**Buford High School**

Course Syllabus

**Course Title** **AP Studio Art** **Term** Fall 2018  
Teacher Mrs. Barge room # 305

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| Email Address **Teacher Web Page** | Kim.barge@bufordcityschools.org |
| Teacher Support (Help sessions etc.) | Help sessions are available before school on Tuesdays and Thursdays @ 7 in Room 305 and afterschool on Monday and Wednesday until 4. |

**Course Description:**

Students will investigate all three aspects of the portfolio: quality, concentration, and breadth. [C1] The central idea of the portfolio is the focus on making choices about how to use the principles and elements of art to create works that show meaning. All students will work to create a portfolio that contains three sections: quality, concentration, and breadth.

Students begin by working on the breadth section to develop skills as well as experiment with media and concepts. The breadth section is a group of works showing knowledge of the principles of design: unity, variety, rhythm, proportion, balance, emphasis, contrast, repetition, and figure-ground relationship. Students will develop mastery in concept, composition, and execution of design skills. [C2] Students are scored by the variety of approaches to design. Students will participate in class critiques for every major assignment as well as scoring by a teacher created rubric that mimics the AP scoring guide for determination of grade. Students will work through several concepts and methods to demonstrate ability and diversity of techniques and problem solving skills. This is used to experiment and decide on an approach for the concentration section of the portfolio. [C4] The breadth section will consist of 8 – 12 different works of art.

Students will, then, choose an idea to investigate in-depth for their concentration section. A concentration is “a body of work unified by an underlying idea that has visual coherence." This idea is presented in 12 images as well; however, some of images may be details of works. The key is a focused idea and development of the ideas through the works, as well as the aesthetic success of the works. Furthermore, students will be creating initial sketches and small sample works to be critiqued by the whole class to focus on the cohesiveness of the body of work. These works will also be submitted digitally. [C3] Again, students will be graded on these works by participation in class critiques and teacher created rubric.

The final section of quality is a demonstration in excellence in art. In this section, students submit five works that best show this excellence. We will thoroughly discuss and select these five works of art. Students will understand that art is an ongoing process that may require changes in the work after critical analysis. [C5] The five works may come from the breadth or concentration section, but can be different works. These works will also be submitted digitally with two views of each piece for 3-D and mailed to College Board for Drawing & 2-D.

**Course Schedule:**

Classes meet every day for 50 minutes. The course focuses on all sections of the portfolio throughout the year. The breadth section is teacher driven with a variety of assignments to encourage individual and unique responses to all work. These assignments are based on a collection of problems encountered in college-level design courses.

**The following is a list of possible breadth assignments:**

* Self-portrait with found objects and face cast
* found object sculpture
* subtractive sculpture (plaster carving)
* public sculpture
* bridges
* defining spaces with lines
* defining spaces with planes
* 3-D weaving
* assemblages
* enlarged object based on the work of Claes Oldenburg
* In-class drawings #1-30
* Interior Space
* Silverware Still-Life
* Drapery
* Skeleton
* Toys & Treats in color
* Hands
* Abstract Landscape
* Figures
* Portraits (3 different mediums)

Students are encouraged to formulate ideas for their concentrations and to start working on those ideas in and outside of class.

**The following is a list from College Board of possible concentration assignments:**

* mechanical objects
* abstraction of the human figure
* guitars
* stereotypes
* self portraits as a means of demonstrating heritage
* composition within composition
* expressive figure studies
* landscapes from a distinct location
* images from reading a specific author

**Originality and Copyright Issues:**

All work must be of original idea and content. Students are expected to grow their personal imagery as part of this course. When using published photographs or works of others, they should be in the execution of a personal vision or idea; never direct usage. Any published image should be significantly altered that a question of duplication cannot occur. At the beginning of the fall semester, discussions will be held as to what is plagiarism and artistic integrity. [C7]

**Grading:**

Students are expected to complete around one work a week of AP quality, and to shoot it digitally. As students complete assignments and individual works of art, they are expected to complete an individual critique as part of the grading process for the class. Teacher and student will take part in discussions of each work to determine if it is of AP quality. Students will also participate in class critiques to develop skills of discussing their own work in written and verbal form. [C6] Final grades on assignments will be based on a teacher created rubric that is based on the AP Scoring Guidelines for Studio Art. **Late work is not accepted.**

**Summer Assignments:**

*Sumer assignments are due the second day of class. Failure to turn in these assignments will cause removal from the class. See Summer Assignment Sheet for full assignment descriptions.*

**Pacing Guide/ Due Dates for Drawing & 2D: (3D will receive a separate pacing.)**

***August:***       Summer Work                                                                    Friday, 3rd

                   Breadth #1 Friday, 17th

Breadth #2 Friday 24th

Breadth #3 Friday, 31st

***September:***

                    Breadth #4 Friday, 10th

                  Benchmark #1   (Breadth reworked)                        Wednesday, 12th

                    Breadth #5 Friday, 21st

Breadth #6      Confirm concentration idea Friday, 28th

Breadth #7 Friday, 29th

***October:***

                    Breadth #7 Tuesday, 9th

Breadth #8 Tuesday, 16th

Breadth #9 Tuesday, 23rd

                    Breadth #10 Tuesday, 30th

Benchmark #2     (Breadth reworked)                           Wednesday, 31st

***November:***

                    Breadth #11 Friday, 9th

                    Performance Essay -rough draft of concentration statement

Monday, 12th

Breadth #12 Friday, 30th

***December:***

                    Breadth Section Completely reworked and finished Monday, 17th

***January:***

                    Concentration #1                                                                Friday, 11th

                    Concentration #2                                                                Friday, 18th

Concentration #3                                                                Friday, 25th

***February:***

                        Concentration #4                                                           Friday, 1st

Concentration #5                                                           Friday, 8th

BM #1     (Rework one Concentration piece)        Wednesday, 13th

                    Concentration #6 Monday, 15th

***March:***

                    Concentration #7 Friday, 1st

                    Concentration #8 Friday, 8th

Concentration #9 Friday, 15th

Concentration #10 Friday, 22nd

Concentration #11 Friday, 29th

***April:***

Concentration #12 Friday, 12th

BM #2 reworked concentration Wednesday, 17th

Reworked and completed portfolio due Friday, 19th

Edit & Upload Concentration and Breadth Images                Friday, 26h

Performance Essay – Edited concentration statement Monday, 29th

***May:***

Choose and mat 5 quality pieces Friday, 3rd

Submit Portfolio                                                                 Friday, 10th

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [student], have read & understood all information stated in this syllabus. I will put forth my very best effort to receive a passing grade on the AP Visual Art Portfolio. I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [parent/guardian], will do everything that I can do to support my student’s efforts in this endeavor, realizing that there maybe tears and stress involved, but the pride of completing such a task outweighs the pain. I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [teacher] will push, support, and do everything I can to help your student maintain focus to achieving a passing portfolio.

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student parent teacher