

# **AP Studio Art Course**

## **Drawing Portfolio**

### **Overview**

The high school has adapted the block schedule with semestering. There are 4 blocks of 90 minutes per day. Art classes meet every other day. AP students are expected to take art both semesters of their senior year. This syllabus includes work for students after the portfolios have been submitted because students are in class through June.

All students in Advanced Art, which encompasses all levels of Advanced Studio and AP, work towards developing a comprehensive vocabulary of art. This involves viewing, analyzing, and creating work in a wide variety of media. The goal for all students is to become proficient in all aspects of visual art. For AP students, this includes creating a portfolio that will meet requirements for college-level classes. Students are expected to develop a portfolio that fully explores Quality, Concentration and Breadth.

To produce a portfolio of this caliber, students will need to become creative problem solvers. Through the study of the work of professional artists, students will learn how to harness their own interests and skills to create a body of work that has a unique voice. All assignments encourage using visual art to express individuality. Critical examination of a variety of art work in written and verbal form will help them to develop a personal style.

High expectations and term deadlines will encourage them to stay on track to produce enough high quality work to satisfy the demands of the AP portfolio. The art room is open and available to them during class hours, both lunch sets and at least two hours beyond the school day almost every day. Each student is encouraged to complete the work and meet deadlines by taking work home, working through their lunch period or coming in after school.

All students must have a sketchbook/notebook to organize the assignments for the semester, vocabulary lists, drawings, critiques and as an instrument for idea development. This will be submitted for grading on a weekly basis. Students are encouraged to use their sketchbooks as a place for exploration. The works they produce in here can be used as pieces for their portfolios.

During the semester, all students will do independent studies of artists and art work through the process of written critiques due each week. They will also be exposed to a variety of artists through lecture. Once a year, students will do a class presentation or power point project based on an established artist. These will be shared with the entire class. There are also project assignments that are based on the study of specific artists.

During class time, all students are encouraged to seek the advice and counsel of their peers. Small group critiques or peer discussions are everyday occurrences in the art

room. Brainstorming for ideas and solutions help the students to understand that creative work does not happen in a vacuum. Students also put their pieces up to study often as they are working. They are encouraged to develop their work to make an impact from a distance to draw in the viewer and include enough detail to entice them to continue studying the piece. The class is invited to comment and make suggestions. All students are pushed to create work that is of the highest caliber.

All students must work with a variety of subject matter in a variety of media. The assigned projects ensure that this occurs. First semester, all students must work in specific genre. Second semester, students must work in specific media. This will help the students to create work that satisfies the Breadth section of the portfolio. It also encourages students to explore their Concentration in a very broad way.

The art room is equipped with most of the materials a student might want to use to create an image and a wide variety of surfaces on which to create art. The instructor will lecture about art history and do class demonstrations on a variety of media and techniques. Visiting artist will be scheduled once or twice a year. Former students who have gone on to art schools or careers often come back to make presentations to the class.

Students will experience visiting the Rochester Memorial Art Museum and the Rochester Regional Scholastic Exhibition. Other field trips will be scheduled when possible.

Students are also lectured on the importance of surface. They are introduced to artists who work on a variety of surfaces and are encouraged to think about the many different textures, colors and kinds of “canvases” available to make their image. Often, time is spent just preparing the ground for the image. Students are encouraged to consider surface and be playful and experimental, especially in their sketchbooks.

At the end of their Junior year, all students expressing interest in creating an AP portfolio meet with the instructor as a group. At this meeting, the specifics of developing and submitting an AP Portfolio are explained. As a group, we look at the work of both local and national student AP portfolios. This helps them to see work that has been evaluated as successful in past years. Each part of the portfolio is explained in detail and packets of material are distributed. All students are invited and encouraged to challenge themselves to create an AP Portfolio.

