

West Linn–Wilsonville School District

The Arts – Course Statement

Course Title: Advanced Placement (AP) Studio Art

Length of Course: Year
Number of Credits: 2
Grade Level: 11, 12
Prerequisites: Art I/Art Media, Art II/Drawing, Art IIIA & IIIB/Painting: Acrylics (& Sculpture – WHS) and preferably Advanced Art Studies/Studio; and/or consent of instructor

CIM Work Samples
Offered in Course: Informative speaking work sample

Date of Description/Revision: May 2006

Course Overview

This course allows the serious high school art student the opportunity to earn college credit upon successful completion of the AP Studio Art exam. This is a college level studio art course which promotes the ability to create high quality artworks and helps students to focus on an extended exploration of a specific area of interest. Students must stretch their imaginations, come up with a large body of original works and explore topics relevant to their personal cultures and belief systems. Technical ability is an important aspect of this class. The selection process for works to go into the AP Studio Art Portfolio allows for a great deal of self-evaluation, self-actualization, and self-confirmation. Works will be chosen in the areas of quality, concentration, and breadth.

- Five pieces will be chosen to represent the quality portion of the portfolio. These five pieces should demonstrate excellent use of materials, clearly articulated concepts or ideas, sound composition, and a sense of focus and style.
- The concentration section allows the student to pursue an individual interest while working independently. In this section the student must have a vision and direction in mind and show growth through the process. The 12 pieces of artwork for the concentration section should connect with some intent (e.g. exploration of the human form in various media and styles).
- The breadth section focuses on a student’s proficiency in color, design, drawing, and composition. The goal is to show a wide array of abilities in a wide variety of media which would be representative of first-year college art courses. Activities will include the creation of art, evaluation, critique, and written analyses.

This course reflects the same foundation and philosophy as Advanced Art Studies/Studio but has many more requirements. Students must submit an AP Art Portfolio in May which consists of 29 pieces. The portfolio is evaluated by a national board of judges, and college credit may be earned. This course is only for the most committed, serious, and disciplined art students.

Essential Questions

Concepts providing focus for student learning

- What is art?
- How do I know what “good” art is?
- Why do we create?
- What do I find beautiful?
- What is an Artist?

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- How do artists come up with ideas?
- What is a concentration or body of work?
- What do I care about and how do I depict my thoughts visually?
- How can I best use materials and the elements and principles of design to visually depict my ideas?
- Why should I care about art history?

Proficiency Statements

Upon completion of course, students will be able to:

- Conceive and create original works of art that demonstrate a skill level that is equal to the freshman year of college art course work showing breadth, quality, and depth.
- Initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.
- Demonstrate the ability to formulate written analyses of one's own work and to explain to others the motivations, goals, and self-evaluation of said work.
- Evaluate the manner in which subject matter, symbols, and images are used in other students' works and in works by well known artists.
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made and using these conclusions in the creation of their own work.
- Reflect analytically on various interpretations as a means for understanding and critiquing works of art (one's own and others').
- Make connections between techniques and principles in the visual arts and other disciplines.
- Come up with original ideas for compositions using the students' own sketchbooks, photographs, or methods that the teacher had shown incorporating writing and the visual arts.
- Send a portfolio to the College Board to be evaluated in the spring.

General Course Topics/Units & Timeframes

- A. Creation of Art
- **Breadth** section to include 12 pieces showing:
 1. Color organization and knowledge
 2. Color theory
 3. Figure/ground relationships
 4. Color and design related to psychological/historical/social events
 5. Layout design
 6. Graphic design
 7. Abstractions
 8. Portraiture
 9. Narrative work

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- **Concentration** section to include:
12 pieces showing a personal commitment to a specific visual idea or mode of working. The work must show a cohesive, well-developed idea; time, effort, and thought. It must show a process of investigation, growth, and discovery. The written piece that accompanies the work should enhance the viewer’s appreciation of the work at hand.
- **Quality** section to include:
5 actual works showing a high level of quality in the idea, composition, and technical skills learned throughout the high school career.

B. Critique of Works

Written and verbal – focusing on description, analysis, interpretation, and judgment, using artistic terminology appropriate to the works.

Resources	
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| | <ul style="list-style-type: none">• Text: <i>Art Talk</i>, Rosalind Ragans, Glencoe/McGraw-Hill.• Text: <i>Themes and Foundations of Art</i>, Katz, E., Lankford, E., and Plank, J., West Publishing Company.• Text: <i>The Art Book</i>, Phaidon Press.• Text: <i>Art in Focus</i>, Gene A. Mittler, Glencoe/McGraw-Hill;• Text: <i>Art: An Introduction</i>• Other: Various periodicals as needed (e.g. <i>Art News</i>, <i>American Artist</i>, <i>New American Paintings</i>)• Other: Films on various artists, museum and gallery visits, guest artist-speakers• Other: Catalog resources, slides and prints, Internet research |
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