

INDEPENDENCE HIGH SCHOOL

Syllabus: 2D AP Digital Art & Design

Instructor: Ms. Virginia Ingelfinger

AP 2D Digital Art & Design is a yearlong college level course that further emphasizes the elements and principles of art. Through teacher lead instruction, students will develop a body of digital artwork that exhibits superior quality and development of content, variety, technique and process in Two-Dimensional Digital Design. **Three concerns drive the AP Portfolio: Skill Category 1: Inquiry and Investigation; Skill Category 2: Making through Practice, Experimentation, and Investigation; and Skill Category 3: Communication and Reflection.** Students will focus on 2-D Digital artwork that focuses on the use of the elements of art and principles of design, including point, line, plane, shape, 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 will address how the use of materials, processes, and ideas make 2D artwork on a flat surface. The course will emphasize that the process of making art is ongoing and requires informed and critical decision-making. Students will submit a body of work to the College Board for examination and potential college credit.

Portfolio Descriptions:

2-D Digital Art & Design Sustained Investigation/Portfolio:

Students will develop a body of digital and graphic design artwork through the exploration of a variety of creative design problems addressing technique, composition, quality and visual concepts. Three concerns drive the AP Portfolio: Skill Category 1: Inquiry and Investigation; Skill Category 2: Making through Practice, Experimentation, and Investigation; and Skill Category 3: Communication and Reflection. A Sustained Investigation is the concept of producing a series of sequential visual forms (forms growing from forms) to explore in greater depth a particular visual concern.

Students will submit 15 digital images that demonstrate the following: Sustained investigation through practice, experimentation, and revision; Sustained investigation of materials, processes, and ideas; Synthesis of materials, processes, and ideas; and 2-D skills.

Students will state the following in writing: Identify the questions that guided their sustained investigation; Describe how their sustained investigation shows evidence of practice, experimentation and revision guided by their questions (1200 characters maximum, including spaces, for response to both prompts).

Students will identify the following for each image: Materials used (100 characters maximum, including spaces); Processes used (100 characters maximum, including spaces); Size (height x width x depth, in inches).

2-D Digital Art & Design Selected Works:

Students must submit a total of 5 physical artworks, which demonstrate 2-D skills and synthesis of materials, processes, and ideas. For each artwork, students must state the following in writing: Idea(s) visually evident (100 characters maximum, including spaces); Materials Used (100 characters maximum, including spaces); Processes used (100 characters maximum, including spaces).

Portfolio Components:

Sustained Investigation

The Artwork Requirement of your Sustained Investigation total 15 images which will demonstrate the following:

- Sustained investigation through practice, experimentation, and revision
- Sustained investigation of materials, processes, and ideas
- Synthesis of materials, processes, and ideas
- 2-D/digital art skills

Students will produce sketches, both digital and manual, in a variety of media including digital arts software, tablets, digital photographs, collages, graphite pencils, color pencils, to explore and develop their digital design ideas. They will identify their personal interests, passions, and likes and dislikes. As they explore further, they will expand on these initial ideas. They will consider and explain how other influences are brought into, or become part of, the idea they wish to pursue. They will explain why this idea can serve as the basis of an in-depth exploration.

They will work with their preparatory sketches both digital and manual to create original digital artworks. Students will employ a variety of digital art's software including Adobe Photoshop, Illustrator, InDesign, and Flash (as well as any other digital arts software) plus the utilization of the Wacom Tablet to produce digital paintings and digital artworks.

Some digital art lessons that will assist in developing student ideas include: Album Art, Composite Images, Creature Features, Concert Poster, Poster Art in History, Social Realism Art, Identity Logos, Typographical Illustrations, Comic Book/Graphic Novel Illustration, Animation, Transformation/Transfiguration, Buttons and Vinyl Sticker Merchandise of their Identity and other Logos/Insignia, etc.

