

# AP 2-D Art & Design



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**Course Description:** This is an accelerated course designed for the highly motivated, skilled art student who wishes to pursue college-level studies while still in high school, and also for the student who is seriously interested in the practical experience of art. This AP course will give students more opportunities for individualized instruction geared towards their own interests and expertise by developing an area of focus/concentration.

Students are expected to work at least 6 hours per week outside of class on their projects in order to complete their portfolio. AP (Advanced Placement) 2-D Art and Design is a program administered by the College Board. This program provides highly motivated high school students who have a strong interest and commitment to excel in computer generated artwork with an opportunity to earn college credit. AP 2-D is not based on a written exam; instead, students submit a portfolio in May to include five selected works (demonstrating 2-D skills and synthesis of materials, processes, and ideas) and 15 sustained investigation images (demonstrating 2-D skills, practice, experimentation, and revision, as well as synthesis of materials, processes, and ideas) based on an investigation of the student's choosing. These students will complete a portfolio with an emphasis on computer generated media. Research, regularly (at least biweekly) oral and written critiques will be integral parts of this course.

This course will emphasize ongoing documented experimentation with design concepts, composition, and media that uses Google Slide Design Sketchbooks. Students will use their slideshow daily, and they will be the core source of ideation and documentation of their artmaking. Artist growth, ideas, and final artworks will be investigated through the use of these slides.

As a part of this course, students must develop their own personal voice. Mastery of concepts, composition, execution, varied art mediums, mixed media, and themes, concepts, subject matter, and content are expected outcomes. Students will understand that creating and developing art is a constant, ongoing activity that involves personal decision making. Students will understand that in order for their artwork to achieve quality in concept, composition, and execution, it includes much risk taking, experimenting, and research. This risk-taking process will be documented in their slideshows. Throughout the year, students will document/photograph and write about their processes and finished work.

Projects will be assigned in class. Projects from previous art courses may be included in the AP portfolio submission as long as they follow your sustained investigation concept. Portfolio submissions are graded by the teacher throughout the school year and then submitted to the AP College Board for scoring. Portfolios will be returned via mail over the summer. Portfolio submission-only applies to Juniors and Seniors. AP Art students must be capable of meeting deadlines. Students are required to keep an ongoing portfolio slideshow of sketches and class handouts.

**Prerequisites:** Art 1, Art 2 and/or teacher recommendation with a portfolio review and interview questionnaire. Students are encouraged to progress through the course sequence at NPA and reserve their AP year for their junior or senior year.

**AP Exam Fee:** \$95

**Instructional Philosophy:** Art courses at NPA are considered hands-on studio courses. Lecture and demonstration will be utilized to introduce new concepts, techniques, and information. Students will spend the majority of class working on major projects. However, to promote a thorough knowledge of the concepts or techniques being introduced students will also be expected to create preliminary sketches in their sketchbook, research and participate in class critiques, both written and oral. Students need to be focused, disciplined, able to work independently, and be ready to participate and give full effort daily.

## Portfolio Requirements

The 2-D portfolio consists of the following two sections:

- **Sustained Investigation (60% of portfolio score):**

**Images:** Fifteen digital images of works of art and process documentation that demonstrate **sustained investigation** of an idea through **practice, experimentation, and revision**. This section will be uploaded to the College Board website.

**Writing:** Identify the **questions** that guided your sustained investigation. Describe how your sustained investigation shows evidence of **practice, experimentation, and revision** guided by your questions (1,200 characters maximum, including spaces, for response to both prompts).

For each image: **Materials** (100 characters maximum, including spaces) **Processes** (100 characters maximum, including spaces) **Size** (height x width x depth, in inches, or "NA" for size if documenting process/detail)

- **Selected Works (40% of portfolio score):**

**Five physical works** or high-quality printed reproductions of physical works that each demonstrate **synthesis of materials, processes, and ideas** using **drawing skills**. Works will be shipped to the College Board and will be returned in June.

**Writing:** For each image: **Idea(s)** visually evident (100 characters maximum, including spaces) **Materials** used (100 characters maximum, including spaces) **Processes** used (100 characters maximum, including spaces)

**Monday, May 3, 2021:** Final portfolios due. Digital submissions uploaded to College Board and five selected works boxed and shipped. Friday, May 7, 2021: This is the deadline for AP coordinators to forward AP Art & Design digital portfolios to the AP Program, and to gather 2-D Art and Design and Drawing students for the assembly of the Selected Works sections of the portfolio.

**Artistic Integrity** CR6: Throughout the year, artistic integrity will be stressed. Students will be encouraged to develop a personal artistic voice while researching and exploring the art of others. Any work that makes use of (appropriates) photographs, published images, and/or the work of someone else must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the materials, processes, and/or ideas of the source. The student's individual vision should be clearly evident. **It is unethical, constitutes plagiarism, and often violates copyright law simply to copy someone else's work or imagery (even in another medium) and represent it as one's own.**

## Expectations of Students Taking AP 2-D Art & Design

Work independently.

