

High School Art Department – M. Ponce de León

ADVANCED PLACEMENT & Pre-AP STUDIO – Room 7113

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AP STUDIO INTRODUCTION:

This highly challenging senior course enables advanced art students to concentrate on specific projects and work individually with the instructor to create a college-level portfolio. Students hone skills in a particular medium or working style, rather than tackling new materials. Because the AP Board requires many high-quality works in each category, the AP Studio schedule of assignments centers on fulfilling portfolio requirements for the Quality, Concentration, and Breadth sections. The teacher assumes that AP students have reached a level of academic and artistic maturity in previous classes.

PRE-AP INTRODUCTION:

The BHS Art Department has developed this program for juniors and seniors who wish to build a portfolio without submitting an AP portfolio. This course meets at the same time as AP Studio Art and allows either juniors or seniors to work on fewer portfolio pieces and prepare for the pace and rigor of AP Studio.

HIGH SCHOOL PREREQUISITES FOR AP STUDIO:

Students should take as many studio courses as possible before enrolling in AP. They should also consider taking community art courses and summer pre-college experiences available at CCAD and other art schools across the U.S. See Ponce for more information on alternative art education opportunities.

COURSE OBJECTIVES:

(1) FOR STUDENTS TO BECOME INDEPENDENT ARTISTS BY...

- *Keeping an artist's sketchbook*
- *Mastering the planning and research necessary in the process of making artworks*
- *Becoming fully engaged in the process of art making and developing a disciplined work ethic*
- *Visiting art galleries/ museums regularly and becoming acquainted with the work of other artists*
- *Creating works which demonstrate a mastery of composition and the elements of art and design*
- *Mastering the use of one or more media*
- *Creating a competent college-level portfolio and developing into an independent image maker*
- *Creating independent, unique works that don't use copyright material, artworks, and/ or photographs by other artists*
- *Shooting professional-quality art slides in an indoor studio setting*

(2) FOR STUDENTS TO PUT TOGETHER A COMPETENT AP PORTFOLIO BY...

- *Creating works which highlight a student's ability to work from life, with more traditional subjects/media OR more abstractly, with more experimental media (Quality)*
- *Developing a mature and cohesive body of work based on a theme or idea (Concentration)*
- *Creating images which highlight a student's ability to use a variety of media, themes, and compositional aims (Breadth)*

(3) FOR STUDENTS TO DEVELOP COMMUNICATION AND ASSESSMENT SKILLS BY...

- *Writing clear and concise concentration statements to explain theme, media, and inspirations*
- *Holding regular formal, informal peer & individual critiques; learning to appreciate the value/ importance of outside criticism*
- *Developing personal critical decision skills essential to the process of image making*

PORTFOLIO REQUIREMENTS: 2-D and Drawing

Section I: Quality	❑ Five actual drawings; no bigger than 18x24"
Section II: Concentration	❑ 12 slides; some can be details
Section III: Breadth	❑ 12 slides; no repeats

PORTFOLIO REQUIREMENTS: 3D DESIGN

Section I: Quality	❑ Five works; send two slides (views) of each
Section II: Concentration	❑ 12 slides; some can be second views
Section III: Breadth	❑ 8 works; 2 slides of each

IN-CLASS GRADING

Big projects	45 %
ATCs/ photo collages...	20 %
Other... (<i>Critiques, slides, gallery visits, special assignments</i>)	20 %
Participation... (<i>participation in class projects, preparedness, staying on task, etc.</i>)	15 %

SAFETY/ PROCEDURES: Please learn these important safety procedures. The **fire exit** is our back door... exit and continue left to the baseball field and quietly listen for instructions. The **tornado exit** is out the front door... exit the room and remain along the walls of the hallway avoiding any glass cases or doors and quietly listening for instructions. In the event of a **lockdown**, remain quietly in the classroom. If there's a **medical emergency**, remain in your seat and quietly listen to instructions. If you **witness an emergency**, please get the staff member on duty immediately.

