

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

STUDIO ART: DRAWING 1-2 (AP)

I. INTRODUCTION

Studio Art: Drawing 1-2 (AP) is a two semester Advanced Placement course intended for highly motivated students who are seriously interested in the study of art and who show promise in their second year of a 2-D art, such as Drawing and Painting, Photography or Graphic Design.

Advanced Placement Drawing is one of three culminating courses in the sequential art program: 2-D Design, 3-D Design, and Drawing. Generally, students will have completed 2-3 years of Drawing and Painting, Photography or Graphic Design courses, or in some instances will have participated in significant private art study.

This course provides a higher level and culminating experience beyond the courses in Drawing and Painting, Photography or Graphic Design in which students independently self-direct their work, culminating in a Drawing portfolio, which provides the opportunity for students to receive college credit and be placed in higher level college courses. This course further supports District outcome # 11, Creative Expression, because it uses portfolios as an assessment tool. AP Studio Art students are allowed to submit only one portfolio per year (2-D Design, 3-D Design, or Drawing).*

As a capstone course in visual arts, this course is designed to help students master the Advanced level Content Standards in Visual Arts:

- **Artistic Perception:** Students critique each other's art work in discussion groups using the vocabulary of the elements and principles of design to analyze each artist's personal style.
- **Creative Expression:** Students use a variety of drawing, painting and mixed media to creatively express their ideas and feelings in the form of original works of art.
- **Historical and Cultural Context:** Students look at and study the artwork of contemporary and historical artists and identify the cultural and social factors which influenced each artist's stylistic development.
- **Aesthetic Valuing:** Students analyze their own and each other's artwork in terms of the message that a work of art expresses.
- **Connections, Relationships, Applications:** Students relate and recognize symbols, images and juxtapositions as content transferable between their own artwork and different media, such as literature, advertising, and performance arts.

This course addresses the following Tam 21st Century goals:

The self-direction and self-motivation inherent in successfully completing the Advanced Placement Drawing course meets the Tam 21st Century goals, especially prominent in this course are the following

- Student Success: Prepare our students for lives of personal, academic, and professional growth, achievement, and fulfillment.
- Providing the opportunity to realize individual potential and acknowledge the diversity within our student body.
- Fostering personal responsibility, risk taking and experimentation
- Learning that the quality of the experience may be as important as the outcome
- Learning that individual expression is integrated with our complex, rapidly changing, multi-cultural world
- Flexibly structured active learning that promotes the growth of the “whole” student and their integration with the community at large.

This course addresses the following Student Learning Outcomes:

Outcome #1: Communicate articulately, effectively and persuasively when speaking and writing.

Outcome #11: Appreciate, interpret, experience, create and/or perform artistic work.

II. STUDENT LEARNING OUTCOMES

1. Students in this course will complete requirements as stipulated by the Advanced Placement College Board, which approximates the first year of introductory college art. Advanced Placement Drawing is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. This portfolio requires students to demonstrate a fundamental competence and range of understanding in visual arts concerns and methods. The portfolio asks students to demonstrate a depth of investigation and process of discovery, a serious grounding in visual principles and material techniques, and be able to select the works that best exhibit a synthesis of form, technique and content.
2. Students will work outside of the classroom, as well as in it, and beyond scheduled periods. Art books, slides, and reproductions can provide important examples for the serious study of art. Drawing works may be widely interpreted to include a variety of media such as painting, printmaking, and mixed media. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Works of photography, videotapes, and digital works may NOT be submitted for the Drawing portfolio that is the final product for this course.

The Advanced Placement course addresses three major concerns that are constants in the teaching of art:

- a sense of quality in a student’s work
- the student’s concentration on a particular visual interest or problem

- the student's need for breadth of experience in the formal, technical, and expressive means of the artist.

Quality:

Quality refers to the total work of art—the concept, the composition and technical skills demonstrated, and the realization of the artist's intentions. Students are asked to define their ideas of quality through carefully selected examples of their own work- work that succeeds in its own way. For this section of the portfolio, students are asked to select examples of their own work in which the evaluators will recognize quality and will perceive that these works develop the student's intentions, both in concept and execution. Five works are submitted for this section of the portfolio. These works may include work shown in the Breadth and Concentration portions of the portfolio.

Five actual works are required. They may be separate, distinct works or may be directly related to one or more of the other works. They may be in one or more media. They may be on flat paper, cardboard, canvas board, or unstretched canvas.

Concentration:

The concentration is a body of related works based on the student's interest in a particular idea, expressed visually. It should reveal the evolution of an idea and should focus on a process of investigation, discovery, and growth. Students should be encouraged to explore a personal, central interest as intensively as possible. The Concentration grows out of and demonstrates a plan of action or investigation in which the student invests considerable time, effort and thought over a period of time. A minimum of eight works are required for this section of the portfolio; 12 slides are required. The works should be unified by an underlying idea that has visual coherence.