- Show respect for each other, the instructor, the equipment, and the learning environment of the classroom.
- Show up on time ready to work.
- Attend class regularly.
- Be prepared with the following every day:
  - Portfolio Slideshow & technology
    - Students will have daily access to computers with image editing software, scanners, internet access, and multiple types of printing capabilities. Students will use software to create their images, and use the internet for research, uploading electronic portfolios, conducting critiques, and overall support for the portfolio development.
  - Current project and materials
  - Your curiosity and awesome creative self

## Supply List:

**The following supplies will be provided by the student and used at home during online/hybrid instruction.**

- Bottle of Tacky or Elmer's Glue
- Scissors
- Two pocket folder for handouts
- Pencil-DSLR Camera (manually adjustable aperture, shutter speed/focus) and instruction book
- Memory cards
- Batteries/Charger

Optional:

- Tripod

## Online Instruction:

- Students will utilize many of materials listed above for multiple projects. Ms. G will provide additional materials in kits for students/parents to pick up during distribution days. These kits are necessary for students to be able to complete assignments and projects from home during online/hybrid learning. Distribution of kits will be announced in Google Classroom.
- Students will need access to a camera to photograph process and final photos of their projects.
- Office Hours are every Tuesday: 1-2pm
- **REFER TO THE APPENDIX ON THE FINAL PAGES OF THIS SYLLABUS**

**\*\*\*Bring the following supplies to class when we return to NPA for hybrid/regular schedule.**

- 1 box of tissues
- Disinfectant wipes

## Grading Policy & Assessment Plan:

- Student grades will be calculated using total points with scoring guides that combine the state standards for the arts and the College Board scoring guidelines. 10% of total semester grade is the final.
- Each of the following are awarded points:
- **Skill Builder/Mini Investigation Projects:** These are short projects that will include multiple works investigating a single idea to build design skill and the process of investigation in preparation for your chosen sustained investigation. Many of these short projects will be created in your slideshow portfolio. Make sure you keep your slideshow assignments up to date. These assignments will consist of approximately 15% of your quarter grade.
- **Sustained Investigation Process:** Once you have begun your chosen sustained investigation, you will document your process weekly through Padlet or Google Slides. All students will provide feedback to their peers online. Every quarter, the depth of your investigation will be evaluated based on the guidelines of the College Board and the investigation process. These assignments will consist of approximately 15% of your quarter grade.
- **Finished Works:** At the end of each quarter, finished work will be curated and displayed by students along with a typed artist statement. Students will participate in an all class critiques. Works of art and writing will be evaluated based on synthesis of materials, processes, and ideas and drawing skill. These assignments will consist of approximately 70% of your quarter grade.

## Learning Objectives:

**VA.CR.1.A:** Generate possibilities for investigation.

**VA.CR.1.B:** Describe how inquiry guides investigation through art and design.

**VA.CR.1.C:** Describe how materials, processes, and ideas in art and design relate to context.

**VA.CR.1.D:** Interpret works of art and design based on materials, processes, and ideas used.

**VA.CR.1.E:** Investigate materials, processes and ideas.

**VA.CS.2.A:** Formulate questions that guide a sustained investigation through art and design.

**VA.CS.2.B:** Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.

**VA.CS.2.C:** Make works of art and design that demonstrate synthesis of materials, processes, and ideas.

**VA.CS.2.D:** Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

**VA.CS.3.A:** Identify, in writing, questions that guided a sustained investigation through art and design.

**VA.CS.3.B:** Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.

**VA.CS.3.C:** Identify, in writing, materials, processes, and ideas used to make works of art and design.

**VA.CS.3.D:** Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.

**VA.CS.3.E:** Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.

**Investigation Process:** This cycle serves as a guide for sustained investigation. You may expand beyond this guide, but it offers a way of thinking about investigation. Because every artist investigates in their own way and at their own pace, an investigation may start and move in different stages and directions in the cycle. All stages present opportunities for practice, experimentation, and revision (making changes). For an **in-depth** investigation, explore each stage of the cycle as is appropriate for your investigation while **practicing, experimenting, and revising**. All stages below are considered part of your **PROCESS** of investigation, so document each stage with photos and writing for possible inclusion in your final portfolio. **CR4**



## Sustained Investigation Guidelines:

Work through the investigation process as it is appropriate for your idea(s). Every artist works in their own way and at their own pace. With that in mind, you do not need to explore every stage every week, but you do need to have explored every stage by the end of your investigation. You will score yourself for both **process** and **finished** works every quarter. You will create a Google slideshow portfolio to use to document process, including but not limited to artist/art history research, materials/practice/experimentation, experimentation with composition, designing of projects, visual references, and inspiration. This slideshow is a dynamic tool.

