

Studio Art: Drawing

Course Overview

The AP Studio Art course addresses three major concerns that are a constant in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in formal, technical, and expressive aspects of their art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year.

The goals of the AP Studio Art course are:

- To encourage creative as well as systematic investigation of formal and conceptual issues in the Quality, Concentration, and Breadth sections of the portfolio.
- To emphasize making art as an on-going process that involves the student in informed and critical decision making to develop concepts.
- To develop technical versatility and skills while using the visual elements and principles in compositional forms.
- To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Student Learning: Instructional Strategies

The goals of the AP Studio Art course will be achieved through a series of teacher and student initiated assignments that will be presented with the purpose of introducing students to a variety of key concepts. These will include, but are not limited to: conceptual thesis, artistic voice, existing ideas, emergent ideas, elements and principles, artist's focus, composition, media use, art critique, aesthetics, artist's body of work, portfolio development, art history, visual culture, and visual communication. Students are expected to use a variety of media, concepts and approaches to investigate these key concepts and develop their personal ideation.

Teacher and student initiated assignments will be structured towards achievement of quality artworks that demonstrate student discovery, active problem solving and invention, choices of materials and techniques successfully linked with ideation development.

Students will write an individual plan of action statement in which they explore their personal interest areas and ideas in order to develop a concentration of work. Through this ongoing process the students will discover personal directions, particular studio strengths, and visual ideation interests. They will develop mastery of concept,

composition and execution of artworks which reflect student generated problem-solving skills in the development of their portfolio.

Structure of the AP Portfolio:

Students are required to investigate all three aspects of the portfolio which include Quality, Concentration, and Breadth. In building the portfolio, students explore a variety of concepts, techniques and approaches to demonstrate their abilities as well as their versatility with techniques, concepts and problem solving. For the Concentration section, students develop a body of work that investigates an idea of personal interest to them.

The Drawing Portfolio requires the student to produce a minimum of 24 works of art that reflect issues related to drawing. These works may include traditional as well as experimental approaches to drawing. Drawing, painting, printmaking, and mixed media, are all appropriate media. The AP Drawing portfolio has three sections:

Quality

This should include five matted original works. These should be the student's *best* work, selected for excellence, and cannot be larger than 18" x 24". As noted in Student Learning: Instructional Strategies, The students will **develop mastery of concept, composition and execution of artworks that reflect student generated problem-solving skills in the development of their portfolio.**

Concentration

This should include 12 works submitted as slides which explore a single visual concern in depth. As noted in Student Learning: Instructional Strategies, the students will write an individual plan of action statement in which they explore their personal interest areas and ideas to develop a concentration of work. Through this ongoing process the students will discover personal directions, particular studio strengths, and visual ideation interests.

Breadth

This should include 12 different works submitted as slides. This is a set of works showing mastery of varied media, techniques, and subject matter. As noted in Student Learning: Instructional Strategies, the students are expected to use a variety of media, concepts and approaches to investigate these key concepts and develop their personal ideation.

Student Readings and Visual Research

AP Studio Art Poster

AP Scoring Guidelines
 AP Studio Portfolio slide examples
 AP Studio Portfolio online examples

AP Studio Art Critique and Grading Rubric

Expectations are based on evidence of thought, care, and effort demonstrated in the work. Instructional conversations and critiques with the teacher enable students to analyze and discuss their own artworks and those of their peers. All of these elements are discussed with students individually, and in class critiques which are an integral part of the class. Students are brought together for critiques as needed. The class is then expected to provide positive feedback and offer suggestions for improvement. All students participate.

Critiques may be oral or written and are based on the AP scoring guidelines giving students an opportunity to become familiar with the scoring rubric that will be used.

	Poor	Moderate	Good	Strong	Excellent
Use of materials and techniques	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 artistic influences	1	2	3	4	5
Sensitive/evocative	1	2	3	4	5

Homework and Summer Assignments

As in any college-level course, students are expected to work in and out of class for successful completion of the portfolio.

- Homework will vary depending on the needs of the individual student.
- Summer Assignments will enable the incoming AP student to begin the portfolio building process. These assignments will vary depending on the AP instructor.

Technology

Students will develop and present a digital portfolio:

- Using a computer graphic editing program.
- Using PowerPoint to create a portfolio of digitally documented artwork, including written reflections and a critique that can be used for a college application.
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Copyright Issues

Copyright issues are discussed with the students and they are made aware of the legal issues involved with working from someone's published work. Misuse of copyrighted materials is plagiarism and a legal issue and can be pursued as such. If students use someone else's work or a published image as a visual reference, there must be significant alteration to the image for it to be considered original. Students work must be original and strive for artistic integrity by expressing the student's artistic voice.

References

CollegeBoard AP Central retrieved January 10, 2007 and April 26, 2007 from <http://click.collegeboard.com:80/118362947.54057.0.21553>.