

# AP<sup>®</sup> Studio Art: Drawing, 2-D Design, and 3-D Design: Syllabus 5



Syllabus 1058847v1

Scoring Components	Page(s)
SC1 The course promotes a sustained investigation of all three aspects of portfolio development— quality, concentration, and breadth—as outlined in the Course Description and Poster throughout the duration of the course.	3-4
SC2 The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of drawing/2-D design/3-D design.	3
SC3 The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in drawing/2-D design/3-D design that grows out of a coherent plan of action or investigation (i.e., a “concentration”).	6
SC4 The course teaches students a variety of concepts and approaches in drawing/2-D design/3-D design so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media.	7
SC5 The course teaches students a variety of concepts and approaches in drawing/2-D design/3-D design so that the student is able to demonstrate a range of abilities and versatility with problem-solving. Such conceptual variety can be demonstrated through either the use of one or the use of several media.	7
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SC7 The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making.	4
SC8 The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers.	4, 6
SC9 The course includes individual student critiques and or instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and better critique artworks of their peers.	6
SC10 The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ works, the course teaches students how to develop their own work so that it moves beyond duplication.	12

Visual arts courses are usually elective courses by nature and, therefore, they often present scheduling issues for school counselors or registrars. Advanced art courses are usually even more of a challenge because they represent smaller numbers of students and are usually offered fewer times throughout the school day. For this reason, AP Studio Art classes are often double or even triple rostered — meaning that you may find that you are juggling Drawing, 2-D Design, and 3-D Design portfolios all in one class period. Though this presents a few challenges for even the most experienced teacher, it is possible to teach all three portfolios concurrently with a great deal of success. Here are some hints and techniques that have worked for a triple-rostered AP Studio Art course:

1. One strategy for the complexity of the schedule is to stagger group critiques with peers and teacher, presentation of new assignments, and slide-taking deadlines for each type of portfolio. For example, have the Drawing Portfolio students critique on one day and 2-D and 3-D Design students on different days.
2. Sometimes you will be able to create assignments that may address similar design concepts or themes but can be executed by each portfolio group to meet the requirements of their specific portfolio type. For example, if you are addressing the concepts of line quality and mark making to create space within a composition, 2-D Design and Drawing students can create cross-contour drawings from life using Conté crayon sticks and Conté pencils, while 3-D Design students create a cross- contour sculpture out of wire or other linear materials.
3. Over the course of the semester, periodically schedule group critiques with peers and teacher for all three portfolios at once. Aside from the obvious benefit of community building in the classroom, this also creates an opportunity for students to have their work viewed by peers who have not been following the progress of their work as closely as those within the same portfolio group.
4. It is imperative for students enrolling in any AP Studio Art course, but especially a triple-rostered course, to possess the ability to work independently in terms of ability to conduct research, knowledge of materials and equipment, and ability to take initiative during the production phase.
5. Also, it is beneficial to have students work on more than one piece at a time. If someone needs more instruction or a one-on-one conversation or critique, then he or she will have something else to work on until you are available.
6. Empower students to teach each other. For example, there always seems to be one student who knows more about Adobe Photoshop or using the printing press than some of his or her peers. So, encourage students to seek the advice of their peers or ask a student with special knowledge or a skill to pass it along to others.

## AP Studio Art Syllabi: Drawing, 2-D Design, and 3-D Design Portfolios

### Course Description

#### All

Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. For a variety of concepts and approaches to the Drawing, 2-D Design, or 3-D Design portfolios where students will demonstrate a range of abilities in problem solving, the elements of art and principles of design, specific art mediums, art techniques, and content, look at assignments in the Course Overview for weeks 1–36. Students will develop mastery in concept, composition, and execution of Drawing, 2-D Design, or 3-D Design. **[SC2]** Students will address the three components in their portfolios: quality, concentration, and breadth. **[SC1]** Students will submit this body of work to the College Board for grading and possible college credit.

SC2—The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of drawing/2-D design/3-D design.

SC1—The course promotes a sustained investigation of all three aspects of portfolio development—quality, concentration, and breadth—as outlined in the Course Description and Poster throughout the duration of the course.

#### 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. For additional specific information, look at Original Work, found under Student Self-Critique.

#### Drawing Portfolio

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.

