



# AP STUDIO ART: 2D PHOTOGRAPHY SYLLABUS

Mrs. Tarquinio, G-STAR School of the Arts 2012-2013



## OBJECTIVES:

Sustained investigation of all three aspects of portfolio development

**QUALITY** - Mastery in concept, composition, and execution of 2D design and photography.

**CONCENTRATION** - Development of a body of work investigating a strong underlying visual idea in design and photography that grows out of a coherent plan of action or investigation

**BREADTH** - Learning a variety of concepts and approaches in design and photography so that the student is able to demonstrate a range of abilities and versatility with technique, problem-solving, and critical thinking. Emphasis on making art as an ongoing process involving informed and critical decision making.

Analysis through group and individual student critiques and instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and those of their peers.

## EXPECTATIONS:

**Materials:** Art supplies and portfolio materials must be financed personally.

**Attendance & Participation:** Excellent attendance and participation is required.

**Portfolio:** This class prepares students for the AP Studio Art: 2D Design Exam, which is in the form of a student portfolio of artwork. Submission of the portfolio, which includes 24-29 original works of art, is mandatory for students who seek to earn AP credit. Students should plan to work steadily and have the sufficient number of works of art, a minimum of 6 per quarter, in order to have a sufficient amount of artwork by the deadline.

**Ethics, Plagiarism, & Artistic Integrity:** All works of art produced must be original. If a student uses another artist's work or a published image as a basis for their own work, there must be a significant alteration to the piece for it to be considered original. Using an image (even in another medium) that was made by someone else, is unethical, an honor code violation, and it is strictly prohibited in this course. If students produce work that makes use of photographs, published images, and/or other artists' works, students must develop their own work of art so that it moves beyond duplication. Through research methods, one-to-one teacher meetings, class discussion, reference to the Course Description, and reference to the AP Poster, students will regularly revisit the idea of artistic integrity and they will examine ways other artists have made significant developments beyond duplication to ensure artistic ownership in their work.

**Evaluation/Assessment:** AP 2D Design/Photography students will be evaluated based on finished work, scored using the evaluation scoring guidelines established by the College Board. Self critique, group critique, and teacher critiques will be conducted at the finish of each project. Project based critiques, Sketchbook Journals and lab conduct will be used to determine students' final grades.

**Sketchbook Journal:** Students are required to carry sketchbook journals at all times when they are on campus, and they will be encouraged to work in them as often as possible. These journals should be used for class assignments, as well as s of artistic discovery, recording, brainstorming, and experimenting.

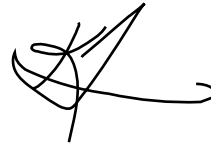
**Workload, Extended Class Time, and Homework:** This course resembles the intellectual challenge and workload one would expect in a college level Studio Art course. Two hours per week or more, outside of the classroom, may be necessary to keep up. Some students will spend considerably more time than this, and some may be able to complete their work entirely in class. AP 2D Design/Photography students are encouraged to continue working through Senior Privilege, as long as there are no faculty meetings scheduled. Students are required to remain in K-Building during this extended class time, until they leave school campus. Students who interrupt other classes will lose extended class time privilege. Students are expected to visit galleries and local art museums on their own. Students will also be encouraged to enter contests for scholarships.



# AP STUDIO ART: 2D PHOTOGRAPHY SYLLABUS

Mrs. Tarquinio, G-STAR School of the Arts 2012-2013

## COURSE SCHEDULE:



### Q1 BREADTH

Portfolio Introduction: Breadth, Concentration, Quality  
 College Board - introduction to rubric and navigation  
 Summer Assignment - apply College Board rubric to self assessment & discussion  
 Sketchbook Journal - Continuous work outside of the classroom  
 Mark-making Fundamentals Introduction: space, form, value, and line  
 Mark-making Media Investigation (Breadth): pencil, graphite, charcoal, gesso, ink, marker, paint, and transfer  
 Gallery/museum visits: Boca Museum of Art, <http://www.moma.org>, & self selected