**Finished Works Guidelines:** You must have finished work by the **end of each quarter and at the end of your sustained investigation**. Within your sustained investigation you are required to have finished work that demonstrates **synthesis of design programs, processes, and ideas**. Grading and in-class critiques will happen every quarter.

**Written Commentary CR5:** This commentary will serve to document your investigation in writing and will serve as an artist statement for the public as it will accompany your display of work outside the classroom.

Typed 12pt Times New Roman,

Create a heading: row 1—centered first and last name; row 2: centered title of your series in *italics*  
Skip a line

Answer the following thoughtfully and accurately, using complete sentences in left-justified paragraphs:

1. **WHAT questions** are guiding your sustained investigation?
2. **WHY** are you interested in investigating this **idea**?
3. **WHAT materials, processes, and ideas** have you explored in **EACH** piece? **HOW** is each piece different from the next?
4. **WHAT design programs** are you exploring (e.g., Photoshop, Lightroom, etc.)?
5. **HOW** have you **experimented** with materials, processes, or ideas?
6. **HOW** have you **practiced** with materials, processes, or ideas?
7. **WHAT revisions or changes** have you made as you have been working?
8. **WHAT visual sources** have you used in your work? If you've used the work of others, list their information here and describe how you have changed the image to show your individual vision.
9. **WHAT** insights, discoveries, or inspiration have you gained as you have been working?
10. **WHAT** materials, processes, or ideas will you explore next to further your sustained investigation?
11. **WHAT** do you hope the viewer will come away with after viewing this work?

**Artist Research:** Research artists related to the investigation you are starting in class. Search for an artist working with similar materials, processes, and/or ideas. Try searching key words, the materials you'll be using, your idea, etc. You may research an artist in a gallery or museum in person. You may use magazines from the library including *Art News*, *Art in America*, and *Juxtapoz*. Go beyond sources like Instagram to find in-depth information on your artist. Here are a few online resources to get you started: **CR1**

**Artsy.net**

**Metmuseum.org**

**Art21**

**Colossal**

- Record all research in your Google portfolio slideshow. Use the questions below to guide your research of an artist or artist collective. Document research in your slideshow to include the following:
- Written answers to all items listed below
- Sources: website address, name and author of book or magazine article **CR6**
- Post research to your slideshow.
- Brief description of the artist and what you researched; any insights you want to share with the viewer

## Research Questions

1. Who:
2. When:
3. Where is the artist from?
4. List aspects of the artist(s)' identity (race, gender, culture, other?).
5. What ideas does the artist investigate in their work?
6. What materials did the artist use?
7. What was the artist's process when creating the work? How did they make their work?
8. What drawing skills (mark-making, line, surface, space, light and shade, and composition) did the artist use?
9. How did the artist use those drawing skills?
10. What imagery did the artist use?
11. What did the artist use as sources for images?
12. How difficult do you think it was to create their work?
13. Do you think the artist worked with a plan, no plan as in open to the process, or both?
14. Did the artist work from imagination, observation, or both?
15. How does the artist(s)' personal experience, culture, or history inform or influence their work?
16. What is your opinion of the artist(s)' work and why?
17. What else do you think is important to note about this artist(s)' work?
18. What questions would you ask the artist(s) if you could talk to them in person?
19. How does this artist(s)' work relate to the project or investigation you are working on

## Rules & Responsibilities

- Always clean up after yourself and assist others with cleaning. If there's a mess anywhere, NO ONE will be dismissed.
- Respect your work and be respectful of others work and ideas. NO PUT DOWNS! If it's not a compliment or constructive, do not say it.
- Take responsibility for using your classroom work time wisely and turning in assignments on the due date!
- Immediately read the screen for directions when entering the classroom. Write down due dates and homework in your planner.
- Stay on task and do not disrupt others. Talking quietly at your table is a privilege, not a right. If the noise level is too loud, you will lose talking privileges and may need to receive a new seat.
- Treat materials and equipment with care. Avoid damaging materials and equipment. Leave the room the way you found it.
- Cell Phones are only allowed for learning purposes. I will announce specific purposes in class. Personal/social use is NEVER acceptable in this classroom. This includes texting. Plan to place your phone in the class cubby.
- Snacking and drinking water bottles may occur during class as long as you do not leave a mess. This is a privilege and will end if messes occur.

Please note: I reserve the right to make changes as I see fit throughout the school year.

