

## **Pre-AP (Studio Art) -Drawing DL Syllabus**

Year Course 1 Credit Grades 11-12 2020-2021 **Instructor: Ms.Claunch** UCHS room 148

**Google Classroom Link:** [Pre-AP Drawing](#)

**Email:** mclaunch@ucityschools.org Prep time: 5th

**Prerequisites:** B or better in 2-3 levels of High School Visual Art classes and Teacher permission 314-290-4246

### **Syllabus for Pre-AP Studio Art-Drawing**

Pre- Advanced Placement- Studio Art is a preparatory class for juniors who plan to enroll in AP Studio Art in their senior year.

Students will work to develop mastery of content and techniques of Drawing. Students will begin to build an extensive portfolio of work which will be part of the portfolio submitted to the College Board the following year in AP Studio Art. Students in Pre-AP Studio Art will not submit portfolios to the College Board for college credit.

Pre-AP Studio Art is offered to students who have a special interest in Drawing. Students will work to develop mastery of content and techniques within Drawing. Students will create an extensive portfolio of work which reflects quality, breadth, and concentration. Students will work towards producing a minimum of 15 works that satisfy the requirements of the Quality, Concentration and Breadth sections of the AP Studio Art: Drawing Portfolio.

**Key Concepts** Conceptual thesis, artistic voice, existing ideas, emergent ideas, elements and principles, artist's focus, composition, media use, art critique, aesthetics, artist's oeuvre, portfolio, art history, visual culture, and visual communication are the key concepts explored in this AP portfolio course. Students are expected to use a variety of media, concepts, and approaches to investigate these key concepts and develop their personal ideation.

**UCHS BEHAVIOR EXPECTATIONS:** Everyone in my class should feel and treated as though they are in a safe, positive working atmosphere. Any behavior that disrupts your learning, other students' learning or my teaching is not allowed.

No Profanity, rude gestures or put downs. Follow the directions of the Student Discipline Handbook and all adults unless request is illegal, immoral, or unsafe. Course Expectations: Students are expected to use and experiment with a variety of materials and techniques in a thoughtful and creative way- always doing his/her best.

#### **Art Studio in Distance Learning Tips:**

- Find a studio space you feel comfortable working in. This may be a different space than your regular Distance Learning spot and that is okay! You will need a hard surface to work, as much space as possible for your supplies and a place to put your computer so we can see you during class.
- Be prepared! We are limited on our time together and in order to get our art made and discussed, have your supplies ready to go. Your supplies needed for class will be

updated EACH WEEK in the google classroom so make sure you are checking before Monday.

- Be creative! Taking an art class while at home can feel strange and foreign. It feels strange and foreign to me too but I am very excited to stretch our creativity together and create works of art that amplify your voice and perspective.
- Be patient! We are all going to say OOPS and OUCH a lot this year as we navigate uncharted territory. Give me, yourself, and others in our classroom some grace!

## Guidelines & Expectations for High School Students:

- Students are expected to attend scheduled classes on a daily basis.
- Students are expected to check emails and Google Classroom pages on a daily basis, and should maintain weekly contact and communication with teachers.
- Students will be assigned a variety of activities (whether in building or in distance learning), and are expected to participate in all learning activities, as directed by teachers.
- If a student has a specific question or need regarding an assignment/content, an email should be sent directly to that teacher. Students can expect to hear a response within 24 hours Monday - Thursday.
- If a student is in need of individual or small-group instruction, a student can schedule a conference with a teacher by accessing the [teacher availability schedule](#).
- In addition to questions via email, students can receive support via online office hours. A schedule for open office hours can be found by accessing the [teacher availability schedule](#). \*Open office hours are available to any student, regardless of which teacher the student has in class.
- Students are expected to uphold the District's [Responsible Digital Citizen Guidelines](#)

## Schedule and Office Hours:

We are here to provide instructional guidance to meet students' educational needs. Students are not limited to assigned classroom instructors and can access help from any UCHS teacher in order to ensure all questions and concerns are adequately addressed in a timely manner.

In the calendar below, you will find a schedule of each teacher's availability. There are four types of availabilities listed for each teacher between the hours of 8:00am and 3:00pm:

1. **Course meeting** - teachers have a block of time dedicated to specific students from one of their courses. Only students of that teacher's course should be attending the call at that time.
2. **Open office** - this means that any student, from any course and teacher, may get help in that content area. Students have immediate access to help, via whatever platform selected by the teacher.
3. **Scheduled conferences** - this is a time for students to get one on one help with that teacher. To sign up for a slot, click on the link and sign up for a preferred time slot. \*Students will need to specify if the conference request is for an in-person or online meeting.

4. **Offline** (email only) - this is teacher work/development time; the teacher is unavailable to students but can be reached via email (expect response within 24 hours Monday - Thursday).

