

# Syllabus



## Studio Art

# Drawing

### Contact Information

Teacher: Mrs. Campbell

Phone: (760) 244-9898 ext. 3980

Please call during my prep period, before, or after school

Email: Jennifer.Campbell@hesperiausd.org

Class Webpage: Campbellsartclass.weebly.com Password: secret

### General Course Description

Advanced Placement Studio Art is a one year course. It is a prerequisite that students engage in a portfolio review, get the teachers approving signature, and sign a contract as a way to acknowledge class expectations. It is recommended that students have completed Art 1 with an "A" grade. It is additionally recommended that students have also taken Art 2 and Art 3 before taking this class, but it is not required. This course is designed for highly motivated and committed art students who are interested in greatly increasing their drawing, painting, and 2D design skills while receiving AP credit. This program requires a significant amount of commitment. The focus for ALL art projects will be placed on the investigation of three main components (breadth, concentration, and quality) in order to develop a comprehensive portfolio. Additional information is also outlined in the AP Studio Art Poster (C1). Students must complete at least 12 artworks during the first semester and 10 or more artworks during the second. Also, each student will take photos of his or her work and write an artist's statement for his or her own art style or area of concentration. Determination of college credit will be based purely on the artwork and written statement that the student produces. The portfolio submission can include artwork from previous years or artwork done outside of the course. For more information please visit <http://apcentral.collegeboard.com>

### AP Studio Art Drawing vs. 2-D Design

There is a large overlap in the concepts taught for both courses. The difference is within the focus of the individual projects. Artworks submitted in the drawing portfolio will be evaluated with a drawing "lens," such as composition, tonal value, line quality, illusory space, representation/abstraction, and etc. The design portfolio will focus on composition also, but a heavier emphasis will be placed on a strong use of the elements of art and the principles of design and the meaningful/ effective contribution they have within the artwork. It is important to understand that Design and Drawing skills are needed within both portfolios in order to be successful.

### Specific Skills for the Drawing Portfolio

- Composition
- Line Quality
- Light and Shade
- Rendering of Form
- Surface Manipulation
- Illusion of Depth and Mark Making
- Observational Drawing Skills
- Technical Skills Across a Variety of Media
- Conceptual Development
- Creative Development

- Perceptual Development
- Expressive Development
- Aesthetic Valuing
- Historical Knowledge Base

### **Specific Skills for the 2-D Design Portfolio**

- Composition
- A Strong use of the Elements: Line, Shape, Color, Texture, Value, Space, Form
- A Strong use of the Principles: Unity, Variety, Balance, Emphasis, Contrast, Rhythm, Repetition, Proportion/ Scale, Figure/Ground Relationships, and Positive/Negative Space,
- Technical Skills Across a Variety of Media
- Conceptual Development
- Creative Development
- Perceptual Development
- Expressive Development
- Aesthetic Valuing
- Historical Knowledge Base

### **Expectations**

- Make this class a priority
- Have great attendance: it is mandatory
- Have good use of class time and have a strong work ethic
- Work on projects outside of class (4-8hrs. a week)
- Complete projects by set deadlines
- Keep a sketchbook with you at all times and use it
- Participate in all class activities
- Give 100% of your effort
- Work through and solve visual problems effectively
- Refine the ability to draw and render what you see
- Have an understanding of how the art elements and the principles of design communicate content
- Increase awareness of the creative process and develop critical and creative thinking skills
- Increase knowledge of art tools and materials
- Pursue the art making process with a passion
- Engage in critiques to assess strengths and weaknesses

### **Very Important**

A "C" average must be maintained to remain in the class. If you get lower than a "C," then you will need to find another class for next semester.

### **Personal Belongings**

The students are responsible for their own belongings. They are welcome to use the storage areas that I provide but it is at their own risk. Also some of the art supplies that we use will stain if the student gets it on their clothing. The school is not responsible for lost/stolen personal supplies or damaged clothing.

### **Use of Student Artwork**

All student artwork will be used as examples within critiques. Also, select artworks will be used as good examples for current and future students. If a student notifies me that he or she does not want the artwork shown, then it will not be used.

