

AP[®] Studio Art Course Syllabus

All three high school AP[®] Studio Art Courses may be scheduled and taught concurrently. Within this type of scheduling, a rigorous standard is set by each instructor and a high level of success is the expectation for each student.

AP[®] Studio Art Course Overview and Requirements

Through studio practice, independent rendering, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates:

1. Considerable growth over time in content, technique and process
2. High level of expertise in content, technique, and process

Students will develop mastery in:

1. Concept
2. Composition
3. Execution

Students will adhere to artistic originality, creativity, and integrity as explained in the following paragraph from College Board AP[®]:

Students who make use of borrowed images must demonstrate a creativity and sophistication of approach that transcends copying. The AP[®] Studio Art Poster further explains for the student as follows: *If you submit work that makes use of photographs, published images, and/or other artists' works, you must show substantial and significant development beyond duplication. It is unethical, constitutes plagiarism, and often violates copyright law to simply copy an image (even in another medium) that was made by someone else.*

Additionally, for purposes of this Northside ISD syllabus, originality may be defined as an idea or concept not visualized or used before; creativity may be defined as an existing idea or concept that is integrated, infused, and synthesized in a novel and unique manner.

Students will expand their two-dimensional design skills, three-dimensional design skills, drawing skills, and advance their visual communication skills by exploring and implementing a variety of design processes / techniques and compositional / aesthetic concepts. The approaches utilized in doing so will demand rigorous commitment on the part of the student.

Students will address three components in the portfolios within a basic three-section structure. This structure requires the student to show fundamental competence and range of understanding in visual matters and methods. All three sections carry equal weight. Specifically:

1. In the Quality section, the student must portray the synthesis of form, technique, and content at a high level of significance
2. In the Concentration section, the student is asked to demonstrate a depth of investigation and a process of discovery
3. In the Breadth section, the student is required to demonstrate a serious grounding in visual principles and material techniques

The chart below delineates the requirements of the three-section structure for each AP[®] Studio Course – 2-D Design Portfolio, 3-D Design Portfolio, and Drawing Portfolio:

Specific Requirements per Course

2-D DESIGN PORTFOLIO	3-D DESIGN PORTFOLIO	DRAWING PORTFOLIO
Section I – Quality (one-third of total score)		
5 actual works that demonstrate mastery of design in concept, composition, and execution	10 digital images , consisting of 2 views each of 5 works that demonstrate mastery of three-dimensional design in concept, composition, and execution	5 actual works demonstrate mastery of drawing in concept, composition, and execution
Section II – Concentration (one third of total score)		
12 digital images: some may be details A body of work investing a strong underlying visual idea in 2-D design	12 digital images: some may be details or second views A body of work investigating a strong underlying visual idea in 3-D design	12 digital images: some may be details A body of work investigating a strong underlying visual idea in drawing
Section III Breadth (one third of total score)		
12 digital images: 1 slide each of 12 different works Works that demonstrate a variety of concepts and approaches in 2-D design	16 digital images: 2 slides each of 8 different works Works that demonstrate a variety of concepts and approaches in 3-D design	12 digital images: 1 slide each of 12 different works Works that demonstrate a variety of concepts and approaches in drawing

An in-depth class schedule is provided to each individual student at the beginning of the particular AP[®] Studio Art course; the class schedule includes all required assignments as shown in the preceding chart. Additionally, this schedule includes the time frame along with specific definitions / explanations that will enable each student to plan for success.

AP[®] Studio Art Course Expectations and Assessments

Ensuring student success is further guaranteed in this section on Course Expectations and Assessments. Through effort and time in both the classroom studio and out of class workspace, each student will be expected to create the body of work necessary. Specific assignments will be given unique to classroom work and unique to out of class work via problems for students to interpret.

Active sketchbooks are a part of the expectations for each student. Sketchbooks may include complete, in-depth development of ideas; formal, realistic drawings from observation; numerous, varied practice sketches; and multiple forms of art journaling. Sketchbook assessment is determined and conveyed throughout the course based on the particular indicated expectation.

In order for students to understand how AP[®] Studio Art Portfolios will be assessed by AP[®] scorers, assignments will be graded according to the following AP[®] scale:

5 = extremely well qualified	NISD numeric equivalent = 100
4 = well qualified	NISD numeric equivalent = 90
3 = qualified	NISD numeric equivalent = 80
2 = possibly qualified	NISD numeric equivalent = 70
1 = no recommendation	NISD numeric equivalent = 50

Included in the expectations are critiques, student self assessment, teacher assessment, and scoring rubrics as a part of the formal evaluation process of the portfolio contents.

Another expectation, in addition to the tangible measurements listed in the above paragraph, the intangible outcomes caused by the creation process will be observed, discussed, recognized and noted in order that each student becomes aware of the immense importance of intangible values, i.e., forming of purpose, acknowledging multiple correct answers, engaging imagination, multi-tasking effectively, developing sensitivity to environmental qualities.

Student expectations are aligned with real world; this is obviously necessary in order to prepare students for college and transition into the work world. Students are expected to meet deadlines. Due dates are posted well in advance and therefore are non-negotiable regarding full credit. When late work is accepted, it will receive either 70 percent or 50 percent credit in the high school grading system; this percent of credit is dependent upon the specific understood and pre-announced plan.

Students are expected to endorse a strong work ethic. This carries with it, not only responsibility for completing assignments on time, but a strict compliance to maintaining the studio standards and adherence to the school standards / codes.