PHONE PODS/ PARKING: ALL students will put away phones unless the teacher requests that they keep them out. When you walk in the door each day, please park your cell phones in the allotted slot for phone parking. Sometimes, I will let you use your phones to take photos or look up information. Everyone will comply so that we can have a productive a fun year. Do any final checks of email, texts, or social media between bells and quickly store your phone. I expect you to be seated with your phones parked in the phone pods.

RESTROOM USE AND SAFETY: Please ask me first. I need to know who is out because I am responsible for you while you are here. Be sure I've heard your question and have answered YOU before you leave. If you've been using your phone on a given day, please park your phone, sign your name on the pass "eraser board." When you return, please erase your name. Take your lanyard pass, and go quickly. Please wash your hands after.

WI-FI & PHONES FOR ART-MAKING: Students can use their own laptops with Adobe Photoshop and/or cell phones with good cameras on days we take photos. However, they are responsible for taking care of their own equipment. Most days, students will follow the cell phone protocol listed above.

MUSIC & TECHNOLOGY: When I am talking, teaching, demonstrating, and during class critiques, please put away cell **phones and music devices**. You may listen to music only during independent work time, and with only 1 ear bud. Keep the volume of your music low, and keep the music school appropriate. Phones **must remain stored unless we are all using them**.

CANVAS/ SCHOOL E-MAIL: This class uses both Canvas and school e-mail for **ALL** its communication. You **must have a working network login and check Canvas and e-mail regularly** to be in this class. I provide all class information, assignments, slide shows, demos, and deadlines on Canvas. **Not knowing current and due assignments is NOT an excuse.**

DAILY PARTICIPATION: Each student receives a daily grade. Students **MUST** arrive on time, act respectfully and appropriately, pay attention to lectures and demos, work on assigned projects, follow student handbook rules, and participate in discussions and clean-up. In addition, **you will be sent to the office if you use your cell phone in class** for anything other than taking photographs of assigned work. Refusal to follow rules will result in the loss of daily points and may lead to further disciplinary action.

DUE WORK/ ABSENCES: Students will complete assignments **on time for full credit**. Pre-planned absences are **NOT** an excuse to not turn work in on time. If you have an unplanned absence on a due date, the work must be in on the day you return. Come in after school, during a study hall, or during Art Club to complete your projects. **It is your responsibility** to find out what you have missed.

LATE WORK: Your bi-weekly work is **due on the last day of each even numbered week at the start of class**. If you turn in your work late on that day or within the due week, the grade will be 20% lower. On the following due date, you will no longer receive points for your late work.

RE-GRADING AND RUBRICS: I will use a grading rubric and post grades and Power School comments on what to improve. If you turn your work in on time, you are welcome to improve each project and turn it back in for a re-grade. A **re-grade must take place within a week** that I assign a given project.

DIGITAL PORTFOLIOS: Students will store, label, and turn in digital photos. Also, they must scan non-digital projects and upload them. Students must upload and label weekly images by the deadline to receive full credit. See me **BEFORE** the deadline if you are experiencing problems.

EXTRA HELP/ ART CLUB: Art Club meets Monday-Wednesday at lunch in Ms. Groot's room, 7111. **DO NOT WAIT** until the last minute! **Everyone** willing to work hard & ask questions can succeed in this class. **In addition, you may come by my room during lunch to work, get help, eat, etc.**

IN THE STUDIO: Each person **MUST work in class every day** to receive instructional and academic support. Students are also required to meet quarterly with the instructor to plan and discuss his/ her portfolio development. AP Studio art students **SHOULD** also work outside class to complete weekly projects. Visiting art professionals may visit the studio for critiques and/ or to lecture.