## APPENDIX

<p><b>Welcome to NPA 2020!</b></p>	<p>Please be flexible and patient—we are all doing the best we can with a lot of change and a lot of moving parts.</p>
<p>Online Expectations</p>	<ul style="list-style-type: none"> <li>• Take responsibility for your words. <ul style="list-style-type: none"> <li>→ THINK before you post/send.</li> <li>→ Online, many more people will read your words, and there will be a record of them. → Stay on task and on topic, and be respectful with every single post.</li> </ul> </li> <li>• Stay connected! <ul style="list-style-type: none"> <li>→ Ask questions in Google Classroom or email.</li> <li>→ Respond to your peers, and try to participate in live meetings.</li> </ul> </li> <li>• Please let me know immediately if you have tech issues.</li> <li>• Remember you will be required to pick up new art kits before starting the next project. Ms. G will announce when supply pick-up days occur.</li> </ul>
<p>Time Management</p>	<ul style="list-style-type: none"> <li>• Create a Master Personal Google Calendar that combines all Google Classroom calendars by doing the following: <ul style="list-style-type: none"> <li>▪ Go to the Classwork page in Google Classroom and select the Google Calendar icon at the top.</li> <li>▪ It will ask if you want to add the calendar to Google Calendar--select yes.</li> <li>▪ Repeat the process for each Google Classroom.</li> </ul> <ul style="list-style-type: none"> <li>• AP Art &amp; Design (9 a.m.) <ul style="list-style-type: none"> <li>▪ P1 Monday/Thursday</li> </ul> </li> </ul> </li> <li>• When you're on task, be 100% on task--no other tabs open, no cell phone, no TV/movies in the background, etc.</li> <li>• Create/designate a space that will be your work zone. This should be as quiet and free from distractions as possible. Keep your school-related materials here.</li> <li>• Set a daily/weekly schedule or routine. Consider other things you need and want to do and other family members with whom you need to share technology.</li> <li>• Schedule breaks and rewards for yourself either by task ("when I finish ____, I will ____") or by time ("every __ minutes I will ____").</li> <li>• Get and stay organized. <ul style="list-style-type: none"> <li>• <b>Name all of your documents and organize them by class in your Google Drive. You will have an a Google folder titled, your last name, first name, course name (ex: Garwood, Whitney Sixth Grade Art)</b></li> <li>• Make a calendar of what is due when. Google Classroom will create a calendar but that is just for our class. (See above for combining calendars.)</li> <li>• Make a daily checklist of things to do.</li> <li>• Keep track of your passwords and usernames for new technology (but whenever possible, avoid creating new ones by clicking "log in with Google" and using your NPA account).</li> </ul> </li> </ul>
<p>Google Classroom Basics</p>	<p><a href="#">Student Guide to Google Classroom</a></p> <ul style="list-style-type: none"> <li>• <u>Stream</u>: for announcements/discussion. <ul style="list-style-type: none"> <li>○ Schedules for upcoming work will be posted by Thursday morning.</li> <li>○ AP Lang schedules will be posted by the unit once we move beyond the basics of argument.</li> </ul> </li> <li>• <u>Classwork</u>: all classwork posted here with materials and due dates. <ul style="list-style-type: none"> <li>○ <i>Please do all work on time to avoid negative consequences.</i></li> <li>○ Submit all work here.</li> </ul> </li> <li>• <u>Gradebook</u>: contains all completed assessments <ul style="list-style-type: none"> <li>○ Check teacher comments to improve on future work</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Calendar</a> (see Time Management for creating a personal master calendar)</li> </ul> <p><u>Academic Integrity.</u> Students will follow rules of academic integrity and not engage in plagiarism or cheating. <i>The online environment requires a trusting relationship between students and teachers. I trust you to use your time wisely and complete all work as assigned.</i></p>
Infinite Campus Intro	<p>Tutorials:</p> <ul style="list-style-type: none"> <li>• <a href="#">Getting Started</a> video (for parents and students)</li> <li>• <a href="#">IC for students</a></li> </ul> <p>Requirements:</p> <ul style="list-style-type: none"> <li>• Daily attendance in every class (self-report)</li> </ul>
Digital Meetings: Zoom, etc.	<p>This is a great opportunity to ask questions and connect with each other.</p> <ul style="list-style-type: none"> <li>• Zoom invites will be posted in Google Classroom.</li> <li>• Zoom attendance is required and will be documented.</li> <li>• Be on time.</li> <li>• Keep your mic muted and unmute only when you are speaking. This cuts down on background noise.</li> <li>• Keep your video on whenever possible. <ul style="list-style-type: none"> <li>○ Remember others are watching--consider what you're doing and wearing and where you are</li> </ul> </li> <li>• Avoid side chats--they're distracting and impolite.</li> <li>• Be respectful of all opinions, cultures, and viewpoints.</li> <li>• Bullying in any form, including cyber bullying, will not be tolerated.</li> <li>• Recording. Teachers will record Zoom meetings. Students will not make video or audio recordings of sessions unless permission is granted by the teacher.</li> </ul> <p><a href="#">Zoom Tutorial</a></p>