

# LAKEWOOD HIGH SCHOOL

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## ***AP Art Studio Syllabi: Drawing and 2-D Design Portfolio's***

### ***Course Description:***

AP Studio Art has been developed to accommodate serious art students who have expressed an interest in completing the AP Drawing Portfolio or the AP 2-D Design Portfolio. Through studio practice, application of design concepts and informed decision making, these students will assemble a body of artwork that demonstrates a first year college art class at a high level of quality and growth over time of content, technique, and process. Students will investigate all three parts of their portfolios as required by the AP College Board: Quality, Concentration, and Breadth. All work will be documented throughout the year by digital photos, Google slides and their own websites through Weebly that they will keep up to date throughout the school year.

***The Quality section*** of the portfolio is 5 pieces of work that are chosen from their breadth and concentration and sent to the AP Board for judging. The works can be no larger than 18" X 24" and must show in-depth understanding of strong composition, concept and execution.

***The Concentration section*** of the portfolio will consist of 12 high quality artworks that clearly demonstrate that the student has developed a body of work by investigation of a theme or idea. The concentration section must show growth and discovery. Students will be encouraged to explore a personal, central interests as intensively as possible. Concentration will grow out of the students' ideas and demonstrate growth through conceptually related works. (College Board AP). In all three portfolios, digital photos will be submitted to document this process of discovery and be included in the student's personal website.

[APStudio.org/concentration](http://APStudio.org/concentration)

***The Breadth section*** of the portfolios will consist of 12 artworks that show a variety of mediums, techniques, approaches to drawing and 2-D design. The students should clearly demonstrate their knowledge of the elements and principles of art in these works. Units of study will be presented to satisfy this requirement for each portfolio. 12 digital photos will be submitted for this section. Attached is the syllabi for Art 3 which is taught by Arline Olear. She will prepare the AP Art Studio students for the Breadth section of the portfolio.

<https://docs.google.com/document/d/14MUdUWPn7tnqHfCC6YaFTk55vTSCvk1IMf7aGWmFsOo/edit>

### **General Learning Outcomes:**

The student will:

- Understand the requirements of the AP Studio Art portfolios and choose the one that best fits their focus.
- Research selected artists, art periods, cultures and styles to further their discovery process. Begin this process in the summer months before school begins.
- Demonstrate a breadth of high-quality work, 12 pieces. In Art 3 the students will focus on their Breadth portion with Ms. Arline Olear.
- Develop a personal concentration showing a consistent theme or idea with discovery, 12 pieces. In Art 4 the students will focus on their Concentration portion with Mrs. Amy Sedlak.
- Select five outstanding artworks for the Quality section of the portfolio.
- Use digital photography, Google Slides, Powerpoint and Weebly (student website) to record all progress and show final artworks with written reflections.
- Demonstrate the understanding of and use of vocabulary in written reflections and in class critiques.
- Keep up with all class assignments, homework, critiques and participation.

### **Plagiarism and Artistic Integrity:**

Students are expected to uphold The College Board's and Lakewood High School's policy on Plagiarism in the Art world. Mrs. Sedlak and Ms. Olear will instruct all students that submit work that it cannot be made or copied by anyone else. According to the AP College Board, "It is unethical, constitutes plagiarism and often violates copyright law to simply copy a work of art (even in another medium) that was made by someone else and represent it as your own. If you submit work that uses other artists' work or imagery you'll need to show substantial and significant development beyond duplication - through manipulation of the formal qualities, design, and/or concept of the source. Your individual "vision" should be clearly present. IMPORTANT: The College Board reserves the right to decline to score an AP Portfolio Exam or cancel an AP Portfolio Exam score when the following misconduct occurs: copying from another student's or any other artist's work." [Apstudiodemo.collegeboard.org](http://apstudiodemo.collegeboard.org)

### **Assessment and Evaluation**

Student grades will be based on 3 main areas of work: portfolio development, homework and lab conduct.

Portfolio development will account for 75% of the student grade. It will include all class work assigned to be completed in class for the breadth section, and all work, including teacher conferences on the concentration section and development. A rubric will be used for each project.