ART SUPPLIES: Students must carry a flash drive to save and transport digital images. In addition, they may borrow school-owned cameras. Please come **early in the week** during lunch if you need to borrow a digital camera for weekly assignments. **Students are responsible for keeping all borrowed photo equipment in good condition and will be charged for any damage or loss.**

WEEKLY SCHEDULE: This class challenges students to develop college-level art portfolios. In addition, everyone will keep a sketch book in class to develop ideas, jot down notes, etc. Students may come in (**get a pass from me first!**) to work in the art room during study halls as long as they don't interfere with another class' work. To ensure everyone gets lab time, the class will follow this weekly schedule:

- Monday: Lecture / "Demo" / Workday
- Tuesday-Thursday: Work Days
- Friday: Open Studio/ Due Date/ Critique Day/ ART 21

NON-CRITIQUE FRIDAYS: On these days, we will **ALL (no exceptions!)** watch an episode of Art 21 or have a preliminary critique.

DAILY PARTICIPATION: Each student receives a daily grade. Students will arrive on time, act respectfully and appropriately, pay attention to lectures and demos, work on assigned projects, follow student handbook rules, and participate in discussions and clean-up. Refusal to follow rules will result in the loss of daily points and may lead to further disciplinary action.

DUE WORK/ ABSENCES: Students will complete weekly and long-term assignments **on time for full credit**. Pre-planned absences are NOT an excuse to not turn work in on time. If you have an unplanned absence on a due date, the work must be in on the day you return. Come in after school, during a study hall, or lunch to complete your projects. **It is your responsibility** to find out what you have missed.

LATE WEEKLY WORK: Weekly work is **due on the last day of each week at the start of class**. If you turn in your work late on that day or within the due week, the grade will be 20% lower. On the following due date, you will no longer receive points for your late work.

LATE LONG-TERM PROJECTS: Late long-term work grades will be 20% lower. The last day to turn in long-term projects for a grade is the eighth (8th) Friday of each quarter – a week before the quarter ends. After that day, you will not receive credit for late work.

RE-GRADING AND RUBRICS: I will use a grading rubric and post grades and Power School comments on what to improve. If you turn your work in on time, you are welcome to improve each project and turn it back in for a re-grade. A **re-grade must take place within a week** that I assign a given project.

DIGITAL PORTFOLIOS: Students will store, label, and turn in digital photos on the district T DRIVE. Also, they must scan non-digital projects and upload them, too. Students must upload and label weekly images by the deadline to receive full credit. See me **BEFORE** the deadline if you are experiencing problems.

NOTE ABOUT PLAGIARISM: Students **MUST** create their own images. Copyright materials such as found photographs, paintings, and logos are someone's intellectual property. A plagiarized project will receive an automatic zero. In addition, administration and parents will receive notification and the incident will appear on the student's record. The consequences of second offenses are more serious. Please read the *Bexley Student Code of Conduct* for rules about plagiarism.

SUMMER WORK: Please go to the high school library's "summer reading" page for more information for a recommended summer assignment. In addition, students should consider taking a pre-college or college-level summer course at an art school or college art program a year or two before enrolling in AP Studio.

BI-WEEKLY REQUIREMENTS

AP 2D & DRAWING

- Due each "Critique" Friday (or last day of week, 2nd, 4th, 6th, and 8th weeks)
- Turn in: 2 ATCs and 2 bigger works bi-weekly.
- Upload all images your onto digital folder. I will keep quarterly digital student portfolios.
- Also, turn in weekly contact sheet with works turned in.
- Mat, label, and hang your favorite work (1) by critique Friday
- Eight (8) ATCs & eight (8) bigger works due per quarter!!!

AP PHOTO

- Due each "Critique" Friday (or last day of week, 2nd, 4th, 6th, and 8th weeks)
- Turn in your 20 best new images and 4 photo collages or ATCs bi-weekly.
- Upload all images onto your digital folder. I will keep quarterly digital student portfolios.
- Also, turn in weekly contact sheet with works turned in.
- Mat, label, and hang your favorite work (1) by critique Friday
- Eighty (80) photo images & sixteen (16) photo collages/ ATCs due per quarter!!!