#### 2-D Design Portfolio

Students will expand their 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.

#### 3-D Design Portfolio

Students will expand their three-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.

### Expectations

#### All

The process of developing a portfolio requires a great deal of time and effort, and the four 50- to 55-minute class sessions per week are markedly inadequate to create the amount of work necessary for the portfolio. The open studio is designed to provide concentrated work time in the studio with a teacher present as a resource. Open studio is not required but is recommended for success.

Homework, in-school assignments, and reflections: Students will receive specific assignments as well as be asked to spend time working on a particular in-class assignment at home. They should be prepared to spend four to eight hours a week outside of class on their work. During all activities and assignments, the students will demonstrate how they each make art and ways that they solve problems, emphasizing the ongoing process they are involved with and ways that they make their informed and critical decisions. Students will use a sketchbook as an ongoing visual journal to work through ideas, practice drawing and design skills, and record their journey through this year. Due to the amount of work students do outside of class, some specific sketchbook assignments will be made with the expectation that additional out-of-school time will be used by students to work in their sketchbooks as tools for developing and recording their ideas. **[SC7]**

SC7—The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making.

Critiques: The majority of class time is spent making artwork, though students are expected to participate in ongoing group critiques with peers and teacher as well as ongoing, individual, one-on-one critiques and conferences with the teacher throughout the course. Furthermore, individual instructional conversations with the teacher will assist each student in assessing strengths and weaknesses in their own images and provide feedback on ways to further develop their individual and unique drawings and compositions. In turn, these conversations will help students discover ongoing ways to improve their art making. **[SC8]**

SC8—The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers.

### Drawing Portfolio

Students will produce a minimum of 24 works that satisfy the requirements of the quality, concentration, and breadth sections of the AP Studio Art: Drawing Portfolio. **[SC1]**

### 2-D Design Portfolio

Students will produce a minimum of 24 works that satisfy the requirements of the quality, concentration, and breadth sections of the AP Studio Art: 2-D Design Portfolio.

### 3-D Design Portfolio

Students will produce a minimum of 18 to 20 works that satisfy the requirements of the quality, concentration, and breadth sections of the AP Studio Art: 3-D Design Portfolio.

SC1—The course promotes a sustained investigation of all three aspects of portfolio development—quality, concentration, and breadth—as outlined in the Course Description and Poster throughout the duration of the course.

## Student Objectives

### All

- Maintain a strong work ethic.
- Work through and solve visual problems effectively.
- Refine the ability to draw/render what you see.
- Understand how art elements and design principles communicate content.
- Increase awareness of the creative process.
- Increase knowledge of art tools and materials.
- Pursue the art-making process with a passion — be fearless.

## Grading

### All

Student grades fall into two categories: classwork/projects (60 percent) and class participation (40 percent). Classwork/projects is self-explanatory. Class participation includes students' participation in ongoing group critiques with the teacher and individual critiques with the teacher, preparation for final projects, taking slides of their work, etc.

## Supplies

### All

Most supplies and equipment will be provided by the school, but the following supplies will need to be purchased by each student:

- Visual journal
- Fuji 100-slide film (at least two to three rolls)

### 2-D Design and Drawing Portfolios

- Set of pencils
- Set of drawing pens
- A portfolio
- Set of brushes

It is recommended (but optional) that students purchase a set of Prismacolor colored pencils (at least a set of 24).

## Bibliography

Chaet, Bernard. *The Art of Drawing*. Wadsworth Publishing, 1983.

Mittler, Gene, and James Howze. *Creating and Understanding Drawings*. Mission Hills, Calif.: Glencoe/McGraw-Hill, 2005.

Nicolaides, Kimon. *The Natural Way to Draw: A Working Plan for Art Study*. Boston, Mass.: Houghton Mifflin Company, 2011.

Rose, Ted, and Sallye Mahan-Cox. *Discovering Drawing*. Worcester, Mass.: Davis Publications, Inc., 2006.

Stelf, Jerry, ed. *The AP Vertical Teams Guide for Studio Art*. The College Board, 2002.

Zelanski, Paul, and Mary Pat Fisher. *The Art of Seeing*. Prentice Hall, 2010.