During their Junior year, students are encouraged to start thinking about an area of concentration. Each student meets with the instructor to review the body of work they have completed so far. This conversation will help the student to take a critical look at the work they have created, look for some common threads and discuss their ideas for a study of Concentration. A Concentration is a body of visual imagery that is related by the interest of the artist in a certain idea or area. It will focus on a process of investigation and discovery. It should demonstrate considerable investment of time, effort and thought. Each student needs to consider subject matter, content, style and medium. To insure that students are working towards concept through imagery, each student will be asked to

write a statement or a series of statements. These statements will be in the student's journal and each piece that is created for Concentration will be referred back to these writings. As the year progresses, the students will be asked to refine these thoughts. They need to know that their original concept may change as they create their work. Students will be asked to consider whether this vision can best be expressed through the Drawing Portfolio or the 2D Design Portfolio. The Drawing Portfolio is designed to address a broad interpretation of drawing issues, while the Design Portfolio involves purposeful decision-making about using the elements and principles of art in an integrative way. A conversation discussing the requirements of the two portfolios and the impact of the grading of their work based on this decision will take place. All students must have an initial Concentration proposal/statement no later than September of their senior year.

To address Breadth, students will be asked to look at their portfolio as a whole to assess their development of a range of technique, subject matter, medium use and concept. Each student will be encouraged to use their time in the studio to insure that they create work that demonstrates a wide range of ability and versatility. Their weekly critiques of artists' work will insure that they are exposed to a wide variety art.

To teach the concept of Quality, students will learn how the Quality section of the portfolio is graded. We will do a group workshop and students will get the experience of judging the quality portion of the portfolio. Groups of five pieces of art work will be laid out for them to assess, mirroring the way the actual grading is done. This activity will help students to understand how important it is to submit work that exemplifies mastery of concept, composition and execution. This exercise will take place early in the year to help the students learn how to create and assess their work for this section. This activity will be considered each time we have a critique. Students will be encouraged to give careful consideration to each piece they create to identify the work that can get the maximum grade for the Quality section of their portfolio. By comparing their best work to other outstanding works of art, students will learn to take the time to develop each piece to its potential.

All students are encouraged to do their work from observation or photo references which they have taken. Students are also taught that the art work should be an interpretation of the photograph and that the photograph is merely a reference and a starting point. If they have to use photo references that are not their own, they must make imagery that shows significant creative development on a personal level. Students are not allowed to plagiarize photography and are not allowed to work from other drawings or paintings. Using a power point that was shared during an AP workshop at CCAD, the class will discuss the use of other artist's imagery in their work, what constitutes plagiarism and the ethics of working as an artist.

\* Class time is studio time. All students are encouraged to create original pieces of art in a wide variety of materials. Individuality is stressed. As they complete their portfolios, students will develop mastery in design, composition, and execution.

Assessment will include grading by instructor and class critique: 75% of the grade will be derived from project work which will include their digital portfolio, 10% will be based on effort and 15% on written critiques, oral critiques and journals.

Class critiques will be done at the end of each term. All work will be displayed for the class to see. All students must participate in the vocal critique. The work is discussed using the elements and principals of art and design. Students must analyze the work in terms of concept, composition and execution. If the artist has used any references, they must be displayed with the art work to insure that the image has moved beyond duplication. During the critique, students will be asked to speak to the class about the artists whose work they have studied during the term, using their notebooks for visual references. If any of the work is to be used for a student's Concentration piece, the students must share their statement with the class. Students will be encouraged to display all the Concentration pieces completed at that time to get some feedback on how the pieces work as a cohesive body of art.

All students who are interested in going to college for art will be assisted in investigating colleges, be presented with information about local Portfolio Days and learn how to develop both a slide and digital portfolio.

All students must create a digital portfolio of their work at the end of each term. Each piece must be photographed, formatted and worked with to make the image look exactly like the original piece, and labeled with title, media, and size. This will be developed into a power point presentation which will be downloaded to a CD at the end of the year. All students will present this to the class. The instructor will take slides for the student portfolios.

## **First Semester (20 weeks)**

### **1<sup>st</sup> Term**

All students will purchase a notebook/sketchbook for journaling, collecting imagery, drawing and writing art assessments. On the first class day of every week, students must turn in one written critique which includes a copy of the image being discussed. Students are expected to find an image to critique from one of the numerous art books or periodicals found in the art room or from an internet source. The image should be similar to the piece the student is producing, either in media or subject matter.

For project work, students will be focusing on studies of landscape and architectural spaces. Students will be introduced to artists who have done successful pieces of external and architectural spaces in wide variety of media. AP students are expected to creatively complete the project and address the needs of their portfolio. Completed work may be appropriate for any section of their portfolio. AP students will meet with the instructor to address the focus of their Concentration and discuss how the assignments can be shaped to fit their particular needs. AP students' project work will be driven by the needs of their portfolio. They will be expected to produce a minimum of three finished pieces for the term, more if their portfolio demands it.