AP 3D

- Due each "Critique" Friday (or last day of week, 2nd, 4th, 6th, and 8th weeks)
- Turn in 2 new 3D works bi-weekly.
- Upload all images onto your digital folder. I will keep quarterly digital student portfolios.
- Also, turn in weekly contact sheet with works turned in.
- Eight (8) 3D works per quarter!!!

PRE-AP

- Work due each "Critique Friday." (or last day of week, 2nd, 4th, 6th, and 8th weeks)
- Turn in half of the AP requirements.
- Upload all images onto your digital folder. I will keep a digital portfolio of your quarterly work.
- Also, turn in weekly contact sheet with works turned in.
- Mat, label, and hang your favorite work by critique Friday
- Choose an area: 2D, Drawing, Photo, or 3D

ATCs (Artist Trading Cards), DIGITAL COLLAGES, or ALTERED BOOKS:

ATCs are mixed media 2.5 x 3.5" artist trading cards. Digital collages enable you to manipulate your own photos on Photoshop to create new images. (Note: Tweaking a photo's color does not constitute a digital collage.) Altered books are books into which an artist draws, paints, collages, etc. In an altered book, 90% of each image should be made by the student. Use any media. Work both at school and at home.

ATC/ DIGITAL COLLAGE/ ALTERED BOOK THEMES – PICK ONE:

"Phones and technology" "Hands and feet" "Hunger and feasting" "Toys" "Brightness vs. Night" "Text, calligraphic marks" "Outer Space" "Barbed Wire, Fences, Barriers"	"Day and night" "Bicycles and circles" "Geometric and abstract" "Flying or Running" "Dreams / Nightmares" "Rhythm and Repetition" "Barbies vs. G.I. Joes"	"Organic vs. man-made" "Working and at rest" "Distortions" "Weather" / "Nature" "Sleep and awake" "Surprises" "Earth & Sky" "When Pigs Fly"
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QUARTERLY REQUIREMENTS

AP CONCENTRATION STATEMENT	AP & PRE-AP SLIDES/ DIGITAL IMAGES	QUARTERLY INDIVIDUAL CRITIQUE
<ul style="list-style-type: none">• E-mail me your latest statement draft.• Be concise, to the point, but clearly explain you theme/ ideas and sources.• Type, proofread, and spell-check!	<ul style="list-style-type: none">• Create slide presentation of new best 15 works• Shoot on your own or ask me for help early.• Images must be sharp-focus, high quality, and saved in your folder as jpegs.• You are responsible for	<ul style="list-style-type: none">• Sign up for scheduled one-on-one critique• Find/ bring artistic influence from approved magazine. Explain why.• Come prepared to discuss your concentration idea.• Pick a work you like and

<ul style="list-style-type: none"> Keep all old drafts in your notebook!!! 	shooting quality digital images for the AP portfolio.	explain why (in art terms) it works as an image. <ul style="list-style-type: none"> Pick an unfinished work and explain how you would improve it.
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BRAINSTORMING 101:

This is your first step in figuring out what your concentration work will be.

Here are some sample concentration themes provided by the AP Board...

Sample Drawing Portfolio Ideas:

- A personal or family history communicated through symbols/ imagery
- Series that reflects specific narrative or psychological event/s
- Interpretive portraiture/ figures that emphasize dramatic composition, abstraction
- Series of (self) portraits exploring one's relationship to the past, present, and future
- Abstract images developed from cells and other microscopic images
- Use of various spatial systems (aerial views, perspective) to organize space
- Use of landscape, figure, still life, etc. using direct observation, stylization, abstraction
- Gesture drawings to create expressive images
- Working with proportions... standard, foreshortening, geometric, abstraction
- Body parts as they relate to age and possibly decay

Sample Two-Dimensional Design Portfolio Ideas:

- Design & execution of a children's book
- Series of fabric/ apparel/ weaving designs used to express a particular theme
- Series of political cartoons using current events and images
- A project that explores interior or exterior architectural space, emphasizing principles of perspective, structure, ambiance created by light, etc
- An exploration of pattern and design found in nature and/ or culture
- Exploration of compositional or positive/ negative balance, space, rhythm, unity, emphasis, etc.
- Exploration of scale, line, shape, texture, value, color, etc.

