

AP Drawing Course Syllabus Fall & Spring Semester

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Planning: A Day – Period 3, B Day – Period 1

Course Description:

The purpose of AP Studio Drawing is to prepare advanced visual art students for college study in the arts and humanities. During the course of the year, students will prepare individual portfolios showing; the *quality* of their work, the *breadth* of their studio experience, and a *concentration* of a body of original work showing their exploration of an artistic theme. Students are expected to work independently on teacher directed assignments outside of class.

Through research and analysis of masterworks as well as informed and critical decision making, students are expected to develop their personal visual expression. Rubrics will be used for assessment and to support peer evaluation. Students will produce an extensive body of original work that will constitute their portfolio.

AP Studio Drawing Instructional Focus: 1st Quarter

Essential Unit Questions:

- 1.) What are the standards of college level artwork?
- 2.) What is “subjective” and “objective” mark making and how can it be used for artistic expression?
- 3.) How are the elements and principles of art organized to create a variety of spatial relationships?
- 4.) How does observation of light affect perception and depiction of form, value and color?
- 5.) What is aesthetic integrity?

Essential Content Topics:

Exploration and experimentation with art elements
Diverse approaches to visual problem solving
Exploration of mark making with a variety of materials, both wet and dry
Light, space, form, color and composition
Developing an understanding of standards and rubrics for projects
Analysis of artistic style through observation and discussion of established artists’ works

Essential Unit Skills and Instructional Approaches:

Students will:

- Examine AP sample work for emerging, proficient and advanced level work
- Define the appropriate use of visual reproductions and what constitutes visual plagiarism

Students will develop a mastery of drawing techniques by:

1. Creating artworks that demonstrate the range of drawing experiences and accomplishments in a variety of art forms, concepts, materials, and techniques

2. Producing work that demonstrates the ability to pursue advanced drawing concepts including observation of three-dimensional subjects, work with invented or non-objective forms, and integration of the elements and principles of design

Class Activities:

- Presentation/ Evaluation of AP work from previous years or AP website
- Analysis of previous work and summer assignments: see attached at end of syllabus
- Observational drawing: figure, still life, portrait, landscape
- Experiment with media appropriate for mark making to develop value, tone, mood
- Explore a variety of techniques to show dramatic and ambient light
- Demonstrate understanding of linear perspective
- Develop confidence in composition, use of space and focal point
- Redefine a master work with student's own personal vision

Major Assignments: Required Readings, Essays, and Projects

- Develop a minimum of 6 finished works which will include exploration of media in a variety of genres
- Read chapters 1-4 and chapter 18 in Guide to Drawing by Mendelowitz
- Research a master artist and his/her work and guide classroom discussion
- Continue development of personal ideas with visual journaling

Major Assessments: Quizzes, Exams, Activities, and or Problem Sets

- Rubrics for assessing the objectives for each assignment

Self, Peer and Teacher Evaluations

**AP Studio Drawing
Instructional Focus: 2nd Quarter**

Essential Unit Questions:

- 1.) How are art elements and principals employed in a successful abstract composition?
- 2.) How can different media be used to create dynamic artwork?
- 3.) How do I evaluate my work for compelling themes, continuity and evocative imagery? (How do I avoid trite themes, and well worn solutions?)
- 4.) How do I develop my own essential question?

Essential Content Topics:

<p>Abstraction and formal properties Dynamic and expressive use of different media Using mixed media Evaluation and analysis of student work to determine interest, themes and continuity Investigation of topics and essential questions for concentration Research on master artists and their bodies of work</p>

Essential Unit Skills and Instructional Approaches:

Students will:

- Use art elements and principles to organize abstract imagery
- Use mixed media for dynamic visual effects
- Identify personal interests that are sustained in their work

- Use personal investigation, peer review and worksheets to help students determine a direction for a body of work
- Acquire the vocabulary to discuss and conceptualize about art

Class Activities:

- View masterworks that define a range of abstract visual concepts
- Produce several artworks by combining different media to explore abstraction
- Explore content and common threads in master works
- Develop a series of works on a selected personal theme