Students are required to attend all course meetings. Attendance will be tracked, and frequent absences will result in progressive discipline, per the UCHS Behavior Guidelines. If students miss a course meeting, a recording of the session will be available in Google Classroom. Teachers are available for open office hours and individual conferences. These schedules will be updated and posted weekly. A schedule of available times to connect with teachers will be provided and updated by 3pm each Friday, for the upcoming week. Please click on the link to access the schedule:

**[Click here for teacher availability schedule.](#)**

**Portfolio Requirements: Quality-** Selected Works (**5 Actual works**)- not digital submissions) 5 matted works-works demonstrating understanding of drawing in concept, composition, and execution. These should be examples of student's best work- no larger than 18"x24".

**Concentration- Sustained Investigation (15 Digital images)** 12 Digital images – works describing an in-depth exploration of a particular drawing/2-D concern. Students will choose a theme, issue, or concern in which to explore and develop in-depth works.

**Breadth- Range of Approaches** - a variety of works demonstrating understanding of drawing/2-D issues. This set of works shows mastery in a variety of media, techniques, methods, and subject matter.

**Course Expectations:** Students are expected to: Use and experiment with a variety of materials and techniques in a thoughtful and creative way- always doing his/her best. Maintain a strong work ethic. Refine the ability to draw/render what you see. Increase knowledge of art tools and materials.

**Course Objectives:** Students with a special interest in drawing and two-dimensional art will explore a wide variety of drawing media used by artists. Drawing is a skill that can be learned and highly developed with study and practice. Students will develop an understanding and appreciation for the work of historically important artists. Students will use many skills, techniques, and styles to express their personal ideas and beliefs. Students will expand their drawing and two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. Students will begin to create a body of work to be submitted to the College Board for grading and possible college credit. At the end of this course, students should have a portfolio of drawings suitable for application to a fine arts, graphic arts, or architectural school.

**Instructional Methods:** Teacher/guest lectures and demonstrations, group discussions, class critiques, guided independent work, hands-on activities, field trips, and journal writing. AP students will need to spend time after/outside of school to work on artwork. Students should plan on using their sketchbooks regularly and having supplies and an area at home to work.

**Learning Materials:** Posters, slides, past student work, teacher work, art books, magazines and articles, visiting artists, and computers.

**Artistic Integrity:** Students are expected to use artistic integrity throughout the course. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea. The College Board reserves the right to decline to score portfolio exam or exam score when the following misconduct occurs: Copying from another student's or any other artist's work.

**Unit Outline of Activities:** Assignments from previous semesters include sketchbooks, out-of-class assignments, taking photographs of aspects of the environment, journal reflections, and works that are discovered, explored, and completed during class and the school day.

**Ink-wash drawings of the human figure in action and motion, building up values and accenting with varied values of ink line with pen and sticks.**

Prismacolor pencil and sticks drawings, building up values, shading, modeling of your reflected image and its surrounding environment, found in a reflective metal or glass object or series of objects, such as musical instruments, tea set, Christmas-tree balls, glass objects, and the like.

Analogous color-scheme painting with oil paints, brushes, and painting knives of the interior of a section of your personal space/environment/special place.

Include directional lighting, contrast of value for emphasis and focal point. Consider the rule of thirds as you compose your page. Using oil sticks and oil pastels and graphite pencils of varying hardness, develop a composition exploring proportion/scale, figure/ground relationships that are articulated through mass, volume, color/light, form, plane, line, and texture; interior and exteriors.

Using powdered graphite, white Conté crayon, or pencil, as well as directional lighting, solve your visual problems: a. still-life with directional lighting; b. portrait of a family member reflected in a mirror, including surroundings; c. self-portrait with surroundings.

Using a mixture of drawing, painting, and printmaking mediums, develop two compositions using a human figure in a reclining position. Include foreshortening and relationships of parts and the environment. You can take photographs of a friend or family member as he or she reclines or sleeps on a couch, inside the bed of a truck, etc., and work from these photographs as you develop your work.

Using your favorite art medium, develop a study exploring positive and negative space. Consider light source, focal point, and the rule of thirds, as well as the elements of art and principles of design, as you plan and develop your composition.

Using Reduction print, linoleum, or wood-block print, create an abstraction from nature. [SC4, SC5 & SC6] Students will also study Western and non-Western approaches to making art. They will experiment with traditional and nontraditional techniques and media. The breadth process will be documented in journals through reflections and self-evaluations.

**Materials** needed for the course will be supplied by the teacher.

**Grading Methods: Grading Methods:** Projects will be worth a number of points, with the specific requirements for earning points. Most projects will be worth 15-30 points and last from 1-5 class periods.

Example: Still Life Drawing- 20 points total Breakdown of points:

Draw 5 objects that overlap- 5 points

Use a full range of value- 5 points

Show a light source (highlights and shadows)- 5 points

Include the background and table top- 3 points

Blend and erase so that drawing is complete and finished looking- 2 points

Most projects will be worth 15-30 points and last from 1-5 class periods.

After creating 2-3 **formative** projects, students will create a **summative** project in which they must use the skills and knowledge learned from previous formative lessons.

Artist Research projects- students will practice- 2-3 Artist Research projects and be assessed with a **formative** assessment. 3rd or 4th Artist Research project will be assessed with a **summative** assessment.

**Semester Grade= Summative 70%, Formative 30% of grade.**

**Total # of points per semester- Summative 200-500 points, Formative 200-500 points.**