



Boulder High School

Visual Arts

AP Art and Design

Teacher: Lori Llerandi

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Visual Arts Website: <http://www.boulderhighart.com>

This class follows the State and District Academic Standards for Visual Arts:

BVSD/Colorado Academic Standards for Visual Art

1. Observe and Learn to Comprehend: The visual arts are a means for expression, communication and meaning making.
2. Envision and Critique to Reflect: Visual arts recognize, articulate, and implement critical thinking through the synthesis, evaluation and analysis of visual information.
3. Invent and Discover to Create: Generate works of art that employ unique ideas, feelings, and values using different media, and technologies.
4. Relate and Connect to Transfer: Recognize, articulate, and validate the value of the Visual Arts to lifelong learning and the human experience.

Note: the complete documents of the Academic Standards for Visual Art can be found at www.bvsd.org under Curriculum, Visual Arts.

AP Art and Design: (Categories: 3D, 2D, and Drawing)

Grades: 10-12

Offered: 2 semester sequence, 5 credits. Can be taken multiple times.

Prerequisites: Highly successful completion of two levels of any Visual Arts courses with teacher recommendation.

Class fee: \$35 which can be paid through RevTrak (found on the Boulder High Website: <https://boh.bvsd.org/>)

Students who receive free and reduced lunches will have their class fee waived through scholarship. **There is no class fee in Phase 1 of Home Learning.**

TYPES OF AP ART + DESIGN PORTFOLIOS

2D Art + Design:

This portfolio is designated for work that focuses on the use of two-dimensional (2D) elements and principles of art and design, including: *point, line, shape, place, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition and hierarchy.* Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface.

Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

Drawing:

This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas.

Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

3D Art + Design:

This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form.

Students can work with any materials, processes, and ideas. Figurative or non figurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

PORTFOLIO REQUIREMENTS

Section I: Selected Works

Important Information:

- Carefully select the **5 works of art** (no larger than 18x24" for 2D) that best demonstrate your skillful use of materials, processes, and ideas.
- Pieces can be related to each other, but do not have to be.
- Selected works can be shared with the Sustained Investigation Section, but do not have to be.
- For each work, write about your materials, ideas, and processes for creating the work. Use the "Word Count" tool to check your characters, you are allowed 100 characters per section.
- The most successful responses are those that clearly relate to the image, directly and completely address the prompts, and provide skillful evidence of materials, processes and ideas shown in the work. You will not be evaluated on spelling, grammar, or punctuation.

Section II: Sustained Investigation

Important Information:

You submit **15 images** which can be a combination of finished works, process pieces and sketchbook entries

You'll need to **WRITE** about your completed pieces (Ideas, Materials, Processes)

Sustained Investigation Statement (1200 Characters Max):

What **QUESTIONS** led you to your chosen sustained investigation topic?

Why did you choose to focus on this topic?

Why is this topic important to society?

How is it related to you personally?

What experiences did you have related to this topic that made it interesting enough to focus on?

How does this collection of: sketches, failed attempts, revisions, journals, rough drafts, and experiments come together to be a part of your Sustained Investigation?

Include writing from your Ideas, Materials and Processes writings.

COURSE SKILLS The AP instructor will cover the three course skills:		
Course Skill 1	Course Skill 2	Course Skill 3
Inquiry and Investigation Investigate materials, processes, and ideas.	Making Through Practice, Experimentation, and Revision. Make works of art and design by practicing, experimenting, and revising.	Communication and Reflection. Communicate ideas about art and design.
Big Ideas Big ideas structure students' development of understanding and skills, enabling them to connect with what they learn with prior knowledge and experiences.	Essential Questions and Enduring Understandings Essential questions are open-ended inquiries meant to provoke thought, inquiry, discussion and understanding related to the big ideas.	Learning Objectives Define what students need to know and do to develop enduring understandings and course skills. Achievement of the course learning objectives is essential for success in the course.
The Three Big Ideas of AP Art and Design are: <ol style="list-style-type: none"> 1. Investigate materials, processes, and ideas. 2. Make art and design. 3. Present art and design. 	Essential Questions Offer: Opportunities to consider evidence, challenge assumptions, and support of own ideas. Enduring Understandings Are:	Essential Knowledge Statements accompany each learning objective and describe the information students need to demonstrate each learning objective.

	<p>Responses to Essential Questions. Developed over time by learning, applying, and connecting knowledge and skills throughout the course year.</p>	
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CRITIQUE
 Critiques are an integral part of all classes. All students are brought together for critiques when they have major assignments due. Each student must show his or her work and briefly discuss his or her intent. The class is then expected to provide positive feedback and offer suggestions for improvement. All students participate. Critique is a vital part of our curriculum at all levels, focusing on The Elements and Principles of Art and Design and how to find and discuss certain Elements and Principles in a work of art. The vocabulary of art is introduced through the foundation classes and is reinforced through the verbal and written critique and exhibition reviews. These critiques generally take the entire class to complete, sometimes more than one class period. The instructor does very little of the talking during these sessions—other than beginning the process with a recapping of the criteria for the project and a reminder to students to address the criteria as part of their discussion. For grading purposes, a simplified rubric based on the actual AP Scoring Guidelines for Studio Art is used. Additionally, there is ongoing dialogue with students on an individual basis during class time. As well, the students’ dialogue with each other about their work is an integral component for their growth as artists.

ASSESSMENT
 In addition to critique, students will be assessed on: process that reflects growth and change, materials, processes, and ideas used, and shows evidence of practice, experimentation, and/or revision.