Rubrics will be given out as hard copy to each student listing the requirements for each assignment. Rubrics will consist of such categories as: observation (perception), visual problem

solving and personal voice and vision, composition and structure and principles of art, and written response and reflection.

See Rubric Example below:

STUDENT NAME :					COURSE/CLASS : Art Three	
					GRADE LEVEL : HS 11-12	
					TASK : Candy Still Life in Color Pencil and Ebony	
NUMBER OF TRAITS		GRADUATION OF QUALITY				
Criteria or Traits	Exemplary Evidence	Clear Evidence	Emerging Evidence	Limited/Weak to No Evidence	Score	Comments
	10 - 9	8 - 7	6 - 5	4 - 3		
<b>Observation (perception)</b>	Demonstrates keen attention and observation to their candy Still Life, expecting correct placement of all candy and wrappings. Final drawing is an exact replica of the candy set-up.	Demonstrates attention to observing their candy still life, exploring correct placement of candy. The final drawing has the basic proportions and shapes correctly.	Attempts to represent the still life, locating placement but are limited to correct proportions.	Does not represent still life likeness and shows minimal understanding of placement of the objects.		
<b>Visual Problem Solving (production) Personal Choice and Vision</b>	Interprets the problem and parameters independently working in a highly purposeful way. Overlaps color pencil hues to produce a visually compelling still life candy drawing. Highlights and shadows are used to show form.	Defines the problem and parameters accurately. Combines drawing and the materials to effectively complete the still life. Colors are overlapped to create a variety of hues. Highlights and shadows are obvious.	Needs guidance to define the problem and parameters and prompting to select and combine the color pencil hues. Teacher needs to point out highlights and shadows to include into the finished drawing.	Final composition shows minimal relationship to the parameters; any attempts to combine drawing and materials into a finished work are very weak.		
<b>Creative Thinking (production) Enduring Understanding : Critical/Creative Thinking</b>	Breakdown all stages of the processes revealing an imaginative approach and ability to express ideas with intelligence and originality. Creates a unified composition using color, variety and space. Spends time creating their candy still life/thumbnails.	Examines several aspects of the artistic process revealing the interest to search for new ideas and imaginative ways to express them. For example: thinking out ideas through thumbnails and research / experimenting pencil techniques (color chart)	Planning is evident but ideas are simplistic than inventive. Use of thumbnails to work out solutions is minor. Finds little interest in the color chart. Spends only small amounts of time during class to work out solutions.	Any synthesis of artistic processes and ideas is imitative. Needs constant encouragement to continue; shows little interest in ideas and completing the project.		
<b>Craftsmanship (production)</b>	Demonstrates flexibility in the range and use of pencils and erasers as tools. Shows considerable skill in shading, blending and combining colors and values to create highlights and shadows. Resulting in work of high technical skill.	Engages with color pencil, to demonstrate a skillful use of the tool resulting in work of good technical quality. Skill is recognized with shading, blending and overlapping colors and values.	Acquisition of skill is hesitant but persistent; there is evidence occasionally of technical quality. Minimal use of color and color overlapping.	Little or no shading in the still life objects. Uses outlining instead of value to describe candy and wrapping. No attempt at overlapping color to create different hues.		

<b>Reflection - Written (responding/reflecting)</b>	Fully explains artistic choice and processes thoughtfully and clearly; makes insightful observations about project challenges and personal strength and weaknesses.	Makes relevant statements about artistic choices and processes recognizing project challenges, personal strengths and weaknesses.	Some attempt to make statements about artistic choices and processes; with prompting identifies strengths and weaknesses.	There is little evidence of serious reflection about challenges and progress; considerable help is needed to recognize personal improvement.		
<b>Grade Equivalents :</b>	A+ 50 - 49 A- 46 -45 B 43 - 42 C+ 39 - 38 C- 36 - 35 D 32					
	A 48 - 47 B+ 44 B- 41 -40 C 37 D+ 34 - 33 D- 31 - 30					

Homework will account for 15% of the student grade. Homework will consist of all projects assigned weekly to be completed outside of class, any class work that is incomplete after the project due date, and any extra work needed on the concentration. It will also include any digital photography assignments used to record work and progress.