Students are asked to respond in writing to the following:

1. Briefly define the nature of your concentration project.
2. Briefly describe the evolution of your concentration and the sources of your ideas. You may refer to specific slides as examples.
3. What medium or media did you use?

The list of possible Concentration topics is infinite, some examples suggested by the Advanced Placement Board are:

- A series of expressive landscapes based upon personal experience of a particular place
- Abstraction developed from cells and other microscopic images
- A series of self-portraits with a specific theme
- Interpretive self-portraiture and figure studies that emphasize exaggeration and distortion

- A personal or family history communicated through the content and style of still-life images
- A project that explores interior or exterior architectural space, emphasizing principles of perspective, structure, ambiance created by light, etc.
- A figurative project combining animal and human subjects—drawing, studies, and completed works.
- An interpretive study of literary characters in which mixed media, color, and form are explored
- The use of multiple images to create compositions that reflect psychological or narrative events.

Breadth:

Breadth refers to the student’s experience and accomplishments in a variety of art forms and techniques. The work should show evidence of conceptual, perceptual, expressive, and technical range. The student’s work should show evidence of a variety of problems in drawing. Work in this category may include work created previously. Works shown in this section may not be shown in the Concentration section. 12 slides of 12 different works are required.

Some suggestions from the Advanced Placement Board for the Breadth section are:

- the use of various spatial systems, such as linear perspective, the illusion of three-dimensional forms, aerial views, and other ways of creating and organizing space
- The use of various subjects, such as the human figure, landscape, still-life objects, etc.
- The use of various kinds of content, such as that derived from observation; an expressionistic viewpoint; imaginary or psychological imagery; social commentary, political statements; and other personal interests
- Arrangement of forms in a complex visual space
- The use of different approaches to represent form and space, such as rendered, gestural, painterly, expressionist, stylized, or abstract form
- The investigation of expressive mark-making

III. ASSESSMENT

A. Student Assessment

At the end of the year, students present a portfolio for evaluation to the Advanced Placement panel of artists and educators. Students receive a score of 1-5 as determined by the Advanced Placement examining board. All three sections are required and carry equal weight.

See above for specific requirements for the three sections of the portfolio, Quality (Section I), Concentration (Section II), and Breadth (Section III).

The teacher will give the student a course grade based on assignments for the portfolio, which includes evaluation of individual works, media skill proficiency, personal creativity, studio work habits, effort, responsibility, prompt and regular daily attendance in class, and completion of the portfolio within the allotted time.

B. Course Assessment

The effectiveness of this course will be assessed yearly using a variety of information including a review of student work samples, AP test scores, and feedback survey from participating students.

IV. METHODS AND MATERIALS

A. Methods

This is a studio art course, with students working in a self-directed manner on their own portfolios. The teacher guides by providing feedback, critiquing, and assisting with techniques and problem-solving. The teacher may provide models and exemplars for class discussion. There is little whole group instruction since each student is working independently on his/her own portfolio.

Most students have completed the breadth section prior to being accepted into the course and are self-directing the concentration section and possibly filling in some breadth projects.

B. Materials

Students may use research, resource books, videos, museum visits, gallery visits, website galleries and sites, and work with community artists. Students are encouraged to use a variety of media, tools, materials, and approaches.

C. Technology

Computer generated original art work may be incorporated into a student's artwork. The internet will be used for resources for art history, contemporary artist's works, galleries of art, materials and techniques research. In the classroom students will see LCD projected digital slide shows from internet resource images and scanned images from art books.

Students will participate in photographing their artwork as part of preparing the slides for their portfolio. They will use traditional photography (required by the College Board).

V. GENERAL INFORMATION

Studio Art: Drawing is a two semester, 10 credit course open to students who have met the prerequisites. This course may not be taken for repeat credit. As an Advanced Placement course, this class carries a weighted grade point.

A. Prerequisites

Completion of Art Explorations and at least three semesters of Drawing and Painting are required prerequisites with passing grades. However, most students would have completed 4-5 semesters of Art Exploration and Drawing and Painting classes before submitting a portfolio for review. The portfolio must be approved by the teacher before enrolling in this course. Students who have had considerable independent art instruction outside of school may submit a portfolio of their artwork subject to teacher approval in lieu of prerequisite visual arts courses.

Criteria for Admission include:

1. Submission for review of a portfolio that fulfills at least 50% of the total portfolio requirement.
2. Teacher approval of the submitted portfolio.
3. A teacher recommendation based upon the student's ability to self-direct their work and demonstration of good studio work habits.

Note: Admission to this course is provisional. If a student does not complete a portfolio that meets the Advanced Placement Studio Art: Drawing criteria, their course enrollment shall be retroactively changed to an appropriate course in the Drawing and Painting sequence.

B. Requirements Met

This course may be used to fulfill the district's elective or fine arts requirement. It is approved by UC/CSU for the "F" requirement.

Approved: 1/27/04
Revised: 4/26/05
Updated: 3/1/12