The following is a list of some of the 2D assignments given:

- Transformation/Transfiguration Pieces using the tablet and Photoshop.
- Poster art in History emphasizing duality using both Photoshop and Illustrator
- Identity Logos utilizing Illustrator with an emphasis on stylizing and abstracting shapes to create a timeless and iconic graphic logo.
- Typographical Illustrations emphasizing type to create an image representing a proverb from a chosen culture.
- Non-objective composition using only typography, emphasizing figure/ ground relationships, using Adobe Photoshop and Illustrator.
- Piece inspired by the "fortune" from a fortune cookie-using collage process and Photoshop
- Cut paper album covers of a musician, band, movie, comic, etc. that resonates with them personally, which will later be turned into a digital poster using Adobe Photoshop, Illustrator and In Design
- Distorted interiors
- Visual puns
- Compositions arranged radially
- Photoshop character creatures which will be incorporated in a Creature Feature Poster
- Socio-Political topic poster, similar to the work of Elizabeth Catlett, Ben Shahn, J.G. Posada and Emory Douglas utilizing Photoshop for Image based art and tablet digital paintings and Illustrator for line art and typography.
- Graphic Novel/Comic Book Art with an emphasis on character studies, storyboards, and layering of space to create the illusion of perspective and depth, which will be digitally created using tablets and Adobe Photoshop.
- Animation of Character Creature or Character from Comic Book/Graphic Novel utilizing Flash.

5.MA:Cr1 Envision original ideas and innovations for media artworks using personal experiences and the work of others.

1. MA:Pr4 Combine varied academic, arts, and media content in media artworks, such as an illustrated story

PK.MA:Pr5 a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.

K.MA:Pr5 a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.

7.MAPr5 a. Exhibit an increasing set of artistic, design, technical, and software skills through performing various roles in producing media artworks, such as creative problem solving and organizing.

Instructional Goals:

- Encourage creative as well as systematic investigations of formal and conceptual ideas through artistic expression combined with the digital arts software and tablets.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision-making.
- Develop technical skills and familiarize students with the functions of the visual elements of art and principles of design.
- Encourage students to become independent thinkers who will contribute to their culture through the making of art.
- Demonstrate a Sustained Investigation of high quality.
- Select 5 top quality pieces for the Selected Works portion of the portfolio.

Course Expectations:

- Creating a quality portfolio requires a sincere commitment of time, effort and perseverance. On average, students will only have 10 days to complete an assignment. In order to accomplish an exemplary art portfolio, students will find it necessary to invest time and effort outside of the regular school day. Students may attend 2 extended open studios on Wednesday and Thursday, after school.
- The AP portfolio should show mastery of a variety of digital art skills. The majority of your portfolio should reflect an area of interest or media preference, but manual drawing and a variety of digital art's software and techniques should be explored.
- Commit to working on projects after school and at home beyond scheduled periods.
- A Digital Sketchbook, Manual Sketchbook and journal work will be maintained throughout the year; they are to be carried and used on a daily basis for skill development and idea generation, and brainstorming.
- Work consistently without prompting. The majority of class time is spent making artwork.
- Use appropriate language during critiques.
- Meet deadlines.
- Trips to museums, galleries and other cultural venues are considered part of the curriculum.
- Submission of portfolio is required to receive credit for this course.

Goals and objectives for student learning:

- Students that successfully complete AP Art will be able to describe, analyze, interpret and judge works of art using a formal process of critical analysis.
- Students will demonstrate their knowledge of critical analysis through writing and presentation processes with a mastery level expected.
- AP students will compose and construct quality works of digital art through a focused sustained investigation through practice, experimentation, and revision; sustained investigation of materials, processes, and ideas; synthesis of materials, processes, and ideas; 2-D/digital art skills.

- Students will be able to translate ideas, feelings, emotions and/or expressions using visual language. Students will develop and demonstrate a variety of uses of writing for different purposes in conjunction with exploring, developing and presenting creative works of digital art.

Learning Outcomes:

Students in AP 2-D Studio Digital Art will achieve college-level quality through the practice and completion of studio projects that demonstrate:

- Exploration of ideas, interests and development of a personal visual voice through creative investigation and finding solutions to specific design problems.
- Intentional and effective use of the elements and principals of art.
- College-level mastery of concepts, composition and compilation of a portfolio; specifically addressing asustained investigation through practice, experimentation, and revision; sustained investigation of materials, processes and ideas; synthesis of processes and ideas and 2D digital art skills.
- Development and improvement of work through the critical analysis process with themselves, peers and teacher.