Lab conduct will account for the final 10% of the student grade. Lab conduct will consist of daily in-class time management, the correct use of supplies and cleanup of art room, critiques and discussions.

The final exam for 2-D Design and Drawing will consist of the following:

- Powerpoint presentation of all art works and journaling.
- Digital portfolios for both Concentration and Breadth sections.
- Five Quality art works for Section 1, prepared for mailing.

The final exam portfolios are scored using the College Board AP Drawing and 2-D Design rubrics for scoring.

**[collegeboard.org/rubric](http://collegeboard.org/rubric)**

***JUNIOR YEAR: Course Outline BREADTH***

***First and Second Semester: Junior Year***

***Junior Year: Art 3***

Prerequisite: Art 1, Art 2 and acceptance by application process for AP Art Studio; Breadth. AP students will be presented with a series of teacher-initiated assignments, designed to generate quality artwork for the Breadth portion (section III) of the Drawing or 2-D Design portfolio requirements. This 12 work requirement should be met by the end of the school year. It is also anticipated that the students will begin to discover personal interests and artistic strengths, leading them towards work on their concentration focus for section II of the portfolio. Students will use their homework sketchbooks to begin exploring this area, as well as to hone

their drawing and design skills through weekly assignments. By the close of the first year, the students should have 12 digital photos of their breadth entries and a completed website for the Breadth portion of their portfolio.

### **Course Outline for AP Art 3: Breadth**

- 1. Homework #1** / Self-portrait in ebony pencil / Proportions, Value, Form / students will draw a self-portrait using a mirror. Highlights and shadows in both the hair and facial features are needed along with minor details of the neck, and collar of clothing. (worth 25 points)
- 2. Wild Hair-dos and Beards** / Using line, students will design a pen drawing showing imagination and creativity. Each work will be a self-portrait with an original twist or theme to the hair or beard. (worth 50 points)
- 3. Homework #2** / Drawing of hands in pen or pencil / Unity, Balance, Proportion / Compose a completed drawing consisting of three or more hands working together. The composition needs to be worked out through thumbnail drawings. There will be three **All** working critiques that will monitor the progress of this homework assignment. (worth 40 points)
- 4. Figure drawings** / Experimenting with several medium, students will create a small portfolio of drawings studying the human form. (worth 50 points)
- 5. Homework #3** / Using a family pet as a model, students will create an original cartoon character from photographs of their animal. This will be a simple line drawing that will be developed through a variety of thought out ideas. (15 points)
- 6. Personified Animals** / Imagination, Proportions, Value, Form / Choose an animal and develop their anatomy doing a human activity. Minimize the environment and focus on the form and proportions of the animal. Illustration board and black Prisma Color pencil techniques will be taught to create this piece. (worth 50 points)
- 7. Watercolor Fruit Collage and Triptych** / Color, Value, Form, Texture, Shape, Balance, Movement, Unity / After practicing several watercolor techniques, students will paint a variety of different fruit then piece them together by cutting and pasting. Three works will be combined to create a unified collage and triptych. (worth 50 points)
- 8. Homework #4** / Sketchbook assignment (worth 100 points) Ten pages of Art Journaling
- 9. Printmaking / Gel Prints** / Color, Shape, Overlapping, Texture and Unity / Students will cut 10 or more stencils to help in creating the Gel Print images. Four or more layers of texture, color, and shapes will complete a series of unified images. The second half of this assignment students need to embellish into the remainder of the prints by drawing, gluing and painting the final layers. (50 pts.)
- 10. Homework #5** / Sketchbook assignment, Part two of Art Journaling, 10 more pages, mixed media!
- 11. Candy Drawings** / Color, Value, Form, Shape, Balance, Unity / Design a still life from candy pieces using color and composition. Candy may overlap to create foreground, middle ground and background. Three thumbnails are a must to prepare for the large drawing in color pencil. The black color pencil will be prohibited for shadow areas. (worth 50 points)

12. **Homework/Classwork #5** / Power point on the Expressive artist chosen
13. **Expressive self portraits** / Color, Texture, Shape, Form, Line, Value, Unity / Researching a variety of Expressive artists, students will imitate their chosen artist's style and create a self portrait. This is a painting that will be done on canvas board and acrylic paint. Studies will be done prior to the final painting. (worth 50 points)
14. **Homework/classwork #6** / Short powerpoint on a contemporary artist with small video attached
15. **Fabric Drawings** / Choosing a variety of media, students draw or paint three renderings of the fabric hung in the classroom. This is the final assignment worth 50 points.

