative application of principles of design
- Accomplished use of elements of design
- Well informed use of composition

- Evidence of creative thinking
- Innovative use of materials to create art
- Clear and concise use of materials demonstrated in technique
- Evidence of experimentation and risk taking
- Clear indication of originality of idea and production of art

EXPECTATIONS

Investment: The rigorous process of developing a portfolio requires a great deal of time and effort. Please understand that the five 48-minute class sessions per week are markedly inadequate to create the amount of work necessary for the portfolio and outside class work will be necessary.

Sketchbooks: Students will maintain a sketchbook that will be used for daily exercises, sketching ideas, planning projects, and other research information. We will create small sketchbooks in class that you can carry around with you. However, feel free to purchase your own in addition.

Artistic Integrity and Copyright Issues:

Students are expected to use artistic integrity throughout this course. Artwork created from observation is best. Students that use visual references are encouraged to use their own photographs whenever possible. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea. When submitting their portfolios, students will be asked to indicate their acceptance of the following statement, “ I hereby affirm that all works in this portfolio were done by me and that these images accurately represent my actual work.”

Deadlines: Students will meet deadlines given by the teacher. All assignments must be turned in on time and complete. We will discuss in detail when artworks are due and how they are to be turned in.

Critiques: The majority of class time is spent making artwork, though students are expected to participate in group or individual critiques throughout the semester. Each student must show their work and briefly discuss their process and intent.

Grading:

Engagement Grade: One of the most important aspects of an art program is student participation. Learning and growth occur throughout the process, even if the final project is unsuccessful. For this reason, students will be assessed based on a weekly engagement grade. The expectation is that students are fully engaged in the process daily, taking part in all activities. Student who elect to participate randomly will receive a mark of compliance. Students not participating will receive a mark of disengagement.

Reflection Grade: At the end of each week, students will digitally upload images of their work with a written explanation of their process to an online platform. Classmates will critique, comment, and respond to each other’s work.

COURSE OUTLINE AND SCHEDULE

Fall Assignments: BREADTH

Students will primarily be preparing work for the breadth section of their portfolio during the first semester. A variety of concepts and approaches will be used to demonstrate abilities and versatility with techniques, problem solving, and ideation. You will complete twelve different works for this section.

Works will emphasize the elements of design including line, shape, form, value, color, texture, and space. Each of these will be reviewed and explored in class through warm up exercises and detailed technique demonstrations of both concepts as well as a variety of media. Artworks will also incorporate the principles of design including balance, emphasis, movement, proportion, rhythm, unity, and variety. Each of these will also be reviewed and explored in class through warm up exercises and sketchbook assignments.

We will consider the following when designing artwork for our breadth portfolio.

- Does your art demonstrate the elements of art: line, shape, color, space, form, texture, value?
- Does your art demonstrate the principles of design: balance, proportion, emphasis, variety, movement, rhythm, unity?
- Does your artwork demonstrate: depth, linear perspective, atmospheric perspective, other interesting views (bird's eye, ant's view), shadows, reflections, transparency, figures, portraits, observation, still life, architecture, interiors, social commentary, emotions, imagination, and personal interests?

Suggested Breadth Assignments

- Explore mixed media. Do a piece (self-portrait, portrait, landscape or still life) in which you use at least three different mediums. I.e. wet medium, dry medium, and collage elements
- Create a portrait, self-portrait still life, or landscape using either a complementary, analogous, or split-complementary color scheme.
- Create a drawing of a futuristic cityscape. I.e. What will Taylor, TX look like in the year 2050? Consider using one, two or three point linear perspective.
- Create a composition with personal items (skates, teddy bears, fishing equipment, etc). Explore the use of oil or chalk pastels.
- Create a design with a repeated imagery that places emphasis on symmetrical, asymmetrical or radial balance using a sharpie marker.
- Create a self-portrait, or several different ones, that expresses a specific mood/emotion. I.e. anger/rage, melancholy/loneliness, happiness/joy, etc. Manipulate light and color to enhance the psychological atmosphere. Also, consider the development of the environment/setting.
- Create a graphite drawing of a still life arrangement that consists of reflective objects. Convey a convincing representation with a full range of values.
- Create a drawing of an unusual interior. I.e. looking inside a closet, cabinet, refrigerator, inside of your car.
- Create paintings or color drawings investigating imitation of metal or glass objects.

- Create a social commentary piece involving experimentation with etching or relief printing.
- Create a work incorporating text. Consider using a memorable moment as inspiration good, bad, terrifying, horrific.
- Create a painting/drawing/mixed media combo of a toy.
- Create a color rendering of a still life arrangement consisting of your family member's personal items (i.e. shoes, jewelry, hair products). Convey a "sense" of each of your individual family member's distinct personalities in your piece.
- Create a composition that shows progressive magnification of a subject. Select either an organic or inorganic object to draw.
- Consider how to use distortion in your artwork. Consider a self-portrait, interior, or still life.
- Create a piece that combines photocopied body parts (i.e. face, hands, feet) with anatomical drawings.
- Create a drawing composition that alternates from a simple contour drawing into a fully rendered drawing at student-designed focal points.

Spring Assignments: CONCENTRATION

During the second semester, the students will transition into more open-ended and exploratory work for the Concentration section of their portfolio. Students will develop a body of work for the Concentration section that is planned investigation of an idea of interest to them. Most students will be familiar with the concept of working in a series.

Throughout the course, the teacher will have several one-on-one consultations with each student. During these meetings, the students will present their concentration ideas. The initial meetings will be designed to assist the student outline a plan of action for developing their concentration. Subsequent meeting will provide the student with feedback to further assist and solidify their concept and help maintain a reasonable schedule for completion of the portfolio.

The following is a list of previously conceived concentration ideas suitable for the 2D Design Portfolio. These are presented as ideas for consideration and inspiration. The student will develop their own concentration idea.

- Abandonment of both places and people. The student worked at a nursing home and some were of abandoned places.
- Painting friends in different historical time periods through costumes and settings. Each friend was illustrated in an era and costume reflecting their current passion like dance, acting, etc.
- Series of works based on places a student visited that her deceased father had visited. She used mixed media...photography, collage, painting for a drawing portfolio.
- Works inspired by a story about the first flower blooming on the site of the Cambodian "killing fields".
- Fruits--from their growth on trees through picking, processing, selling, and consumption by people.
- Trip overseas for 2D design, creating posters, flyers, magazine covers to advertise the country (using photos you took yourself).

- Flight shown in extremely technical drawings and painting which included sinking helicopters in the jungle, as well as birds on a wire and UFO's over the southwest.
- Effects on the American children (ages 8 to 18) spending 7.5 hours per day using electronic devices.
- The journey of a fruit as it travels thousand of miles by plane and truck and emits 12 lbs of carbon dioxide into the atmosphere.
- The jungle versus concrete jungle--starting with the jungle and inserting elements of the city life taking over the jungle.