- For the first 30 minutes of every class, we will be drawing outside. This assignment will include some class instruction and individual instruction. Each student must submit a collection of sketches at the end of the term. All students must produce a finished piece based on one of the sketches. Students will work in a variety of media and sizes.
- Students will be assigned one other project that has specific requirements to encourage problem solving. The piece must involve landscape or architectural spaces.
- Students will create a piece of work that has a special theme for a department wide exhibition. All students are expected to have a finished, mounted piece, ready for display.
- All students must submit weekly critiques of various artists' work. The writing should include analysis of the work using their art vocabulary.
- Sketchbooks will be collected and graded.
- Students will participate in a class critique of all work at the end of the term.
- AP students will be expected to use the class critique to assess their progress by sharing their statement with the class for their Concentration, where applicable. The class will help the student ascertain if work they have created is consistent with their statement.
- A digital file of the work should be posted on the student's shares account.
- All work must be mounted for exhibition.

## **2<sup>nd</sup> Term**

During second term students must complete still life work. Images for their weekly critique assignments should focus on this genre. Students are expected to set up their own still lifes by using the items in the art room or by bringing in objects from home. They are also encouraged to complete at least one of the assignments at home. All work should be done from observation. The importance of controlling the light source will be demonstrated and discussed; track lighting, window light and portable lamps will assist the students in creating a definitive light source. Students will be instructed on specific drawing techniques and the class will be looking at a wide variety of examples of successful still life pieces and analyzing them. The instructor will impress on the students the concept that it is not the object that makes the image, but the way it is presented. If the still life is not exciting, it is because the student has failed to present it as such.

- For the first 30 minutes of every class, students will be doing observational sketches in a variety of media using studio lighting. They must complete a finished image from one of these sketches.
- Students will create two other images that have specific requirements and must involve still life. They will be encouraged to deal with the objects visually and conceptually.
- All students must submit weekly critiques of various artists' work. The writing should include analysis of the work using their art vocabulary.
- Sketchbooks will be collected and graded.
- Students will participate in a class critique of all work at the end of the term.
- AP students will be expected to use the class critique to assess their progress by sharing their statement with the class for their Concentration, where applicable. The class will help the student ascertain if work they have created is consistent with their statement

- A digital file of the work should be posted on the student's shares account.
- All work must be mounted for exhibition.

### **3<sup>rd</sup> Term**

During third term, students will work on one of the most challenging subject matter for the artist, the human figure. Warm up drawing will focus on doing observational drawing and gesture drawing. Students will learn to do portraits, hands, feet and full figure pieces. Gesture drawing will be guided and students must work in a variety of media and sizes. Written weekly critiques should include artists from the Renaissance to working artists today. Students will be encouraged to use peer models for references, making every effort to make lighting an important aspect of the image. Students will be introduced to successful figure drawing through visual presentations and books.

- Warm up drawings will include 30 second, 2 minute, 5 minute and 15 minute observational drawings in charcoal, conte crayon, pencil, pen, colored pencil, and marker. Students will work on different surfaces and widely varied sizes. One of these pieces must be developed into a finished piece.
- Students will create two other pieces that involve the human figure. They must work to a set of specific requirements.
- All students must submit weekly critiques of various artists' work. The writing should include analysis of the work using their art vocabulary.
- Sketchbooks will be collected and graded.
- Students will participate in a class critique of all work at the end of the term.
- AP students will be expected to use the class critique to assess their progress by sharing their statement with the class for their Concentration, where applicable. The class will help the student ascertain if work they have created is consistent with their statement.
- A digital file of the work should be posted on the student's shares account.
- All work must be mounted for exhibition.
- Slides will be taken of all the work completed to date.
- All AP students will meet with the instructor to assess their progress. This will include a group session where we look at the visual cohesion of the work done for Concentration, working with their statement as a guide. We will also look at the pieces they have been developing for Breadth and determine whether they are creating work that meets the criteria for their portfolio. To assess Quality, students will choose 5 pieces that they feel could work for the mastery section to date, and the class will do a grading session with these pieces.