### Research Methods (student presentations of research):

|               |              |                |             |              |              |
|---------------|--------------|----------------|-------------|--------------|--------------|
| Niépcé        | J. Riis      | D. D. Duncan   | Ansel Adams | Gordon Parks | Robert Frank |
| Daguerre      | Nadar        | Larry Burrows  | Bechers     | Van der zee  | Weegee       |
| W.H.F. Talbot | Cameron      | Philippe       | Feininger   | Roy DeCarava | Brassai      |
| O'Sullivan    | Bourke-White | Halsman,       | Halsman     | Bailey       | McCullin     |
| M. Brady      | Ernst Hass   | Dorothea Lange | Atget       | Man Ray      | Capa         |
|               |              |                |             |              | Nachtwey     |

### Assignments:

- Full Auto - Composition
- Line, space, form, and value
- Photoshop - introduction
- Exposure - exposure, aperture, and override
- Depth of Field - The plane of critical focus
- White Balance & Color
- Quality of Light - sunset, sunrise, night, and weather
- Focal Length - portrait
- Flash
- Photoshop - photo editing portrait
- Bracketing - space, form, value, and line (98)
- Re-interpret a work of art from Research Methods as a photograph 1
- Luminosity - Natural light (116)
- Charcoal exercise
- Motion - re-interpret a gesture drawing/painting (photoshop)
- Interior Space - foreground, middleground, and background
- Mechanical or textile detail - embellish environment using photoshop
- Exterior Space - Architectural
- Exterior Space Drawing - Landscape

Weekly BREADTH checkpoints: One-to-one with teacher to articulate discoveries in skill & critical thinking  
 Critique using College Board Rubric - Self, Group, Teacher  
 Concentration - guided discussion to begin process of ideation  
 Digital capture/submission of portfolio pieces  
 Teacher Assistance with problem solving and technique development  
 Ongoing college preparations

KTarquinio@gstarschool.org



# AP STUDIO ART: 2D PHOTOGRAPHY SYLLABUS

Mrs. Tarquinio, G-STAR School of the Arts 2012-2013



## COURSE SCHEDULE:

### Q2 BREADTH

- Portfolio Review: Breadth, Concentration, Quality
- College Board - Review rubric and BREADTH requirements/examples
- Sketchbook Journal - Continuous work outside of the classroom
- Mark-making Fundamentals Introduction: point of view, composition, color, and voice
- Mark-making Media Investigation (Breadth): pencil, graphite, charcoal, gesso, ink, marker, paint, and transfer
- Gallery/museum visits: Norton Museum, Florida Atlantic University, <http://www.moma.org>, & self selected
- Character Study
- Beyond realism - Introduction to symbol, distortion, and abstraction

### Research Methods (student presentations of research):

|              |                 |           |             |              |                |
|--------------|-----------------|-----------|-------------|--------------|----------------|
| Brunelleschi | Toulouse-Latrec | Durier    | Goya        | Lucian Freud | William        |
| Michelangelo | Cezanne         | Cassatt   | Renoir      | Adrian Piper | Kentridge      |
| Raphael      | Dali            | Matisse   | Degas       | Frida Kahlo  | Kathe Kollwitz |
| Botticelli   | Pissarro        | Braque    | Van Gogh    | Rothko       | Shirin Neshalt |
| Titian       | Picasso         | Duchamp   | Munch       | Albers       | Egon Schiele   |
| Caravaggio   | Delacroix       | Mondrian  | O'Keeffe    | Warhol       | Cindy Sherman  |
| Rembrandt    | Manet           | Kandinsky | Ansel Adams | Lichtenstein | Kiki Smith     |
| Seurat       | Monet           | Gaugin    | Chuck Close | Hockney      | Keith Haring   |
|              |                 |           |             |              | Kehinde Wiley  |