## Course Outline and Schedule

### All

Students will primarily be preparing work for the breadth section of the portfolio during the first semester. A variety of specific concepts, specific approaches, specific mediums, and specific techniques will be used to demonstrate abilities and versatility with

techniques, problem solving, and ideation. For specific information see the examples in the Course Overview. The students will review and use the elements of art and principles of design as they think through, plan, and develop each of their works. How is the student using specific elements in conjunction with specific principles? These are what artists intuitively use to assist them as they create their images, forms, and structures. Students learn to seek out creative problems that are challenging and use goals, informed decision making, and problem-solving skills as they develop their works in an informed way. Each student is responsible for demonstrating mastery and use of the elements of art to organize the principles of design in their images and structures.

Students will transition into more open-ended and exploratory work for the concentration section of the portfolio during the second semester. Each student will develop a cohesive body of work for the concentration section, which is a planned, sustained investigation of a visual idea in drawing. Each student will present, to the class and teacher, an action plan for the development and completion of his or her investigation.

Each student will choose an idea to explore in depth for the concentration section. In the concentration section, students are expected to develop a body of work that is an investigation of a theme or an idea important to them. During ongoing, individual, one-on-one conferences with each student, the teacher will assist the student in discovering and focusing on his or her concentration theme or concept. The student will develop and present to the teacher, for approval, his or her specific plan of action and plan of investigation, outline, thumbnail sketches, etc. for the development of his or her chosen concentration theme, idea, concept focus. This cohesive body of work investigating a strong underlying visual idea in drawing, 2-D design, or 3-D design will grow out of a coherent plan of action or investigation. The student must include specific evidence of the process he or she is going to follow to develop this cohesive underlying original visual idea and include a specific plan, which may be modified, with teacher approval, as the body of work develops and evolves over time. **[SC3]** Dates for each group critique with peers and teacher will be set and provided to students along with each assignment. Students will be expected to have projects “critique ready” at the beginning of class on each assigned critique day. Individual conferences, critiques, and one-on-one discussions with the teacher as well as group critiques with peers and the teacher are mandatory.

### **[SC8 & SC9]**

Please see the Course Overview below as it pertains to student portfolios.

SC3—The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in drawing/2-D design/3-D design that grows out of a coherent plan of action or investigation (i.e., a “concentration”).

SC8—The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers.

SC9—The course includes individual student critiques and or instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and better critique artworks of their peers.

**Course Overview [SC4, SC5 & SC6]**

Week 1	
Drawing Portfolio	Individual Portfolio Review — sign up for a time to meet with the instructor to discuss previous work that may be used for the AP portfolio.
2-D Design Portfolio	Individual Portfolio Review — sign up for a time to meet with the instructor to discuss previous work that may be used for the AP portfolio.
3-D Design Portfolio	Individual Portfolio Review — sign up for a time to meet with the instructor to discuss previous work that may be used for the AP portfolio.
Week 2	
Drawing Portfolio	Movement Through Mark-Making — experiment with a variety of mark-making tools and techniques to establish a sense of rhythm and movement in a nonobjective drawing. Use Prismacolor pencils and Prismacolor sticks, charcoal sticks and charcoal pencils, India ink with brushes and sticks. (Resources: Cy Twombly, Franz Kline, Alma Thomas, and so on.)
2-D Design Portfolio	Contrast Positive/Negative Space Study — using contrast, create a composition with a visually interesting and balanced use of positive and negative space (resource: <i>Jazz</i> by Henri Matisse). Use graphite, graphite pencils, and sticks.
3-D Design Portfolio	Hundreds or Thousands of Things Sculpture — use small objects that come in hundreds or thousands (such as paperclips, clothespins, toothpicks, nails, pushpins, etc.) to create an interesting form that demonstrates a sense of rhythm and movement.
Week 3	
Drawing Portfolio	Mark-Making Study in progress ...
2-D Design Portfolio	Contrast in progress ...
3-D Design Portfolio	100s/1000s of Things Sculpture in progress ...
Week 4	
Drawing Portfolio	Subtractive Charcoal Self-Portrait — with a combination of vine and compressed charcoal, use the dark-field method to create a self-portrait (lay a field of charcoal over the entire surface of the page and use an eraser to create a range of values).
2-D Design Portfolio	Cyanotypes — 1. Use found objects to create an interesting composition on photosensitized paper and place in the sun to achieve a print. 2. Place fish net or similar fabric on the photosensitized paper and place in the sun to achieve a print. Use this as an under-painting and work back on top of it with a self-portrait or other subject matter (resource: <i>Breaking the Rules: A Photo Media Cookbook</i> by Bea Nettles). Add Prismacolor pencils, sticks, and varied hardness in graphite pencils.