### **Second Semester (20 Weeks)**

For second semester, the instructor will choose the media, the student will choose the subject matter. All ideas must be original and students are expected to use personal photographs or observation for reference. All students will produce a finished, mounted piece for the spring exhibition. We will continue on with our study of art work by doing weekly critiques, except for last term when all students will create a power point presentation of their art work, including a brief biography. Students must keep a

journal/sketchbook to record their ideas, organize their critiques and create imagery. Students will complete three projects per term. (Listed below are sample projects. There are new projects assigned each year based on visiting artists and experiences at workshops and exhibitions during the year.)

AP students will review their work with the instructor. Five pieces will be selected for the Quality section of the portfolio, with the understanding that work from the current term may replace any of the pieces selected. Concentration and Breadth selections will be tallied. Students will begin the work for second semester with a list of the work needed to be completed for their portfolio.

#### **Fourth Term**

- All students will complete a project that fits the theme for the spring exhibition. This piece must be completed in time for the show and be suitably mounted for display.
- All students will complete a finished project that incorporates collage with other mark making. They are encouraged to study the work of other artists to explore the wide variety of ways to create an image using collage techniques.
- All students will complete a finished piece based on the sketches done in the first 15 minutes of class. These images will be based on observational drawing; the subject matter is of the student's choosing.
- AP students will complete work that fulfills the demands of their portfolio.
- All students must submit weekly critiques of various artists' work. The writing should include analysis of the work using their art vocabulary.
- Sketchbooks will be collected for grading.
- Students will participate in a class critique of all work at the end of the term.
- AP students will be expected to use the class critique to assess their progress by sharing their statement with the class for their Concentration, where applicable. The class will help the student ascertain if work they have created is consistent with their statement.
- A digital file of the work should be posted on the student's shares account.
- All work must be mounted for exhibition.
- Students will continue submitting critiques for grading on a weekly basis.
- All work will be prepared for exhibition.
- All work will be photographed for inclusion in their digital portfolios.

#### **Fifth Term**

- All students will complete a project using oil pastels.
- All students will do a contour line drawing in a minimum of two colors. This will be developed from the sketching done at the beginning of class.
- All students will complete a mixed media piece. The piece must incorporate the use of a variety of media. It should break the two-dimensional surface. This may be achieved by building up the surface or cutting away and dropping sections back. Found objects may be incorporated.
- Students will continue submitting written critiques for grading on a weekly basis.
- All work will be prepared for exhibition.
- All work will be photographed for inclusion in their digital portfolios.

- AP students will have slides taken of their work.
- AP students will prepare the slides and 5 Quality pieces for submission by the first week in May.
- AP students will refine their artist statement and answer the questions for the written part of the Concentration section of their portfolio.
- AP students will fill out the forms and send all prepared work for assessment.

### **Sixth Term**

- All students will complete a print. Students may choose to do a linoleum block, silk screen, collograph or monotype. All students must produce a minimum edition of 6 prints and several color prints or monoprints. Students doing monotypes must have a theme and produce a series of 6 – 8 prints.
- All students will complete a cut paper project similar to the one produced by our visiting artist, Bill Finewood. Students should use a photo reference and they must do a preliminary drawing. This sketch, as a contour drawing, may be submitted as a project grade. Students will be encouraged to create a fairly deep space.
- All students will complete a sculptural project. Students are encouraged to research the many kinds of 3D projects that can be done. We will then work together to see if the room has the supplies to create the sculpture they are interested in creating.
- Students will create a power point that features all the work they have done this year in class. The Power Point Presentation must meet the following expectations:
  - All work from the term is to be included. Work from previous semesters may also be featured.
  - All work should be presented to look exactly like the original piece. No work should be enhanced or manipulated to change it.
  - Each work should be labeled with title, size, media.
  - The presentation should include a brief biography of the student and an artists' statement. A photograph of the student may also be included.
- All work will be prepared for exhibition.
- All work will be photographed for inclusion in their digital portfolios.
- All students will participate in a formal class critique at the end of the term. This will include a presentation of each student's power point to the class.
- All students will participate in the year end Festival of the Arts. They will be responsible for mounting, tagging and hanging their work for an all high school show. Seniors will be responsible for creating a personalized exhibition space which may feature all the work completed during their high school career.

### **Bibliography**

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*A Guide to Drawing (Revised and Expanded Edition of Drawing: A Study Guide)* by Daniel Mendelowitz, Holt, Rinehart and Winston

*American Artist Magazine*

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