

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

Course of Study

**Studio Art: 2D Design 1-2 (AP)**

**Title of Course:** Studio Art: 2D Design 1-2 (Advanced Placement)

**Schools where the course will be taught:** Sir Francis Drake High School, Redwood High School, Tamalpais High School

**Length of Course:** One year.

**Subject Area and Discipline:** Fine Arts (Visual Arts)

**Grade Levels:** 11-12

**Is this course an integrated course?** No.

**Course Overview:**

This course provides the opportunity for the most committed art students to develop their creative voice and technical skill at an advanced level. Students will complete requirements as stipulated by the Advanced Placement College Board. These requirements correspond to common college foundational content in 2D Design. Students create a portfolio of work that demonstrates the artistic skills and ideas they have developed, refined, and applied over the course of the year. Teachers work closely with students throughout the process of portfolio development and submission to develop time management skills via regular check-ins, establishing benchmarks and sequencing coursework.

**Prerequisites (required or recommended):**

Required prerequisites are successful completion of Art Explorations and at least two semesters of Drawing and Painting, Graphic Design, or Photography. However, most students will have completed 4-5 semesters of Art Exploration and upper level visual art classes. An admission 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.

Note: Admission to this course is provisional. If a student does not complete a portfolio that meets the Advanced Placement Studio Art: 2D Design criteria, their course enrollment shall be retroactively changed to an appropriate course in the Drawing and Painting, Graphic Design or Photography sequence.

**Co-requisites (required or recommended):** None.

**Course Content:**

The content of this course is based on the requirements for the Advanced Placement Studio 2D Design portfolio exam. Throughout the year students develop and refine work for the portfolio that addresses their understanding of the *principles* of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) and how they can be articulated through the visual *elements* (line, shape, color, value, texture, space). Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understandings developed in college foundation courses.

This portfolio is made up of three sections: Breadth, Concentration, and Quality.

**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 design problems. Work in this category may include work created previously. Works shown in this section may not be shown in the Concentration section. 12 images of 12 different works are required. Some suggestions from the Advanced Placement Board for the Breadth section are:

- Work that employs line, shape or color to create unity or variety in a composition
- Work that demonstrates symmetry/asymmetry, balance or anomaly
- Work that explores figure/ground relationships
- Work that develops a modular or repeat pattern to create rhythm
- Work that uses various color relationships for emphasis or contrast in a composition
- Work that investigates or exaggerates proportion/scale

**Concentration:**

The concentration is a body of related works based on the student's interest unified by an underlying idea that has visual coherence. It should reveal the evolution of this idea and should focus on a process of investigation, discovery, and growth. The Concentration grows out of and demonstrates a plan of action or investigation in which the student invests considerable time, effort and thought. Twelve images are required for this section of the portfolio. 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 images as examples.

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

- A series of works that begins with representational interpretations and evolves into abstraction
- An exploration of patterns and designs found in nature and/or culture
- Design and execution of pages for a book or graphic novel
- Development of a series of identity products (logos, letterhead, signage, and so on) for businesses
- A series of political cartoons using current events and images
- Use of a classic standard such as the golden ratio and variations of it to produce differing compositions
- Diagrammatic overlays of mathematical principles on photographs of local architectural structures

- A series of fabric designs, apparel designs or weavings used to express a particular theme

Students are supported in their development of their concentration statement through an ongoing process of brainstorming, journal work, class critiques, and group dialogue, as well as individual teacher meetings. A wide range of successful concentration statements from the AP College Board provides useful models for students, in addition to examples from the professional world in the form of artist statements. Students produce several drafts of their statements before the submission of their portfolios so that they can fully explore the relationship between their imagery and their intentions

**Quality:**

Students submit five physical works that best demonstrate an advanced understanding of design issues, including concept, composition, and execution. These may include work shown in the Breadth and Concentration portions of the portfolio.

Sample unit: Distorted Portraiture

- This unit provides students with the opportunity to demonstrate their aptitude for the use of color, form, proportion, and scale to create an abstracted self portrait that has balance, emphasis and contrast. Students will build on their ability to make independent choices about materials. This assignment helps students prepare works for the Breadth section of their portfolio.

**Skills:**

This course is aligned with the Fine Art Department's learning goals. These are:

**Create**

- A. Generate and conceptualize artistic ideas and work
- B. Organize and develop artistic ideas and work
- C. Refine and complete artistic work

**Perform**

- A. Analyze, interpret and select artistic work for presentation
- B. Develop and refine artistic techniques and work for presentation
- C. Convey meaning through the presentation of artistic work

**Respond**

- A. Perceive and analyze artistic work
- B. Interpret intent and meaning in artistic work
- C. Apply Criteria to evaluate artistic work
- D. Synthesize and relate knowledge and personal experiences to make art

**Connect**

- A. Relate artistic ideas and work with societal, cultural and historical context to deepen understanding

**Assessment Criteria:**

Student artwork, as well as their ability to articulate their intentions, is assessed using the AP Studio Art Drawing scoring criteria, which can be found at:

[http://apcentral.collegeboard.com/apc/members/exam/exam\\_information/2134.html](http://apcentral.collegeboard.com/apc/members/exam/exam_information/2134.html)

In addition, students are assessed on their progress on the Fine Art Department learning goals: Create, Perform, Respond, and Connect.

**Course Materials:**

Students use a variety of historical and contemporary references from analogue and digital sources. Classroom materials include a range of traditional and non-traditional media such as graphite, charcoal, colored pencil, pen, pastels, watercolor, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking.

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**UC (f) Approved**

**BOT Approved 5/10/16**