SC4—The course teaches students a variety of concepts and approaches in drawing/2-D design/3-D design so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

SC5—The course teaches students a variety of concepts and approaches in Drawing/ 2-D design/3-D design so that the student is able to demonstrate a range of abilities and versatility with problem-solving. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

SC6—The course teaches students a variety of concepts and approaches so that the student is able to demonstrate a range of abilities and versatility with ideation (i.e. “breadth”). Such conceptual variety can be demonstrated through either the use of one or the use of several media.



3-D Design Portfolio	Cross-Contour Wire Sculpture — experiment with the use of line to define form: use copper wire, aluminum wire, stovepipe wire, or other linear materials to create a cross-contour sculpture that can be naturalistic or nonobjective (resource: <i>Calder's Circus</i> video).
<b>Week 5</b>	
Drawing Portfolio	Charcoal Self-Portrait in progress ...
2-D Design Portfolio	Cyanotypes in progress ...
3-D Design Portfolio	Wire Sculpture in progress ...
<b>Week 6</b>	
Drawing Portfolio	Gesture Drawing — use a ball-point pen, marker pen, or pen and India ink and develop a drawing of a person in his or her environment demonstrating your ability to capture reality and movement with relative speed and accuracy. Use rule of thirds and focal point.
2-D Design Portfolio	Photocopy Transfer Collage of one or more of your previously created works or of one of the photographs you took earlier in the year — using black/white imagery and text to create a composition with a range of value and an interesting narrative (use safety with essential oils to transfer images). Work back into the image with emotional color and not local color.
3-D Design Portfolio	Illuminated Paper Sculpture demonstrating actual three-dimensional form — create an armature of wire, reed, or dowels and use handmade paper to cover the armature. A lamp kit will be provided (resource: <i>Paper Illuminated</i> by Helen Hiebert).
<b>Week 7</b>	
Drawing Portfolio	Cross-Contour Drawing — experiment with cross-contour drawing using a variety of subjects, including still-life objects as well as the human form. Suggested mediums might include white Conté crayon and sepia, umber, or black content pencils or Prismacolor pencils and sticks, or graphite pencils of varying hardness with white Prismacolor pencil or stick. Consider focal point.
2-D Design Portfolio	Photocopy Transfer Collage in progress ...
3-D Design Portfolio	Illuminated Paper Sculpture in progress ...
<b>Week 8</b>	
Drawing Portfolio	Cross-Contour Drawing in progress ...
2-D Design Portfolio	Text and Collage — create a collage of things, objects, or scanned objects from your life (use copy machine and place objects and textures on the table to copy) that communicates both a visual and a literal statement. Draw and paint back into the composition for focus, emphasis, golden section.



3-D Design Portfolio	Found-Wood Relief Sculpture — using dissimilar shapes and sizes of wood, create a relief sculpture that demonstrates unity and balance, depth, actual textures (resource: Louise Nevelson).
<b>Week 9</b>	
Drawing Portfolio	Fruit/Vegetable Drawing Series — create a series of drawings using colored pencils that captures the fruit or vegetable as it is in varying stages of ripeness to rotteness (or begin with the whole fruit and draw various stages of it being eaten).
2-D Design Portfolio	Digital Anti-Self-Portrait — take 10 photos of yourself and 4 landscape photographs you took earlier this year, select the strongest images, and using this digital photo of yourself and Adobe Photoshop, portray yourself.
3-D Design Portfolio	Found-Wood Relief Sculpture in progress ...
<b>Week 10</b>	
Drawing Portfolio	Fruit/Vegetable Drawings in progress ...
2-D Design Portfolio	Anti-Self-Portrait in progress ...
3-D Design Portfolio	Ceramic Spirit Vessel — using the potter’s wheel, coil, or slab construction techniques, build a ceramic spirit vessel. You want to develop smooth, flowing lines. Add actual textures and consider glazes, stains, colorants, so it looks as if it were aged.
<b>Week 11</b>	
Drawing Portfolio	Perspective Drawing Exterior Architecture in your community — work from life, on-site as well as from photographs that you took in your neighborhood or community, street side or alley side. Open medium or mixed media.
2-D Design Portfolio	Perspective Drawing of Architecture in your community — work from life, on-site as well as from photographs that you took in your neighborhood or community, street side or alley side. Monoprint.
3-D Design Portfolio	Recyclables Sculpture — using only recyclable objects, create a free-standing sculpture (resources: variety of images of art created from recycled objects).
<b>Week 12</b>	
Drawing Portfolio	Perspective Drawing in progress ...
2-D Design Portfolio	Perspective Drawing in progress ...
3-D Design Portfolio	Humorous Self-Portrait — inspired by Robert Arneson’s self-portraits, create a clay sculpture that exhibits your likeness in a humorous way.
<b>Week 13</b>	
Drawing Portfolio	Perspective Painting of Architecture — from one of your photographs taken earlier in the semester, painting, silkscreen, etc.