Required Materials:

- Spiral or sewn spine sketchbook
- Handouts and work sheets given by Instructor
- 18 x 24 Art portfolio
- 2 – 4 GB Flash drive/Thumb drive
- Folder or section in binder to store handouts
- \$85 AP Portfolio Fee
- Complete your school lunch form (*this is very important-if you qualify for free or reduced lunch, you will not have to pay the AP Portfolio fee*)

Sketchbook:

Students will be required to keep a digital and manual sketchbook, which will provide space to develop visual concepts, concentration of a theme and ideas for their sustained investigations throughout their coursework. Students will use their digital sketchbooks to chart the development of their visual voice and to collect and record work that informs and inspires their practice; cutting, pasting, drawing, painting, collage and collecting found images to include in their digital and manual sketchbooks is required. Students will be required to make drawings and sketches regardless of what portfolio option they select to pursue. *Observational manual and digital drawings* will be a required component of the sketchbook. Your sketchbook may also include visual ideas, notes, photos, doodles, plans, short assignments, quick drawings, and practice of various techniques. Many art schools like to see students' sketchbooks to see how their minds and creativity work. Students will turn their manual and digital sketchbooks in every couple of weeks to receive a grade.

Critiquing and Instagram:

Students will learn to critique artwork as a tool for discussing and analyzing images. This feedback can help direct students with artistic decisions. At the beginning of the course students will learn art vocabulary that they will use throughout the course to discuss their own work, as well as famous artworks, and their peers' work. Each project will be turned in with a grading sheet that requires self-reflection about their work, plus a peer critique of their work. All students will participate in class critiques. Additionally, we will view and discuss famous artworks as a class, have class critiques at the end of each quarter, and conduct continual one-on-one critiques with the teacher. All artwork *should* be completed on time for critiquing, however, students must have at least 70% of the project done on critiquing days to receive a grade.

In addition to class, partner and one on one critique, students will critique each other's work via their own individual Instagram accounts. After a student has completed a project, they will upload it to their Instagram account. After posting their work, they will add a brief artist statement, explaining their process and ideas behind their piece.

Additional enrichment requirements:

In order to grow as artists, students will be required to attend field trips, some during the week and possibly some during the weekends (this is due to the time constraints of completing the portfolio). Some possible venues for the field trips are the de Young Museum, SF MOMA, Academy of Sciences, Legion of Honor, local art galleries, the San Francisco Center for the Book, the Mission Cultural Center, the San Francisco Main Public Library as well as other local museums. In addition, students will be required to visit San Francisco's or San Jose's open studios, where they will respond to an artist's work. Open studios in SF take place during the month of October and ends on the first of November. For more information and the location of open studios, check out artspan.org.

Assessment:

Students are required to:

- Complete all projects assigned on time.
- Keep a digital and manual sketchbook, which contains your sketches, ideas, notes, research, and other helpful items to assist in the creative process.
- Keep a folder or section in your binder that holds all handouts.
- Critique their work and their peers' work.
- Participate in class discussions and critiques.
- Attend field trips and complete all accompanying assignments
- Take all final exams.

Projects will be graded on:

- Understanding/following of directions of the assignment
- Completion of the assignment
- Creativity and craftsmanship
- Effort
- Behavior in class

The overall grade for the class will comprise of:

- Completed projects
- Maintenance of your Instagram Account
- Attendance, participation (both creating art work and participating in critiquing), behavior in class
- Digital and manual sketchbook entries
- Final Exams

Artistic Integrity, Originality and Copyright Issues:

This course will teach students to understand artistic integrity as well as what constitutes plagiarism. Throughout the year, students will be made aware that they need to create original artwork. Copyright issues will be discussed periodically throughout the course while reviewing the AP poster and the syllabus, and cases of artists appropriating images/photos from other sources will be looked at. Any work that makes use of photographs, published images and/or other artists' work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design and/or concept of the source. Appropriate and insufficient development of source material will be covered in detail. The student's individual "voice" should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy another artist's work or imagery (even in another medium) and represent it as one's own.

Recommended/Suggested Preparatory Summer Assignments (OPTIONAL)

These are the first assignments of 2021-2022 school year and they will be due September 30, 2021. This is when you will receive a grade for all the Preparatory Summer Recommended Assignments. If you want to get ahead, and you find yourself with free time this summer, you can

get started now. AP Studio Art requires a significant amount of time outside of class to meet the requirements of the AP program. Be prepared to spend 25 hours a week during the summer and 68 hours a week during the school year. Below is the list of the elements and principles of design that the College Board will hold you responsible for showing mastery of in your portfolios.