### Assignments: Sphere inside box for each medium introduced:

- Color Wheel exercise
- Improve one photo/design introduced in first quarter
- Space, form, and value exercise
- Point of view - interior space
- Point of view - cityscape or landscape
- Still life - distortion or abstraction
- Character study
- Figure - gesture and voice
- Composition, texture, voice
- Tell a story
- Interpretation of a song
- Birth of Concentration

Weekly BREADTH checkpoints: One-to-one with teacher to articulate discoveries in skill & critical thinking  
 Critique using College Board Rubric - Self, Group, Teacher  
 Concentration - guided discussion to begin process of ideation  
 Digital capture/submission of portfolio pieces  
 Teacher Assistance with problem solving and technique development  
 Ongoing college preparations

### Concentration - prior to Thanksgiving Break

KTarquinio@gstarschool.org



# AP STUDIO ART: 2D PHOTOGRAPHY SYLLABUS

Mrs. Tarquinio, G-STAR School of the Arts 2012-2013



## COURSE SCHEDULE:

### Q3 CONCENTRATION

Portfolio Review: Breadth, Concentration, Quality, and Artist Statement  
College Board - Review rubric and CONCENTRATION requirements/examples  
Sketchbook Journal - Continuous work outside of the classroom  
2D Design or Photography Investigation: CONCENTRATION  
Teacher lead discussion of both the AP poster and the Course Description on artistic integrity, plagiarism, original work, and moving works of art beyond duplication.  
Weekly CONCENTRATION checkpoints: One-to-one with teacher  
Critique using College Board Rubric - Self, Group, Teacher  
CONCENTRATION & ARTIST STATEMENT - guided ideation discussion  
Digital capture/submission of portfolio pieces  
Teacher Assistance with problem solving and technique development

#### **Research Methods (student presentations of research):**

Students will conduct and present a deeper investigation into the work of one artist or artistic movement as a basis for further development of their concentration concepts. Each student will use what they discover about form, context and theme of the work of his or her selected artist or artistic movement to develop a concept/artist statement for CONCENTRATION. Students will refer to their research to support their decision making processes.

#### **Assignments:**

Continuous work on CONCENTRATION  
Gallery/museum visits: self selected  
Draft ARTIST STATEMENT

### Q4 CONCENTRATION, QUALITY, & ARTIST STATEMENT

Portfolio Review: Breadth, Concentration, Quality, and Artist Statement  
College Board - Review rubric and CONCENTRATION & ARTIST STATEMENT requirements/examples  
Sketchbook Journal - Continuous work outside of the classroom  
Teacher lead discussion of both the AP poster and the Course Description on artistic integrity, plagiarism, original work, and moving works of art beyond duplication.  
Weekly PORTFOLIO checkpoints: One-to-one with teacher  
Critique using College Board Rubric - Self, Group, Teacher  
CONCENTRATION & QUALITY - guided ideation discussion  
Digital capture/submission of portfolio pieces  
Teacher Assistance with problem solving and technique development

#### **Assignments:**

Continuous work on CONCENTRATION, and QUALITY  
Gallery/museum visits: self selected  
Finalize ARTIST STATEMENT, digital portfolio, and QUALITY for submission  
Final Reflection - End of course review



# AP STUDIO ART: 2D PHOTOGRAPHY SCOPE

Mrs. Tarquinio, G-STAR School of the Arts 2012-2013



## SKILLS AND TECHNIQUES

Objective: The student understands and applies media, techniques, and processes.

VA.A.1.4.1 Demonstrates understanding of technology, processes, and techniques to produce works of art that communicate ideas or concepts based on research, environment, personal experience, observation, or imagination.

VA.A.1.4.2 Demonstrates use of tools, media, processes, techniques, and materials for two- and three-dimensional works of art in a safe and appropriate manner.

VA.A.1.4.3 Creates works of art that communicate complex ideas through application of the elements of art and principles of design.