Sample Three-Dimensional Portfolio Ideas:

- Abstract or stylized constructions developed from natural or mechanical objects
- A series of images/ forms—representational interpretations/evolve into abstraction
- A figurative sculpture project combining animal-human subjects—studies/completed works
- Growth or decay as theme, kinetic art, showing both skin & inner structures
- Use of found objects, assemblages, installations
- Working with a setting or a concept (eg. defying gravity, large scale, wrapped objects, etc.)
- Working with a variety of textures, exploring combinations of textures/ materials
- Positive/ negative forms and how they relate to shadows and light
- Abstract works developed from natural forms and/ or microscopic images
- Design problems: repetition, rhythm, balance, emphasis, line, etc.
- Use of additive and/ or subtractive methods/ materials to create a certain look/ theme

QUARTER ONE Objective: *Breadth*

This quarter, explore a variety of media, styles, and themes. Follow the elements of art & principles of design. However, this is not a good time to learn a new medium. Make your best work—not first attempts. You must produce **quality** works. The two-dimensional work cannot be larger than 18 X 24" (including mat) according to the AP portfolio requirements.

AP is looking for...

Balanced compositions	The ability to draw/ abstract from life
Wide range of values	Variety in 'mark-making'
Clear focal point	Innovative design/ compositions
Interesting subjects	Positive/negative balance

http://apcentral.collegeboard.com/apc/members/exam/exam_questions/48896.html

Week	Q.1 Two-Dimensional Breadth Projects
1	<p><u>Mixed media still life ideas—</u></p> <p>(a) Cropped bone/ reflective surface still life-hatch/crosshatch, line variety {Rembrandt/ DaVinci}</p> <p>(b) Close-up monochromatic/ fragmented/ stylized Styrofoam still life {Cubism/ Futurism}</p> <p>(c) O'Keefe-style super-cropped bicycle, draw 3 close-ups (divide top third of vertical paper into two image areas and bottom 2/3 into the third)</p> <p>(d) Line drawing of object, then crop & enlarge to make more abstract</p> <p>(e) Close-up of stacked small boxes, chairs, paper towel stacks, etc.</p> <p>(f) "white" or muted cropped still life {Morandi}</p>
2	<p><u>Self image/ figure ideas—</u></p> <p>(a) 3+ neutral color mixed media SP images with "theme" (collage maps, tissue, writing, etc.)</p> <p>(b) Cropped SP w/finger prints or other marks {Chuck Close/ Impressionists/ Expressionists}</p> <p>(c) Unusual angle/ lighting figure in gloomy, stylized, linear style {Roualt, Kollwitz, Schiele, Toulouse-Lautrec}</p>
3	<p><u>Abstract design/ Computer design ideas—</u></p> <p>(a) Scan photo into Adobe Photoshop, crop to 8 x 8" abstract with lines/ washes, print 3+ versions {Warhol-portrait, Frankenthaler-abstract}</p> <p>(b) +/- balance abstract or calligraphic design in ink or marker, collage {illuminations}</p> <p>(c) Analogous color organic abstract design with +/- balance (cropped shells, veggies for source)</p> <p>(d) Acrylic/ collaged tissue, paint layers to create image {Hoffman, Frankenthaler}</p> <p>(e) Complex Op-Art Black/ White design {B. Riley}</p>
4	<p><u>Food/ fashion Theme ideas—</u></p> <p>(a) Cropped grayed tone food image {Thiebaud}</p> <p>(b) Choice food/ fashion image using split complement. {Fauvist color, texture}</p> <p>(c) Graphic choice food/ fashion image using high key colors and dark contours {Pop Art}</p> <p>(d) Fashion image... collaged dress patterns, mixed media, writing, etc. {Nancy Spero, book arts}</p> <p>(e) Broken, overlapped glass/ dish cropped still life in limited palette oil pastels</p>