- Elements of Art: Line, Color, Value, Texture, Space, Shape, Form
- Principles of Design: Unity/variety, Balance, Emphasis, Contrast, Rhythm, Repetition, Proportion/scale, Figure/ground relationships

Recommended Summer Assignments has Six Parts:

Part #1:

IN YOUR MANUAL OR DIGITAL SKETCHBOOKS BRAINSTORM A LIST OF:

- a) Elements of Art that interest you Create a Field Guide for the Elements and Principles of Design Research and clearly define each of the elements and principles of design, listed above, in your own words. Please show a higher level of understanding beyond just basic definitions (i.e. show and explain different uses of line, kinds of balance and what they communicate). Save images you have collected on the internet as well as in magazines which exemplify the elements and principles of design. Present this information in a neat, organized manner, with one page for each term.
- b) 5 digital and graphic artists that you like – what do you like about their work that you would like to bring to your own work.
- c) Your favorite 5 artworks (identify with artist). Review the Sustained Investigation (Digital) and Graphic Novel Power Points for inspiration.

Part #2:

1) SHORT ESSAY - Objective: Students will write a short essay on the history of comic book/graphic novels in 5 chosen countries/cultures (America (mandatory), Japan, Panama, Cuba, Africa, France...) 10 paragraphs total, 5 graphic novel/comic book images for each culture. This can be done in Google Docs or Microsoft Word.

*NOTE: Save 20 comic book/graphic novel layouts/storyboards that employ the elements of art and principles of design in a successful way.

* NOTE: Reference the Comic Book/Graphic Novel Power Point.

2) COMIC BOOK/GRAPHIC NOVEL WORKSHEET - Fill out the Comic book/Graphic Novel worksheet to develop your comic book character(s). Once you have designed your character(s) create a plotline. A good graphic novel starts with a strong story that has a central plot. Type up 2 paragraphs, 7 sentences per paragraph on your central plot. Focus on an interesting main character or cast of characters. Type up 2 paragraphs on how your characters play into your central plot. Explore a setting or place. Type up 1 paragraph describing your setting.

2.MA:Cr1 Explore multiple ideas for media artworks through brainstorming and improvising.

4.MA:Cr1 Conceive of original artistic goals for media artworks using a variety of generative methods such as brainstorming and modeling.

7.MA:Cr3 a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated aesthetic principles, such as narrative structures and composition.

Part #4:

COMPLETION OF DIGITAL TABLET PAINTINGS/SKETCHES – Students will digitally paint one black and white sphere and one-color sphere using the brush tool and the color picker tool. Students will digitally paint an apple using both the brush, mixer brush and color picker tools. Students will digitally paint any object of their choosing.

Part #3:

CHARACTER STUDY DRAWINGS - Draw out the contour and cross contour drawings of your Front, Side and three-quarter views of your characters in your sketchbooks (3 drawings total). Once you have finished drawing the contour (outside lines/edges or outline of overall shapes) and Cross Contour (inside outlines/edges of shapes) use graphite, charcoal, watercolor and pen & ink to render shadows and highlights. This may also be done digitally depending on whether you have digital arts software at home. You may check out a tablet from Ms. Ingelfinger before the start of the summer.

a) Utilize the value & color handouts to assist you in rendering shadow and gradual changes/transitions in grey & color values. Utilize the line to create value handout to assist you in rendering values (light to dark) using a variety of lines.

b) Utilize the character design handouts, which may help you with the process of designing your character, as well as this specific link to get you started.

* **NOTE:** Reference the Comic Book/Graphic Novel Power Point.

- <https://www.youtube.com/watch?v=Rpj2J4tn4YI>

1.MA:Cr1 Express and share ideas for media artworks through sketching and modeling.
3.MA:Cr1 Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

4.MA:Cr1 Conceive of original artistic goals for media artworks using a variety of generative methods such as brainstorming and modeling.

7.MA:Cr1 Produce a variety of ideas and solutions for media artworks through application of those generative methods such as concept modeling and prototyping.

PK.MA:Cr2 With guidance, form ideas into plans or models for media arts productions.

Part #4: SKETCHES OF OBJECTS & ENVIRONMENTS - Sketch out potential objects and places you plan to place your comic book/graphic novel character(s) in.

a) Sketch out potential environments or places (a mix of interiors and exteriors) from observation that demonstrate perspective and that you plan to place your characters in. for example: parks, city locations, benches...sailboats etc. Use digital media if available for your digital sketchbooks and any other media such as graphite & charcoal pencils, pen & ink, watercolor etc. for your manual sketchbooks.

b) Observation drawing: Observe and draw a bicycle using graphite or charcoal. Focus on composition and line.

c) Still Life: Place a variety of objects that you find interesting on a table in your room with a specific light source. Use graphite or charcoal to accurately portray how the light and shadow fall across the objects and their surroundings.

d) * **NOTE:** Reference the Comic Book/Graphic Novel Power Point.