VA.A.1.4.4 Demonstrates knowledge of appropriate art vocabulary .

## CREATION AND COMMUNICATION

Objective: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

VA.B.1.4.1 Applies various subjects, symbols, and ideas in works of art.

VA.B.1.4.2 Selects appropriate media, techniques, and processes to create works of art that communicate complex ideas and elicit a variety of responses.

VA.B.1.4.3 Understands some of the implications of intentions and purposes in works of art.

VA.B.1.4.4 Selects, modifies, and organizes the elements of art and the principles of design to solve specific visual-art problems.

## CULTURAL AND HISTORICAL CONNECTIONS

Objective: The student understands the visual arts in relation to history and culture.

VA.C.1.4.1 Demonstrates knowledge of art exemplars in varied cultures and historic periods and understands their influences on subsequent artistic expression.

VA.C.1.4.2 Describes and analyzes how recognized artists and artistic ideas from varied cultures and historic periods recorded, affected, or influenced changes in a historical, cultural, or religious context.

## AESTHETIC /CRITICAL ANALYSIS

Objective: The student assesses, evaluates, and responds to the characteristics of works of art.

VA.D.1.4.1 Develops, justifies, and applies evaluative criteria and judgment to art exemplars of art based on aesthetic guidelines and historical and cultural perspectives when understanding the differences between the artist's intent and public interpretation.

VA.D.1.4.2 Understands critical and aesthetic statements in terms of historical reference while researching art exemplars in varied cultures and historic periods and their influences on subsequent artistic expression.

VA.D.1.4.3 Knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.

## APPLICATIONS TO LIFE

Objective: The student makes connections between the visual arts, other disciplines, and the real world.

VA.E.1.4.1 Demonstrates use of collaborative skills to maintain the studio and to produce and exhibit works of art in the school and/or community.

VA.E.1.4.2 Identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration related to visual arts and across life.

VA.E.1.4.3 Demonstrates knowledge of personal and social benefits associated with the design, production, and exhibition of art.

VA.E.1.4.3 Demonstrates knowledge of the reciprocal relationships between visual arts and other subject areas (e.g., technology, media, communication, world events).

## MATERIALS:

Students need these basic materials for daily use in the classroom:

spiral bound sketchbook

pencil set (drawing/drafting)

pencil sharpener

eraser

ruler

digital storage

adhesive (tape, glue or glue sticks)

Camera/equipment



# AP STUDIO ART: 2D PHOTOGRAPHY MATERIALS

Mrs. Tarquinio, G-STAR School of the Arts 2012-2013

**Sketchbook Journal:** Students are required to carry sketchbook journals at all times when they are on campus, and they will be encouraged to work in them as often as possible. These journals should be used for class assignments, as well as all types of artistic discovery, recording, brainstorming, and experimenting.

**Materials:** Art supplies and portfolio materials must be financed personally.

## MATERIALS LIST:

**Basics:** All AP 2D Design/Photography students need these basic materials for daily use in the classroom and for creating their portfolios.

- |  |   |
|--|---|
| <input type="checkbox"/> spiral bound sketchbook       | <input type="checkbox"/> ruler                                |
| <input type="checkbox"/> pencil set (drawing/drafting) | <input type="checkbox"/> digital storage                      |
| <input type="checkbox"/> pencil sharpener              | <input type="checkbox"/> adhesive (tape, glue or glue sticks) |
| <input type="checkbox"/> eraser                        | <input type="checkbox"/> camera/equipment                     |

**Additional Materials:** It is not unusual for students to develop an interest in a new medium or technique during the first half of the school year. Therefore, the purchase of any additional materials can be postponed until the individual student is sure of which skills he or she would like to continue developing.

**Donations:** Students in need often have trouble purchasing basic art materials. If you would like to help these students, in our class, please send extra materials to school with your child. Thank you.