5	<u>Surreal Images ideas—</u> (a) Graphite genetic engineering... two animals/ create new one {Dali} (b) Surrealistic landscape/ human figure/parts as 'scape' {Dali, Magritte} (c) "Automatic"/abstract surreal image using limited palette {Miro} (d) Overlap/ echo theme using... figures, phones, radios, etc. {Futurists, Duchamp's <u>Nude...</u> }
6	<u>Art Elements/ Design ideas—</u> (a) Choice image using impasto texture {Diebenkorn, Van Gogh} or other tactile texture (b) Block print monochromatic image with repeated pattern/ rhythm {Op-Art, M.C. Escher} (c) Collage... "Found" textures {Bearden, Photomontage/ Schwitters} (d) Image using writing/ calligraphy/ pattern to create rhythm {Islamic "arabesques"} (e) Cropped scratchboard abstraction to create wide value/ texture/ drama {Rembrandt, Kollwitz}
7	<u>Landscape/ Cityscape/ Architecture ideas—</u> (a) 2-PT persp. precise line drawing of observed architecture, use graphite/ ruler {R. Downes} (b) Choice landscape; choice stylized, abstracted cityscape {John Marin} (c) Choice cropped architecture/ cityscape pinhole (d) Stylized landscape/ cityscape w/ foreground, middle, background {Cezanne, Derrain, Gauguin} (e) Precise graphite 2-pt. perspective... boxes, abstract geometric forms {architectural drawings}
8	<u>Surreal Grid/ Crazy Puzzle ideas—</u> (a) Using regular grid squares... draw puzzle-like realistic image that appears/ disappears {Dali} (b) Paint image on a puzzle & rearrange or take out some pieces {Magritte} (c) Use geometry & regularly repeating patterns to create choice image {M.C. Escher} (d) Grid canvas with masking tape/ string, make acrylic image, remove tape/ string, & reapply it to "jolt" the eye, create repetition {Futurists; M. Bradford}
9	Work concentration statement & artistic influence. Turn these in on the last day of the quarter. FORMAL DIGITAL CRITIQUE ()

Week	Q.1 Three-Dimensional Breadth Projects
1	<u>Life forms ideas—</u> (a) Plaster cast or fiber/paper cast of body parts, reclining figures, corsets {Segal, Abakanovich}; (b) "from life" wood carving {Brancusi}; (c) bones clay sculpture; (d) organic clay vessels/ teapots; (e) organic basketry {Marvin Purvear}
2	<u>Figure sculptures ideas—</u> (a) Clay from life {Moore, Rodin}; (b) Cubist-inspired {Archipenko, Lipschitz, Gonzalez}; (c) paper/ tape figures over armature dipped in clay slip, wax or plaster {Kiki Smith}; (d) Wire/ cork or mesh constructions {Calder's Circus or abstract}
3	<u>Abstract design ideas—</u> (a) abs. organic clay sculpture {Brancusi}; (b) wood or Styrofoam-hot glue assemblage/ abstract geometric {Nevelson}; (c) brown tape/ paper rolls to make sculptures w/ abstract cylinder shapes; (d) clay body/ sea-life forms (Hepworth, Bourgeois)
4	<u>Food/ fashion Theme ideas—</u> (a) Pop Art food/ fashion object {Oldenburg}; (b) abstract form using mixed media "junk" dishes, cups, etc. glued & painted {Schnabel}; (c) 3D design using old shoes/ clothes cut up and reattached to create new form {Rauschenberg}
5	<u>Assemblage/ Installation ideas—</u> (a) assemblage w/ found objects {Duchamp}; (b) egg-crate, lid, junk, machine parts sculpture, optional painted {Rauschenberg}; (c) environmental art/ installation {Pfaff, Smithson, Nauman}
6	<u>Art Elements/ Design ideas—</u> (a) abstract "stabile" using scrap mat board to create positive/ negative balance, repetition {Calder}; (b) movement/ repetition using hot-glued plastic forks, spoons, etc.; (c) organic or geometric/ abstract plaster or clay carving with "voids" to create pos./neg. balance {Hepworth}