## **The AP Exam**

The AP exam consists of a written statement, 5 original artworks, and 24 digital images. During the year, each student must create a minimum of 22 good works of art that fulfill three categories: quality, breadth, and concentration. For the writing section, each student will be responsible for answering the following questions: What is the central idea for your concentration? How does the work in your concentration demonstrate the exploration of your idea?

### **Quality**

Students are expected to produce high quality works of art that are equivalent or beyond that of a first year college art class. This means that every artwork must exhibit a mastery of concept, composition, and execution of drawing and/or 2-D design skills (C2). In other words, the artworks must be well thought out, well arranged, and well-drawn or painted. The top five artworks, no larger than 18”X24”, will be submitted as part of your portfolio.

### **Breadth**

Breadth will be covered during the first semester with a series of teacher- initiated assignments. These projects will contain a variety of concepts and approaches that are designed to provide students with the widest range of abilities and versatility in technique, problem solving, and ideation. Technique: The students will gain a strong foundation of skills by exploring art through the use of a wide range of subjects and materials that will be applied to achieve realism, style, and/or expression (C4). Problem solving: Each project will focus on a different set of concepts and techniques that do not have one right answer, meaning that each student must find their own unique approach through applying past knowledge to current situations, experimenting, researching, critiquing, and strategizing throughout the artistic process (C5). Ideation: The students will form their own unique ideas and apply them within their artworks by researching possibilities, brainstorming, synthesizing, experimenting, sketching, and producing final works of art (C6). The goal of this section of the course is for students to become fluent and creative when working with any material, any subject, and any visual problem. By the end of the first semester, the students will have 12 artworks completed that are suitable for the Breadth Section of the drawing portfolio. Only digital images of this artwork will be submitted for this section of the portfolio.

### **Concentration**

Concentration will be covered during the second semester with a series of student- initiated projects. Through brainstorming, sketches, research, critiques, and experimentation, the students will develop a body of work that is all related by an investigation of a strong underlying visual idea or theme that is from their own personal interest (C3). After the completion of each work of art, the students will reflect in verbal or written format on how they can investigate their ideas further within their future works of art. By the end of the second semester, each student will have completed a minimum of 10 artworks for the concentration section of the drawing portfolio. The students will be encouraged to complete two additional artworks outside of class time. There will be 12 digital images submitted (2 can be detail shots). These artworks cannot be the same artwork that was submitted for the breadth section of the portfolio.

### **Critiques**

Critiques and displays will be ongoing. Students will be expected to participate in both group and individual student critiques. They will be analyzing and discussing their own artwork, their peers, and the art of master artists in both large and small groups (C8). The vocabulary of art will be used during these written and/or verbal critiques. Additionally, individual conferencing with the teacher will take place on a daily basis to assist the students in refining their skills and individual concentration (C9). The students will also be using Padlet to critique each other's artwork as a way to get feedback on their artwork after school hours (C8).

### **Artistic Process and Growth**

Students will recognize that art is an ongoing process. The students will need to make informed and critical decisions to determine outcomes and solve problems that they face when creating a work of art (C7). This will take place through constant verbal and/or written assessment of artwork from the beginning to the end of individual artworks and from one artwork to another. Frequently researching the artwork of other artists throughout the world will make students more knowledgeable of possibilities and is encouraged on a weekly basis. A sketchbook will also greatly help with the artistic process by promoting skill and concept development. This ongoing process will also take place through research, practice, reflection, goal setting, critiques and individual, peer, group, and teacher evaluations. It is primarily these decisions that help each student grow as an artist.

### **Art History**

Students are expected to expand their knowledge of art history and begin to see the relevance of it toward his or her own artwork. Students will create one artwork, based on a historical style, in the breadth section. Additionally, each student will relate his or her own concentration to the artwork of other artists, historical and/or contemporary.

### **Grading**

Worth of each assignment is determined by the length of time it takes to complete. For each day spent on an assignment, an additional 10 points will be added. For example, if an assignment takes one day, then it will be worth 10pts. If another assignment takes 10 days, then it will be worth 100 points. The following activities will become part of the student's grade: Projects, written work, critiques, worksheets, and constructing the portfolio. Art projects will be graded based on the AP Studio Art Scoring Guidelines. Students are encouraged to continuously improve on their artwork and resubmit their projects until a desired level of quality is achieved.