PK.MA:Cr2 With guidance, form ideas into plans or models for media arts productions.

Part #4: COMIC BOOK/GRAPHIC NOVEL COVER ART - Create a total of 2 Comic Book Cover art compositions in which you:

-Thoughtfully integrate a minimum of 3 elements of design and a minimum of 3 principles of design. Please use all of the elements and principles across the 3 projects.

-Incorporate your character, object and environmental studies.

-Compositions can be completed in the manual or digital sketchbooks depending on what's available.

* **NOTE:** Reference the Comic Book/Graphic Novel Power Point.

Part #5: COMIC BOOK/GRAPHIC NOVEL STORYBOARDS - Using digital or manual art media, your character worksheet, central plot, sketches of your character(s), settings/places and references of pre-existing storyboards, draw out 1-2 original storyboards. Be sure to include 5 or more panels, a splash, internal and external dialogue, narratives, and speech bubbles, while also factoring in gutter space.

* **NOTE:** Reference the Comic Book/Graphic Novel Power Point.

Part #6: WRITTEN ART CRITIQUES - Write about each Comic Book Cover and Storyboard composition you have made. List the 3 elements and principles of design at work in each piece. Briefly describe how you intended each of these 3 elements and principles to contribute to/ support the composition and/or meaning of your artwork. Do you feel that your efforts were successful? Discuss specifically why or why not. If not, include what you would do differently now.

5.MA:Cr1 Envision original ideas and innovations for media artworks using personal experiences and the work of others.

1. MA:Pr4 Combine varied academic, arts, and media content in media artworks, such as an illustrated story

PK.MA:Pr5 a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.

K.MA:Pr5 a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.

7.MAPr5 a. Exhibit an increasing set of artistic, design, technical, and software skills through performing various roles in producing media artworks, such as creative problem solving and organizing.

Classroom Expectations:

As this is a college level course, students will behave in a mature, respectful and responsible manner.

To be specific, these are the basic procedures and rules that must be maintained to provide a creative and supportive artistic learning environment:

Classroom Procedures:

1. Be on time, prepared for class. Be in your seat, ready to work, and begin working on your project to the best of your abilities when class begins.
2. If you have a question, raise your hand. Do not speak out.
3. Use your time at passing period accordingly; this class will not be your opportunity to go to the bathroom.
4. Cleanup will take place in the last five minutes of class. Students are responsible for their own work area and classroom duty. All materials will be put back in their proper place.
5. After cleanup, students are to return to their seats until the teacher dismisses them. Students will not stand by the door and wait for the bell or clock.

Classroom Rules:

1. Respect is to be shown to the instructor, your fellow students, materials and all artwork in the classroom. Don't interfere with other students' right to learn or my right to teach. In addition, **ONLY HANDLE YOUR OWN ARTWORK!!!**
2. Students will be held responsible for broken equipment and wasted supplies, so please use them respectfully. Printing other documents not pertaining to the class will be thrown away and students will be held responsible for the used ink. **NO TOOLS OR EQUIPMENT SHOULD EVER LEAVE THE CLASSROOM!**
3. Follow directions. This includes both my directions and the school policies, such as the school policy on hats and *especially* electronic devices.

4. Full attention will be given to the instructor during slide presentations, demonstrations and lectures.
5. Participate in class. Doing homework for another class or sleeping will not be tolerated.
6. There will be no use of iTunes; the classroom/lab shall be music free unless approved by the teacher.

AP 2D Studio Digital Art Rubric 2011-12 Name: _____

Date: _____ **Name of Project:** _____

Assess your work and score it on the following criteria:

	5	4	3	2	1	0	Score
1. Objects are rendered accurately.							
2. Materials are used well; technique is generally excellent.							
3. Design and composition are developed and complex, using space in a dynamic manner.							
4. Work demonstrates informed decision-making.							
5. There is a sense of inventiveness or imagination.							
6. There is evidence of experimentation and/or risk-taking.							
7. Overall, the work demonstrates ability appropriate to the AP level.							
8. Student worked enthusiastically toward goal, stayed on task, worked outside of class, mentored others needing help, mature behavior.							
9. Project finished with maximum effort, went well beyond requirements.							
10. What is your general impression of the work? What did you want the viewer to think about? Did you successfully get your message across? Discuss if the work is a significant success, why or why not, and support your judgment with evidence.							

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Multiply your score by 2 to get your grade percentage out of 100 points.