2-D Design Portfolio	Perspective Painting of Architecture — from one of your photographs take earlier, painting, silkscreen, etc.
3-D Design Portfolio	Humorous Self-Portrait in progress ...
<b>Week 14</b>	
Drawing Portfolio	Perspective Painting in progress ...
2-D Design Portfolio	Perspective Painting in progress ...
3-D Design Portfolio	Humorous Self-Portrait in progress ...
<b>Week 15</b>	
Drawing Portfolio	Figure Drawing Unit — make a series of drawings from life as well as from photographs you have taken of the human figure in its environment, utilizing a variety of tools and techniques. Use charcoal, vine charcoal, graphite pencils, Prismacolor pencils and sticks.
2-D Design Portfolio	Figure Drawing Unit — make a series of drawings from life as well as from photographs you have taken of the human figure in its environment, utilizing a variety of tools and techniques. Use charcoal, vine charcoal, graphite pencils, Prismacolor pencils and sticks.
3-D Design Portfolio	Alternative Clothing — explore fashion design by using an atypical material (e.g., masking-tape coat, plastic-wrap prom dress, etc.) to create an object of clothing that fits you.
<b>Week 16</b>	
Drawing Portfolio	Figure Drawing in progress ...
2-D Design Portfolio	Figure Drawing in progress ...
3-D Design Portfolio	Environmental Sculpture — using only what you find on site, create a sculpture out of natural objects in the woods, by the creek, or on the trails of campus; don't forget your camera and slide film to record your work (resources: Andy Goldsworthy, Robert Smithson, etc.).
<b>Week 17</b>	
Drawing Portfolio	Taking Breadth slides ...
2-D Design Portfolio	Taking Breadth slides ...
3-D Design Portfolio	Taking Breadth slides ...
<b>Week 18</b>	
Drawing Portfolio	Breadth Slides Due — portfolio review, slide show, and celebration of the first semester's work.
2-D Design Portfolio	Breadth Slides Due — portfolio review, slide show, and celebration of the first semester's work.
3-D Design Portfolio	Breadth Slides Due — portfolio review, slide show, and celebration of the first semester's work.
<b>Week 19</b>	
Drawing Portfolio	Concentration Section — begin or continue work on the concentration.

2-D Design Portfolio	Concentration Section — begin or continue work on the concentration.
3-D Design Portfolio	Concentration Section — begin or continue work on the concentration.
<b>Weeks 20 and 21</b>	
Drawing Portfolio	Concentration
2-D Design Portfolio	Concentration
3-D Design Portfolio	Concentration
<b>Week 22</b>	
Drawing Portfolio	Concentration and Critique
2-D Design Portfolio	Concentration and Critique
3-D Design Portfolio	Concentration and Critique
<b>Weeks 23 and 24</b>	
Drawing Portfolio	Concentration
2-D Design Portfolio	Concentration
3-D Design Portfolio	Concentration
<b>Week 25</b>	
Drawing Portfolio	Concentration and Critique
2-D Design Portfolio	Concentration and Critique
3-D Design Portfolio	Concentration and Critique
<b>Weeks 26 and 27</b>	
Drawing Portfolio	Concentration
2-D Design Portfolio	Concentration
3-D Design Portfolio	Concentration
<b>Week 28</b>	
Drawing Portfolio	Concentration and Critique
2-D Design Portfolio	Concentration and Critique
3-D Design Portfolio	Concentration and Critique
<b>Weeks 29 and 30</b>	
Drawing Portfolio	Concentration
2-D Design Portfolio	Concentration
3-D Design Portfolio	Concentration
<b>Week 31</b>	
Drawing Portfolio	Concentration and Critique
2-D Design Portfolio	Concentration and Critique
3-D Design Portfolio	Concentration and Critique
<b>Week 32</b>	
Drawing Portfolio	Concentration
2-D Design Portfolio	Concentration
3-D Design Portfolio	Concentration