7	Art History ideas —(a) historical chair for famous artist (use found chair/s but reorganize chair elements & paint it); (b) Create Cubist musical instrument out of cardboard, paper, glue {Picasso}; (c) Non-Western inspired mask using glued pieces of shoes & junk {non-Western art}; (d) figure-shaped, painted clay vessel {Picasso}
8	“Skins” ideas —(a) abstract “module” or “bloom” forms... use toothpicks, bamboo, string, wire, metal as skeleton & create skin with tissue & gel medium; (b) create wire, junk form & cover with melted wax {Giacometti}; (c) use panty hose & wire to create organic form, optional, plaster the form {Eva Hesse}; (d) dress designs using wire, newspaper, tissue, & gel medium; (e) clothes dipped in clay slip & fired, clay sawdust at kiln bottom
9	Work concentration statement & artistic influence. Turn these in on the last day of the quarter. FORMAL DIGITAL CRITIQUE

Items of interest:

- ❑ National Portfolio Day takes place in October of each year. Have your work critiqued by representatives from nationally ranked art programs. It’s worth doing even if you’re not a senior.
- ❑ On even years, we have the All District Art Show. All AP Studio students participate in this show.

QUARTER TWO Objective: *Concentration*

You will begin the quarter by letting me know your concentration ideas. Devote as much time as possible to exploring your concentration. Your goal is to submit only your best work. Work the theme in a variety of media, formats, dimensions, etc. See how far you can push the idea. Keep researching different artists, though. Keep tweaking your concentration statement until it is concise, to the point, and descriptive of your work.

Week	Q.2 Concentration Projects	Work Due
1-8	See weekly requirements (above) for details. Begin concentration statement. **All work must be in on ‘Critique Day’	
9 Due	Turn in concentration statement & influences on the last day of the quarter. FORMAL DIGITAL CRITIQUE (exam week)	

Items of interest:

- ❑ This quarter you will also prepare a “Scholastic Art Show” senior portfolio.

QUARTER THREE Objective: *Analyze the Portfolio*

This is your chance to improve and polish previous work, choose the quality pieces, and create more pieces where you need them in your portfolio. You will also still have one new work due per week. If you work really hard this quarter, the following quarter will be a breeze! So, get working, please!!!

Week	Q.3 Projects
1-8	Work due weeks 1-8: Concentration pieces... new or re-worked AP STUDIO Server: Set up account... DO NOT DELAY!!! Marathon HW: 50 Drawing/ 25 Sculpture/ 100 photos due the Monday after spring break! **All work must be in on ‘Critique Day’
9	Turn in concentration statement & influences on the last day of the quarter.

Items of interest:

- ☐ Governor's Show (March)
- ☐ Congressional Show (March/ April)
- ☐ Senior Show (April)

QUARTER FOUR Objective: *Complete the Portfolio*

This quarter is over quickly. You will re-work images, re-shoot slides, make close-ups, etc. You will then sort & upload slides into the APS server. Finally, you will also prepare your "quality" work for the portfolio & the senior show. Non-seniors are also required to participate in the senior show preparations.

Week	In-Class Concepts & Assignments
1-8	<ol style="list-style-type: none"> 1. Mat & label "quality" works & place in red fiber portfolio 2. Arrange digital portfolio/ upload images & statement into APS server 3. Send fully uploaded AP portfolios to Ponce NO LATER THAN April 24!!! I will then meet with each student to ensure all materials are ready to submit to AP. 4. Bexley mails your portfolios to College Board in the first week of May (This is NOT your deadline! The coordinator and I have to still approve and triple check everyone's work.) 5. <u>Senior Show</u>: Opening reception--Wednesday 4/5/17, 6 pm / last day--Friday 4/19/17 6. Turn in a copy of digital AP Portfolio slide show (as soon as you upload your portfolio). 7. Field trip/s 8. "Art Food" party
9	Final projects due!