

APSI 2017 Studio Art Course Description - Doug Allen  
Drawing, 2-D Design, 3-D Design

**Course Summary:**

Participants in this workshop will look at and explore the three areas in each portfolio: **quality, concentration, and breadth**. The course is designed to assist high school teachers of AP\* Studio Art in planning their lessons and preparing their students to successfully develop their portfolios in **2-D Design, 3-D Design, and Drawing**.

**Course Goals:**

- The three Portfolios will be explained and discussed in depth to provide understanding about requirements and organization of portfolios.
- We will review the rubrics for each section of the three portfolios to assist teachers to be more effective in evaluating their students' work and empowering their students' to achieve higher AP scores.
- Time will be provided to collaborate and share information and network.
- Museum experience will provide curriculum ideas and add strategies to enhancing student artwork.
- Hands-on activities will provide creative pursuits and samples to be used with students in the classroom.

**Participants should bring the following:**

- A sample lesson plan/activity that has proven to be highly successful with visual samples.
- Art Supplies that you enjoy working with for Drawing, 2-D, and/or 3D. (Some art supplies will be provided, such as scissors, glue, tape, markers, x-acto knives, etc.)
- A small notebook to keep notes in that could also be used to record visual information like small drawings or paintings.

**Course Outline:**

**Day One:**

- Introduction and background
- Expectations and rigor of the AP course
- Organization of portfolios (Drawing, 2-D Design, 3-D Design)
- Future success of the program, reputation and recruitment
- Gaining knowledge about the program
- Discussing individual expectations
- Equity and access for all students
- Hands-on activities

**Day Two:**

- Looking at and analyzing rubrics
- Looking at digital images of past work in relation to rubrics
- Discussing vocabulary to provide visual understanding
- Enhancing curriculum through sharing ideas
- Creating a syllabus
- Building a reference file
- Networking and collaborating

**Day Three:**

- Learning the importance of image selection
- Photographing artwork
- Cropping images and digital requirements
- Selecting quality pieces
- Organizing breath section
- Selecting concentrations
- Answering portfolio questions
- Developing curriculum from museum and gallery visits
- Looking at museum teacher resource centers
- Discussing other resources for teachers
- Discussing use of internet and online research

**Day Four:**

- Developing creative ideas, pushing and stretching
- Searching for ways to enhance course curriculum
- Looking at successful programs and hand-on activities
- Sharing course ideas with fellow teachers
- Highlighting student work and sharing sample images
- Reviewing the pace of the program
- Looking at the benefits of the program for teachers, students and school
- Reflecting on personal strengths
- Evaluations and the final wrap-up