### **Plagiarism and Originality**

Students are expected to develop their own personal and original imagery. This course will teach students to understand what constitutes plagiarism and how to create artwork with artistic integrity. If a student must appropriate a photograph (because they do not have any other way to see the structure of an elephant for example), then they must make substantial changes beyond duplication. In other words, if students use photographs, published images, and/or the works from other artists, they will learn how to develop their own original work by moving beyond duplication of these images in order to illustrate a new and original idea. The use of photographs taken by others is extremely discouraged and students should only draw from their own observations or use their own photographs (C10). Additional information on plagiarism will be reviewed on the AP Studio Art Poster, on our class webpage, on a student handout, and at [www.artandwriting.org/the-awards/copyright-art-plagiarism/](http://www.artandwriting.org/the-awards/copyright-art-plagiarism/)

### **Course Outline and Schedule**

#### **Sketchbooks**

Sketchbooks will be used to perfect skills and ideas throughout the year.

#### **Summer**

The students will complete at least 2 independent summer assignments. They are responsible for visiting our class webpage at [campbellsartclass.weebly.com](http://campbellsartclass.weebly.com) go to summer assignments and upload their artwork and critique the artworks or others by specific deadlines. The students will upload their first artwork by July 1<sup>st</sup> and their second artwork by August 1<sup>st</sup>. They will critique each other's artwork by July 7<sup>th</sup> for the first artwork and August 7<sup>th</sup> for the second artwork. This forum will provide the students with support throughout the summer through peer feedback.

## First Semester

The first semester will focus on the breadth section of the portfolio. The students will engage in a series of teacher generated projects that were specifically chosen to expand the students' experiences with media, technique, problem solving, and ideation. The purpose of this semester is for the students to gain abilities and knowledge that can be used towards creating a better concentration. Between lessons, the students will engage in historical connections and critiques. They will also expand their idea of the question: What is art? We will be completing two projects during summer, at least 8 in-class projects, and 2 independent projects (one per quarter) from the list below. The projects that will be chosen will be based on what best builds off of the current foundation of the class. If we need more time, the students are requested to attend special afterschool workshops.

First Semester Schedule	Project/Assignment	Medium Options
Homework	Each student is to complete two independent projects, at home, during the summer and two more at home during the first semester.	Varies
Day 1	<ul style="list-style-type: none"> <li>Review of the course and requirements</li> <li>Individual Portfolio review- Sign up for time to meet with instructor to discuss prior work that may be used for the AP Portfolio.</li> </ul>	

**The students will complete a minimum of 12 or more projects from the list below during the first semester and each unit will take approximately two weeks. These projects cover a variety of concepts and approaches that will help the students gain a range of abilities and versatility with techniques (C4).**

## Possible projects include but are not limited to:

	Abstraction and Composition <ul style="list-style-type: none"> <li>Cropped/ Zoomed-in abstraction</li> </ul>	Varies by year
	Abstraction vs. Realism <ul style="list-style-type: none"> <li>The students will learn to create a balanced composition utilizing the juxtaposition of abstraction and realism</li> <li>Suminagashi: The students will use Suminagashi to texture the paper and use that as a basis to add something realistic on top that relates to the first layer</li> <li>Watercolor take-over: The students will balance the idea of letting watercolor take control while also trying to control parts of it to maintain a form of realism</li> </ul>	Watercolor Paint Chalk Mixed
	Transparency Project <ul style="list-style-type: none"> <li>Colorful still-life, face, or figure drawing: The students will create an abstract artwork using chalk or watercolor and then add realism on top while letting the abstraction show through</li> </ul>	Chalk or watercolor
	Observational Drawing <ul style="list-style-type: none"> <li>Still Life : Boxes, radishes, bell pepper, corn</li> <li>Portrait</li> <li>Gesture Drawing</li> <li>Blind Contour</li> <li>Figure Drawing</li> <li>Hand Studies</li> </ul>	Varies by year