Major Assignments: Required Readings, Essays, and Projects

- Three abstract pieces and three additional pieces for breadth section of portfolio
- Develop a theme for concentration
- Minimum of 4 works for concentration
- Read chapters 5-9 and chapter 17 of A Guide to Drawing, by Medelowitz
- Participate in AP student art show

Major Assessments: Quizzes, Exams, Activities, and or Problem Sets

- Rubrics for assessing the objectives for each assignment
 - How accurate are my colors?
 - How intense is my contrast?
 - How descriptive is my texture?
 - How convincing is the illusion of depth in my work?
 - How unified is my overall composition?
 - Are my artistic intentions realized?
 - Peer review
 - Visiting critic from local college

Semester exam is required at end of 1st semester, with a creative solution to an artistic problem to be completed within a 2-hour framework

**AP Studio Drawing
Instructional Focus: 3rd Quarter**

Essential Unit Questions:

- 1.) How does imagery and technique support the development of my concentration?
- 2.) Does the artwork in my concentration constitute a meaningful investigation of a visual theme? If not, how do I make improvements?
- 3.) How can I incorporate risk-taking in my work?
- 4.) How have I incorporated ideas and concepts from master artists?

Essential Content Topics:

**Redefining concentration topics.
Strengthen the breadth section.
Incorporate risk-taking techniques.
Use research to further refine and develop concentration.
Refine techniques and themes of concentration.
Review and evaluate the development of an artistic vision.**

Essential Unit Skills and Instructional Approaches:

- 1.) Learn to identify strengths and weaknesses in the artwork produced.
- 2.) Revisit objectives of the concentration.
- 3.) Students will learn to hone their individual approaches to techniques.

Class Activities:

Critiques will be held at various points of completion and will include peer, self and teacher evaluation and visiting critics.

Develop ideas through use of sketchbook/journal as inspiration for final products in concentration.

Revisit, strengthen and refine pieces in breadth section.

Write first draft of personal statement about concentration.

Select or produce specific quality pieces for portfolio.

Major Assignments: Required Readings, Essays, and Projects

Complete the concentration section of 12 developed pieces.

Review chapters 10-16 in A Guide to Drawing by Mendelowitz

Ongoing exploration of personal ideas in visual journals

Major Assessments: Quizzes, Exams, Activities, and or Problem Sets

Rubrics are used to evaluate ongoing work in terms of:

-Consistency with theme

-Development and investigation of concept

-Quality

**AP Studio Drawing
Instructional Focus: 4th Quarter**

Essential Unit Questions:

- 1.) How do I define quality?
- 2.) How do I best present my work?
- 3.) How do I assess and reflect upon my artistic progress?

Essential Content Topics:

Identify and create works of highest standard for <i>Quality</i> section of the portfolio. Craftsmanship and presentation of portfolio- matting and arranging slides in a cohesive order. Artist statement to be written revised and corrected (<i>Concentration</i>). Evaluate work for the variety of technique and concept for the <i>Breadth</i> section.

Essential Unit Skills and Instructional Approaches:

Utilize scoring standards and examples provided by the College Board to select *Quality* pieces.

Master the use of equipment that is used for the professional presentation of artwork; slide reproduction and matting.

Formally analyze the artistic development in the *Concentration*.

Create a framework for arranging artwork to demonstrate a variety of formal approaches for *Breadth* section.

Class Activities:

Evaluate and select artwork for all sections; *Quality*, *Breadth* and *Concentration*.

Prepare works for professional presentation.

- Slide Reproduction (*Concentration* and *Breadth*)
- Labeling of Slides (*Concentration* and *Breadth*)

- Matting of works for *Quality*.

Complete essay using College Board standards, describing the development of *Concentration*.

Major Assignments: Required Readings, Essays, and Projects

Complete 5 works for *Quality* Section.

Compile portfolio for presentation.

Participate in AP student art show

Major Assessments: Quizzes, Exams, Activities, and or Problem Sets

Apply the College Board rubric to assess student portfolios.

Final exam at the end of the 4th quarter to solve an artistic problem

ASSESSMENT AND GRADING PLAN:

Grades earned at Arundel High School will be a reflection of student’s mastery of the Common Core standards and national, state, and local standards pertaining to the course of the study. All assignments and assessments are aligned to the standards.