### **SENIOR YEAR: Course Outline CONCENTRATION**

#### **First and Second Semester: Senior Year**

#### **Senior Year: Art 4**

Prerequisite: Art 1, Art 2, AP Art Studio 3 and acceptance by application process for AP Art Studio; Concentration.

AP students will be challenged to focus on their concentration section at this time, even though some breadth assignments may still be given in class if needed. Each student will have met privately with the teacher on several occasions to discuss their concentrations ideation and development. Considerable time will be devoted to the highly personal nature of the concentration and class and homework assignments will be given to aid in this process of personal discovery. Students will also keep a sketchbook journal of visual ideation and written reflections of this process. At least 2 weeks before the end of their senior year, the students will have all 24 digital photos taken for their breadth and concentration sections. They will have chosen their five quality pieces as well.

#### **Course Outline for AP Art 4: Concentration**

1. Introduction to AP Concentration: requirements. View College Board Quality, Breadth and Concentration; Critique Summer Homework.
2. AP Concentration Summer Homework assigned at the end of Junior Year in late May. Critique begins week one.

<https://docs.google.com/document/d/1OjvNZj3bvJuvajPVCPgvpP-6ivrXBIRXCd0HU77Cjd0/edit>

3. 1st Conference on Concentration using project proposal sheet. Introduction to new medium; Monoprinting with expressive mark making.
4. Website due by week 9 of 1st Semester including digital imagery of Breadth work from Junior year. 3 new digital images are to be included showing progress in Concentration. Summer work may included in the new digital imagery. Continue Monoprinting in class.
5. 2nd Conference on Concentration. Project proposal sheet due. Continue with Monoprinting techniques and expressive Mark Making.

6. Concentration progress report: Website and In-depth master artist are up to date and current work is being photographed and placed in their websites. 3 new digital photos showing progression of Concentration must be uploaded to the website.

7. Concentration: extra project if needed: Jim Dine objects in acrylics.

8. Focus in classroom on daily progress of Concentration work. Class Critiques of progress will occur weekly. First critique on compositions, second critique on current progress and third critique on finished artwork. Everyone participates and a writing prompt will help them focus on their progress.

9. Concentration: continue progress in class and at home.

10. All AP work due. Final photo's due in website. Plan sequence of photos. Submit digital images. Submit digital Quality.

11. Final Exam: Senior show at Lakewood High School. Concentration students are responsible for display, set up and take down of artwork, making the brochure for the parent's attending the evening and being responsible for entertainment.

12. Final Exam part 2: Reflect on year's challenges, weaknesses, ups and downs, personal growth and feelings.

### **Critiques:**

The majority of class time will be used to create artwork. However, a midpoint and a final class critique will be held for each in-class project. Students will be expected to participate in all critiques and their participation will count in their lab grade. In addition, one-on-one conferences will be held with each student at regularly scheduled intervals to determine progress, strengths and weaknesses, and overall direction of artwork, especially in regards to their work in the Concentration section of their portfolio. Writing will be an integral part of their critiques. A written commentary describing what the concentration is and how the development occurred will be included in every critique and on the student's websites.

### **Summer Homework**

Art is an ongoing process, and should be continued during the summer to keep drawing and 2-D design skills at their best. Each assignment is designed to help with your AP requirements as well.

### **Junior Year: Breadth Summer Homework:**

An Original Self-Portrait from a mirror in EBONY Pencil:

Draw objects that have a theme, something that tells us about you.

Composition-Create a unique artwork by placing the face anyplace on the page. Objects need to be growing from the head/hair. Objects may go off the page or produce an interesting negative space around the page.