SCORING CRITERIA	5	4	3	2	1	Student	Teacher
2D/3D/Drawing Art and Design Skills	Visual evidence of <i>advanced skills</i> .	Visual evidence of <i>good skills</i> .	Visual evidence of <i>moderate skills</i>	Visual evidence of <i>rudimentary skills</i> .	<i>Little or no</i> visual evidence of <i>skills</i> .		
Materials, Processes, and Ideas	<i>Visual relationships</i> among MPI are <i>clearly evident</i> and <i>demonstrate synthesis</i> .	<i>Visual relationships</i> among MPI are <i>clearly evident</i> .	<i>Visual relationships</i> among MPI are <i>evident</i> but may be <i>unclear</i> or <i>inconsistently demonstrated</i> .	<i>Little to no</i> visual of <i>visual relationships</i> among MPI.	<i>Little to no</i> evidence of <i>visual relationships</i> among MPI		
Writing	Written evidence <i>identifies</i> MPI.	Written evidence <i>identifies</i> MPI.	Written evidence <i>identifies</i> MPI.	Written evidence <i>may identify</i> MPI.	Written evidence <i>may identify</i> MPI		

CURRICULUM

In AP Art + Design, students are required to research, experiment and investigate within both their finished pieces of art and also in sketchbooks. 1st semester is geared to more assigned sketchbook prompts and projects to prepare and inspire students to begin experimenting, practicing and investigating. The 2nd semester is completely focused on Sustained Investigation. The individual sections of each portfolio— **Selected Works and Sustained Investigation** —are discussed in detail. Extensive visual examples from both the College Board and past students' work that correspond to each section of the portfolio are shown. For the Selected Works section, students are expected to produce work that develops mastery in concept, composition, and execution of ideas, as well as, develop a body of work that shows evidence of a variety of concepts and approaches to problem-solving and development of ideas. Students will be expected to use a variety of techniques and media to develop and illustrate their ideas. Variation of assignments from year to year is practiced, and individual and unique responses to all work is emphasized.

ARTISTIC INTEGRITY, PLAGIARISM & COPYRIGHT

Students are not allowed to work from published photographs or other copyrighted work. Copyright issues are discussed with the students early on—they are made aware of the legal issues involved with working from someone's published work. Though this tends to be more of an issue in the drawing and 2-D classes, admittedly, there are specific things that students could only reference through a photograph (such as certain animals). In these instances, students thoroughly understand that images are merely for reference and must be transformed through their individual expression.

This course teaches students to understand integrity in art and design as well as what constitutes plagiarism. If students produce work that makes use of others' work, it is to inspire them to develop their own work that moves beyond duplication of the referenced work(s). Students are encouraged to work from direct observation, from their own photographs, or by taking an existing work of art and altering it vastly so it becomes their own (ie collage).

Working in a school environment requires that artists must adhere to the Boulder Valley School District policy in regards to appropriate images. Drug related imagery, gang, pornographic images, and/or symbols offensive to specific racial, ethnic, gender or religious groups will not be tolerated by the Boulder High Art Department. Use of such images or symbols may result in a failing grade for that project, parental contact, and a possible discipline referral.

The Visual Arts Department follows the Boulder High Student Handbook for Academic Policies and Integrity:

https://boh.bvvsd.org/school-life/student-info/student-handbook?post_category_id=530

Grading

Grades in this class are based on student performance in the following areas:

- Preparation and Production 20% - class participation, coming to class on time and prepared
- Formative Assessments 40% - completed summer homework assignments, class critiques, portfolio development
- Summative Assessments 40% - presentations, finished art pieces, final portfolio

Expectations, Policies and Consequences

The expectations, policies and consequences of the Boulder High Art Department support those found in the Boulder High Planner. The expectations, policies, and consequences have been developed to promote a positive, creative and productive learning environment.

Equipment, Materials and Furniture

Students are expected to use materials, tools and furniture safely and appropriately. Students will wash, clean and return all tools, equipment and materials to their designated area and clean their work space at the end of each period.

Participation/Discussions/Critiques

Each student plays a vital role in contributing to a respectful and positive learning environment. Students are expected to actively participate in art room activities. While working on studio projects, critiquing art, working in groups, attending a field trip and/or cleaning, students are expected to use proper language and proper behavior.

Attendance

Consistent attendance is strongly recommended. If a student is absent, it is up to them to find out what they missed the first day they return to class. Each period missed, excused or unexcused, results in a five point loss from the attendance grade. These points may be made up by coming in and working on missed work during lunches or off periods. If absences are not made up, the loss of credit will affect a student's grade.

Tardies

Students are expected to come to class on time. If a student arrives after five minutes after the bell, they will be counted unexcused absent in Infinite Campus, per Boulder High Policy.

Communication

Since I am teaching all day, the best way to reach me is by email. My policy is to respond within 24 hours Monday through Friday. My email: lori.llerandi@bvsd.org Students may also reach me during Student Support and Advisory times.

Please note there are three permission slips below. Please sign and have your student return to Ms. Llerandi



Boulder High School

Expectations, Policies, and Consequences

Student Signature: _____ Student printed name: _____
Parent/guardian Signature: _____ Parent/guardian printed name: _____

Field trip Permission Form

Dear Parent/Guardian:

Your Boulder High School student is enrolled in: Drawing & Painting/Portfolio Arts/ AP Art and Design/Art Aid (circle all that apply)

During the year, we occasionally go on a walking field trip during class time. If your student has your permission to attend these walking field trips, please sign below. I give my permission for (print clearly) _____ (student) to go on art-related walking field trips, knowing they will be supervised by a Boulder High teacher.

Parent/guardian signature _____ /Date _____

Permission to Take and Post Student Artwork and Photos

I, _____, parent/guardian
of _____ (student's name)

give permission to Boulder High School to post artwork and/or photographs by my child on the school website.

Parent/Guardian's Signature _____

Date: _____