- ❖ A – Excellent mastery of standards is evident. Grade = 90% - 100%
- ❖ B – Advanced mastery of standards is evident. Grade = 80% - 89.9%
- ❖ C – Acceptable, average mastery of standards is evident. Grade = 70% - 79.9%
- ❖ D – Partial mastery of standards is evident. Grade = 60% - 69.9%
- ❖ E – Minimal or no mastery of standards is evident. Grade <59.9%

Weighted Categories:

Marking Period Grades	
Category	Percentage of Overall Grade
Assessment	65%
Classwork	15%
Homework	10%
Quarterly	10%
<i>Total</i>	<i>100%</i>

Re-do Guidelines:

Procedures for Re-do:

- Students may redo an assessment after receiving feedback and re-teaching from the teacher.
- The higher grade for the assessment will be recorded in the grade book.
- Resubmissions are due on the 10th school day after the assignment is returned to the students.

**Classwork and Homework are not eligible for redo.*

**Alternative assessments can be used for re-do assignments.*

Violations of the academic integrity policy as determined by administration will require students to complete an alternative assessment with no opportunity for re-do. Behavior consequences may also be assigned.

Late Work Guidelines:

- All Classwork and Homework assignments not submitted on the due date are considered late. Late assignments shall be penalized by a maximum of 50%. Late assignments must be submitted within five school days from the original date, in order to receive credit.
- Late Assessments will be graded for full credit but cannot be resubmitted for a redo or an upgrade.
- Students who are absent will have time to make up all work without penalty. Deadlines will be determined.

Opportunities for extra help: Students should check with the teacher to make after school arrangements for extra help or to make up work.

ADDITIONAL NOTES:

- Students will be **required** to maintain a visual journal and bring it to class every day. This is required by the 3rd day of class.
- Students **should** have an external memory drive to store photographs of their work.
- **A lab fee of \$30.00 is required of all students each semester.** If the fee is cost prohibitive, parents please provide students with a contribution towards the fee that can be manageable for your family.
- A paper receipt will be provided for payment of fee and is due within the first two weeks of school.
Students who do not pay the lab fee will be issued an obligation.
- The College Board has a separate cost for the AP test itself, which has been approximately \$91.00 for the test/portfolio and is usually due by March. Scholarships are available through AHS. Students should contact the AP Coordinator (Colleen Adair, cadair@aacps.org) for further details.
- Portfolios will be submitted to the College Board on or around May 5th.

Bibliography:

A Guide to Drawing, Mendelowitz, Wakeham, Faber, 6th edition, 2003, Thomson/Wadsworth, ISBN #0-534-62496-0

Exploring Visual Design, Gatto, Porter, Selleck 2000. Davis, ISBN #87192-380-7

Design Synetics, Rourkes Davis, ISBN #87192-198-7

Exploring Painting, Brommer & Kinne, Davis Publications, ISBN #87192-287-8

Art Talk, Ragans, Glencoe, McGraw-Hill, ISBN #0-02662434-6.

Discovering Drawing, Rose, Davis Publications, ISBN #87192-281-9.

The Visual Experience, Hobbs & Salome, Davis Publications, ISBN #87192-292-4

AACPS Visual Arts Pacing/Curriculum Guide, Anne Arundel County Public Schools
Periodicals; *Art in America*, *New York Times*, *Washington Post*

Other Instructional Materials and Resources:

Field Trips to:

- **Baltimore Museum of Art, Walters Art Museum**
- **Washington, DC museums and galleries**

Resource Books: Public Library, School Media Center collection, Instructor's personal library of art books

Internet Web Sites:

Online: museum collections, portfolios, websites of master artists, gallery collections

Art Supplies:

Most supplies and equipment will be provided by the school, but the following supplies will need to be purchased by each student:

- Visual journal (Sketchbook), either hardback or spiral bound
- Portfolio. All non-canvas mounted work will need to be in this portfolio for storage.
- Set of drawing pencils
- It is recommended (but optional) that students purchase a set of drawing pens and a set of high quality colored pencils (set of 24 colors).