Value-Control the pencil pressure using the darkest to the lightest of values to give the drawing high contrast. Make sure there are highlights and shadows showing form of the objects...Spheres, cones, cylinders and flat planes. NO SMUDGING or smudges! You may get images off the internet, but there can not be copying of other artist's work. Preplanning in your sketchbook is a must and all references need to be sighted or printed out.



Self-Portrait in Color using a medium of choice:

This may be created by using a photograph

Composition-Fill the page with the face. The features can be slightly distorted, with focus on the eyes, nose and the mouth. If you include your hair only show a partial amount. You may also show some background or negative space.

Color-Use a color scheme that reflects who you are. Be able to explain the choices you've made.

Form and Shape-Although you are using colors that are not natural make sure the features of the face have shape and form by using darker colors for shadows and brighter lighter colors for highlights.

Preplanning is a must, with several drawings in your sketchbook to show your thought process.

Three Self-Portraits in Black and White working as a series/8x10 each:

Interpret this any way you would like using the media you want to use.

It may be all the same media or each may be different from one another. Any type of paper can be used, but I will give you several kinds that may inspire your creativity. The three pieces must work as a unit because they will be used as a triptych. Please use a mirror for this assignment. No preplanning in your sketchbook is necessary this can be much more spontaneous and playful.

I suggest you not wait until the week before school to work on these assignments. Some if not all these works may be used when putting together your AP studio portfolio. Remember, you were chosen above many other students to be in this special AP class, not only because of your talent, but because I felt each of you have a drive to go beyond the average work. Each

assignment may take you several days or weeks, so pacing them out throughout the summer will give you the best results. Good luck and I'm looking forward to seeing the work you bring back to school this fall.

E-mail me at my school address this summer if you have any questions, Ms. Olear

### **Senior Year: Concentration Summer Homework**

**ASSIGNMENT 1: SKETCHBOOK:** Over the summer you are to decide on your CONCENTRATION by completing the concentration proposal sheet and a minimum of 10 filled sketchbook pages with ideas and images. Your objective here is to create a visual archive in your sketchbook so you can begin work on your CONCENTRATION. These pages must be a series of sketches, drawings, painting, collage, photographs, and research of your artists. Do you see any themes in your artwork already? What are you most comfortable using to create your art? Use the AP STUDIO ART CONCENTRATION TOPICS to begin your 10 sketchbook pages. RESEARCH IS A MUST!

**ASSIGNMENT 2: TRIAL CONCENTRATION PIECES: 2 ARE MANDATORY!**

Your CONCENTRATION pieces can be no smaller than 9"x12" and no larger than 18"X24". Take 2 of your 10 ideas from your concentration sketchbook and develop them into 2 finished, quality artworks. This will give you a chance to see if the idea is interesting to you, and has the depth to develop over the next school year. Materials are up to you and I prefer that these two works not be on canvas. I will provide you the paper, but you must provide the rest of the materials needed. Don't forget to fill out your Concentration Project Proposal Sheet and number it 1. Attach it to the back of the artworks.

Do not sign your work on the front, only on the back, per AP STUDIO ART GUIDELINES.

### **Homework**

Students will be given specific homework assignments each week, or they may be asked to complete class assignments for homework. Each assignment is designed to reinforce skills taught in class. Homework will also help in the ideation process needed for the concentration section of the portfolio. Students should expect to spend four or more hours per week outside of class on their art homework.

### **Exhibitions and Competitions**

AP Studio Art students are required to participate in exhibitions and competitions in the community, regionally and nationally. The AP Art Studio and Ap Drawing students will participate in the Scholastic Art and Writing competition, The Governor's Youth Art Exhibit, The Congressional Show, The Beachwood Arts Competition, The Beck Center of the Arts, Baycrafters as well as showing their work in our school art show in May. Students will also receive extra credit for attending local art shows in the Cleveland and surrounding areas and the exhibitions at the Cleveland Museum of Art and The MOMA, Museum of Modern Art.

Teacher References and Resources:

AP Central ®  
Apcentral.collegeboard.

[www.theartofed.com/2016](http://www.theartofed.com/2016)

<https://www.pinterest.com/explore/ap-studio-art/>

2016-17 AP Studio Art Exhibit

Barrett, Robert. *Life Drawing*.