Week 33	
Drawing Portfolio	Taking slides
2-D Design Portfolio	Taking slides
3-D Design Portfolio	Taking slides
Week 34	
Drawing Portfolio	Selecting quality work, preparing slides, matting/mounting quality work, finalizing concentration statement ...
2-D Design Portfolio	Selecting quality work, preparing slides, matting/mounting quality work, finalizing concentration statement ...
3-D Design Portfolio	Selecting quality work, preparing slides, matting/mounting quality work, finalizing concentration statement ...
Week 35	
Drawing Portfolio	AP Studio Art Exhibition — install show and hold opening reception.
2-D Design Portfolio	AP Studio Art Exhibition — install show and hold opening reception
3-D Design Portfolio	AP Studio Art Exhibition — install show and hold opening reception
Week 36	
Drawing Portfolio	Portfolio Slides Due — Portfolio review, slide show, and celebration of the year’s work.
2-D Design Portfolio	Portfolio Slides Due — Portfolio review, slide show, and celebration of the year’s work.
3-D Design Portfolio	Portfolio Slides Due — Portfolio review, slide show, and celebration of the year’s work.

## Student Self-Critique

Upon completion of your work, fill out the following self-critique to be submitted with each assignment. Be sure to complete both the rubric section and the explanation section below.

### Original Work, Copyright Issues, and Moving Beyond Duplication

All student work must be original. Activities throughout the course and discussions will take place, and these will assist the student in understanding how artistic integrity, plagiarism, and moving beyond duplication are included in every aspect of this course. Students will not use someone else’s work, images from the Internet or books, or any published or unpublished images or photos created by another person. The student is to work from direct observations of his or her life and life events, environment, dreams, fantasies, and self-made photographs. Ongoing conferences with the teacher, as well as one-on-one individual discussions and/or group peer critiques with the teacher, will provide additional activities to help with this understanding. Artistic integrity is essential. If a student uses someone else’s work as a basis for one of his or her own pieces, there must be significant alteration to the work for it to be considered original and/or appropriate for this college-level portfolio. **[SC10]**

SC10—The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ works, the course teaches students how to develop their own work so that it moves beyond duplication.

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_

	Excellent	Average	Needs Work
<b>Design Quality</b>	Uniquely utilizes given design concepts	Utilizes given design concepts	Insufficiently utilizes some design concepts
<b>Creativity</b>	Work is distinctly original in terms of the concept, process, or materials used	Work demonstrates some originality of concept, process, or materials used	Work is clichéd, basic, or does not demonstrate inventiveness from the artist
<b>Craftsmanship</b>	Extraordinary or proficient level of craftsmanship	Sufficient level of craftsmanship	Mediocre or inferior level of craftsmanship

*Design Quality* — The elements of art (*line, color, texture, shape, form, space, and value*) and principles of design (*rhythm and movement, balance, proportion, variety and emphasis, harmony and unity*) are utilized successfully; there is strong evidence of the artist’s plan or organization of thought, and the basic assignment criteria are met or exceeded.

*Creativity* — The work is conceptually innovative, the materials used and the process of creating the work are inventive, or the work is simply quite original.

*Craftsmanship* — Time and care are taken to create a piece that feels finished and is well made — it doesn’t seem to the viewer that the work was “slapped together in a hurry.”

### Self-Evaluation

Mark one box under each category above to describe the level of success in your own work. For example, next to Design Quality, do you believe your work is excellent, average, or needs work? Then, in the space provided below, describe why you rated your work as you did in each category.

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(If you need more space, write on the back of this paper.)