

AP Studio Arts: Drawing Syllabus

Scoring Components	
SC1	The course promotes a sustained investigation of all three aspects of portfolio development—quality, concentration, and breadth—as outlined in the Course Description and Poster throughout the duration of the course.
SC2	The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of drawing.
SC3	The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in drawing that grows out of a coherent plan of action or investigation (i.e., a “concentration”).
SC4	The course teaches students a variety of concepts and approaches in drawing so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media.
SC5	The course teaches students a variety of concepts and approaches in drawing so that the student is able to demonstrate a range of abilities and versatility with problem-solving. Such conceptual variety can be demonstrated through either the use of one or the use of several media.
SC6	The course teaches students a variety of concepts and approaches so that the student is able to demonstrate a range of abilities and versatility with ideation (i.e. “breadth”). Such conceptual variety can be demonstrated through either the use of one or the use of several media.
SC7	The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making.
SC8	The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers.
SC9	The course includes individual student critiques and or instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and better critique artworks of their peers.
SC10	The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ works, the course teaches students how to develop their own work so that it moves beyond duplication.

Coarse Description

The AP Studio Drawing Portfolio course is designed for students who have demonstrated a committed interest in the practical experience of art and who have goals of mastery in their art making skills [SC2]. AP Art students will assemble a body of their own personal artwork that demonstrates high level content and growth of composition, technique, and process. Portfolio development is an ongoing process in which students will be challenged in informed and critical decisions to create dynamic work in drawing, painting, printmaking, and mixed media [SC7]. The three components of the portfolio to be addressed and scored are quality, concentration, and breadth [SC1]. Students will submit this body of work to the College Board for grading and possible college credit.

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Learning Outcomes:

Creative and systematic investigation of formal and conceptual issues in Quality, Concentration and Breadth components of the portfolio.

Emphasis on art-making as an ongoing process that involves informed and critical decision-making in problem resolution and idea processing.

Develop technical skills that incorporate the visual elements and principals of design in compositional organization and artistic voice

Become independent thinkers who will contribute inventively and critically to their culture through original art making.

Expectations:

The AP Studio Art Course at Jefferson Academy focuses on the drawing portfolio requirements. Students engage in experimentation with a range of drawing techniques to define a unique style and approach to art-making [SC4]. Drawing painting, printmaking and mixed mediums can all be explored in this AP category and experimentation, risk taking and conceptual problem resolution must all become part of the student's creative process [SC5]. Demonstration of versatility of idea processing to articulate a strong artistic voice through visual expression will be articulated in the development of the portfolio [SC6].

A high standard work ethic, motivation and time commitment is imperative for success in this class. It is required that AP art students take two consecutive quarters of the AP course attending 18 weeks of daily 90 minute studio classes. In order to achieve the AP requirements and meet the standards for the portfolio assessment, students must also commit to a considerable amount of time working outside of class time. It is highly recommended that an additional quarter be spent preparing works for the portfolio under guidance of the AP instructor.

Homework, sketchbook assignments, and other work completed outside the school day are ongoing. The college formula for a studio art course is 2-hours of outside work for every 1-hour of class time. Students should spend equal (if not more) time on their artwork outside of class as

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time spent in the studio course. Committing to an additional quarter of independent study can help balance and manage the workload.

During the scheduled 2-quarter course, AP art students will meet in the high school art room and work among other students in various high school studio courses. Independent work, online instruction as well as teacher directed lessons are part of the regular course structure. Small group critiques and end of quarter presentations of bodies of work allow opportunities for students to gain insight from a peer perspective as well as build a vocabulary and experience in analyzing other student works [SC8]. Written self-assessments, weekly blog posts and one on one teacher/student conferences provide deeper reflection, analysis and self assessment of the artistic journey and incite into approaches in critical questioning, analysis and the critiquing process [SC9]. Weekly blog posts will be used to submit sketchbook entries as well as an ongoing dialogue outlining the ideas, inquiries, and plans of action for the portfolio concentration aspect [SC3].

Portfolio Structure

The AP portfolio requirements involve student demonstration of a depth of exploration and process of growth through a sustained investigation: the **Concentration**. Through a range of approaches the student displays competency in high standard visual principles and material techniques: **Breadth**. Through a series of carefully selected works students will present their own original art that best exhibits a production of form, technique and content: **Quality**

Quality (Selected Works) — Section I (one-third of total score)

5 actual works

Demonstrate understanding of drawing in concept, composition and execution

Concentration (Sustained Investigation) — Section II (one-third of total score)

12 digital images; some may be details

Works describing an in-depth exploration of a particular drawing concern

Breadth (Range of Approaches) — Section III (one-third of total score)

12 digital images; 1 image each of 12 different works

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A variety of works demonstrating understanding of drawing issues

AP Studio Art Ethics, Artistic Integrity and Plagiarism

All artwork submitted for AP evaluation must be the student's original work with clearly articulated original artistic voice. The unethical appropriation of photographs, published images and/or other artists' work must show considerable changes to the sourced work. To avoid duplication, students must consider approaches that reconfigure the formal qualities, design and/or concept of the source [SC10].

Evaluation

Blog Posts- 10%

Weekly Sketchbooks (5%)

Concentration Inquiry/Planning (5%)

Concentration- 20%

Collection of 12 examples of works to exemplify in depth exploration of artistic voice and sustained investigation of a concept.

Breadth- 20%

12 different completed pieces demonstrating a range of drawing approaches

Quality- 30%

5 completed works demonstrating mastery of concept, execution and composition

Critiques- 20%

Group Critiques (5%)

Midterm presentation of works and concentration ideas (5%)

Self-assessments (5%)

Teacher/Student conferences (5%)

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Works Cited and Resources:

AP Central. apcentral.collegeboard.com.

AP Studio Art Poster. New York: The College Board, 2006.

Audette, Anna H. *100 Creative Drawing Ideas*. Boston & London: Shambhala, 2004

Davis, Maggie. *AP Studio Art Teacher's Guide*. New York: The College Board, 2006.