	<ul style="list-style-type: none"> <li>• Scientific Study of a bug</li> <li>• Glass</li> <li>• An intricate object</li> </ul>	
	<p>Finding your own style</p> <ul style="list-style-type: none"> <li>• Mentor Project</li> <li>• Combining multiple styles</li> </ul>	Student choice
	<p>Traditional Mark Making</p> <ul style="list-style-type: none"> <li>• Working with toned paper</li> <li>• Working on black paper and adding light values</li> <li>• Scratchboard</li> <li>• Pen and Ink</li> <li>• Stamp</li> <li>• Charcoal, eraser and directional lines</li> </ul>	Varies by year
	<p>Expressive Mark Making</p> <ul style="list-style-type: none"> <li>• The students will use their own choice of material to use very expressive lines or marks to create a work of art</li> <li>• Sketchy Places: The students will draw a place in pen really fast to capture that moment in time</li> <li>• Fade away: The student will create an artwork that focuses on composition, focal point, and fading away</li> <li>• Abstract shapes vs. realism: The students will create large abstract shapes with watercolor and form a face, landscape, etc on top of these shapes</li> </ul>	Student Choice
	<p>Non Traditional Mark Making</p> <ul style="list-style-type: none"> <li>• The students will use odd materials or tools to create form</li> <li>• The students will create a portrait made of string</li> <li>• Directional Line portraits: The students will paint while using directional line in a non-traditional way. For example, the entire portrait will be completed using vertical lines</li> </ul>	Varies by year
	<p>Collage</p> <ul style="list-style-type: none"> <li>• Students will create a portrait using a specific material: Maps, magazines, etc</li> </ul>	Different types of paper
	<p>Perspective Drawing</p> <ul style="list-style-type: none"> <li>• Futuristic city</li> <li>• Combining three views of the school into one composition</li> <li>• Places from the past</li> <li>• Perspective face: The students will break the image of a face into shapes and draw them according to one point perspective</li> </ul>	Varies by year
	<p>Surrealism and Creativity</p> <ul style="list-style-type: none"> <li>• Surreal World</li> <li>• Creative Hand</li> <li>• Face and Odd Forms</li> <li>• Chimera (combining or simplifying animals)</li> <li>• Decalomania: The students will be inspired by multiple artworks and combine them into one final work of art</li> </ul>	Varies by year

	<b>Conceptual Art</b> <ul style="list-style-type: none"> <li>• Illustrate a story</li> <li>• Abstracted Memories: The students will combine memories from their past using realism for what they remember and abstraction for things forgotten</li> <li>• Illustrate a social/political idea</li> </ul>	Student Choice
	<b>Color Theory</b> <ul style="list-style-type: none"> <li>• Color Splash (black and white and one color)</li> <li>• One realistic object painting</li> <li>• Expressive portraits with an emphasis on color choice</li> </ul>	Oil Acrylic Or Chalk
	<b>Odd Materials</b> <ul style="list-style-type: none"> <li>• Painting on odd materials to gain texture</li> </ul>	Student Choice
	<b>Expressionism</b> <ul style="list-style-type: none"> <li>• Color theory and portraiture</li> <li>• Expressive mark making</li> <li>• A moment in time: the students will use charcoal and focus on creating a unique composition that captures a unique or common moment in time.</li> </ul>	Mixed or Student Choice
	<b>Total= Approx 87 Days First Semester</b>	

## Second Semester

The second semester will focus on the concentration section of the portfolio. The students will begin by completing the personal research worksheet in order to determine their area of concentration. They will then begin to answer the commentary questions for the portfolio exam. The students will have 1 ½ weeks to complete each art assignment. The students are encouraged to complete two additional artworks independently at home (1 per quarter). Individual and group critiques will rotate between projects. The commentary during the critiques will give each student some guidance in expanding his or her concentration for the next artwork.

<b>Second Semester Schedule</b>	<b>Project/ Assignment</b>	
Homework	Each student is encouraged to complete 2 independent projects, at home, during the second semester	
Week 1	Personal Research Worksheet/ Determine Concentration	
Week 2, 3, & 4	Artwork 1 & Individual Critique	Artwork 2 & Group Critique
Week 5, 6, & 7	Artwork 3 & Individual Critique	Artwork 4 & Group Critique
Week 8, 9, & 10	Artwork 5 & Individual Critique	Artwork 6 & Group Critique
Week 11, 12, & 13	Artwork 7 & Individual Critique	Artwork 8 & Group Critique
Week 14, 15, & 16	Artwork 9 & Individual Critique	Artwork 10 & Group Critique
Week 17	Constructing portfolio and completing writing statement	

## Bibliography

There is not a class set of identical textbooks but the students and teacher will have access to a large variety of art books. The list below is a limited scope. Here you will find the three most used books.

Adams, Laurie. *Art Across Time: The Fourteenth century to the Present*. 2 vol. McGraw, 1999.

Fineberg, Honathan. *Art Since 1940: Strategies of Being*. 2<sup>nd</sup> ed. Upper Saddle River, N.J.: Printice Hall, 200.

Kleiner, Fred s., et al. *Gardner's Art through the Ages*. 34d ed. Orlando, FL: Harcourt College, 2001.

### Additional Resources:

The students will also have access to the computer lab, internet, and audiovisual materials.

AP Studio Art Poster. New York: the College Board.

The main websites that will be used:

[www.Apcentral.collegeboard.com](http://www.Apcentral.collegeboard.com)

[www.artlex.com](http://www.artlex.com)

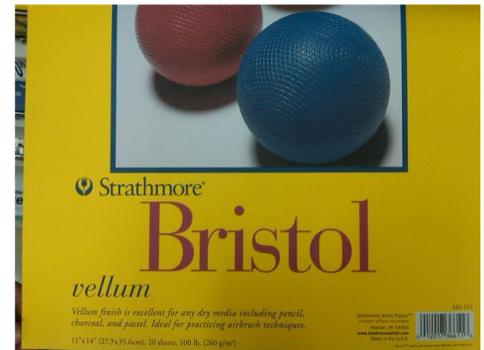
[www.artcyclopedia.com](http://www.artcyclopedia.com)

## Supply List

I have created a list of supplies that would be helpful for your child to own. These personal supplies can be found at Michaels, Staples, Ebay, and Amazon.com. Your best bet is to google "hobby lobby coupon" and you will find a current 40% off coupon. You can also register at Michaels.com and receive an automatic 50% off coupon on one item. Each week after that, you will receive a 40% off coupon. Bristol paper can be expensive without it. .

### Optional Supplies

- Craft or supply box of some type to hold supplies
- Small hand help pencil sharpener
- 3 or more erasers. White or plastic erasers work the best
- Portfolio- can be purchased or made from cardboard. Must be large enough to fit an 18"X24" artwork.
- Several #2 pencils
- Strathmore Vellum Bristol Paper11"x14"



### Donations are always welcome

- Magazines that we can cut up
- Paper towels
- Any unwanted objects that you think would be good for a still-life
- Your time. Parents are always welcome in my classroom. Please feel free to join us.
- Paint Brushes (we never have enough)

**Contact Information for Art Class**

I believe that it is very important for parents to be included in their child's education. The following information will be helpful when I try to update parents about student progress and upcoming art events. Please write legibly

Child's Name:
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Parent/Guardian Name:	Relationship:
Home Phone:	Cell:
Email:	
How often do you check your email:	
The best time to reach you is:	
Please circle how you prefer that I contact you? Home Phone, Cell, and/or Email	
Do you speak English? Yes or No	
Would you like to volunteer to help in the classroom? Yes or No	

Parent/Guardian Name:	Relationship:
Home Phone:	Cell:
Email:	
How often do you check your email:	
The best time to reach you is:	
Please circle how you prefer that I contact you? Home Phone, Cell, and/or Email	
Do you speak English? Yes or No	
Would you like to volunteer to help in the classroom? Yes or No	

(Optional) Are you, or do you know someone, who has an art background and would like to be a guest speaker for the class?	
What is their name?	Occupation?
Phone number?	

***I am looking forward to having a successful year in the art program with your child. Please feel free to call me at 244-9898 ext.3980***

I have read and understand the contents of the syllabus.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date