

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
TEACHERS' INSTITUTE
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SYLLABUS: AP 572.100

Week One: June 17-21, 2019

Preparing Students for Advanced Placement Studio Art

INSTRUCTOR: Joann M. Winkler, AP Studio Art Teacher at Clinton High School, Clinton, IA;
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Learning Objectives:

1. To understand the purpose and function of the AP Studio Art “exam” or portfolio.
2. To understand the differences in the three different exams: 2D Design, 3D Design, Drawing
3. To distinguish the differences in the three sections of the portfolios: Quality, Concentration, Breadth
4. To learn to create a curriculum so that students can achieve success in studio art

AP 572.100 Course Description:

This institute for AP Studio Art teachers, new or experienced, will explore all three portfolios; 2D, 3D and Drawing along with the Selected Works (formerly called Breadth) and the Sustained Investigation (formerly called Concentration) sections for each portfolio included will be a studio for each portfolio. Emphasis will be placed on developing strategies for the Sustained Investigation section in any of the portfolio offerings depending on the interest and experience of the participant. Covered will be the Reading process, Power Points used in training for the 2018 Reading, mock Readings using the rubric for the 2018 Reading, sketchbook strategies, The College Board materials, and discussion of Pre-AP. Developing thematic approaches to best illustrate the investigation body of work will be explored along with studio practice developed from the participant’s Sustained Investigation theme. A Power Point illustrating the particular ideation for the investigation and reflection will be created and shared along with a small concentrated body of work in the size format of trading cards.

In this summer institute the THREE portfolio offerings given by The College Board (2D Design, Drawing, 3D Design) will be explored. Each part of the portfolio will be dissected by going over the reading process. The institute will also be an opportunity to share best practices, advice and experiences teaching AP. It will also be an opportunity to make art with an eye toward AP teaching practices. In one of the sections a mock reading will be explored to experience what the reading is like. Other topics, such as thematic and idea development for investigation and selected works, will be explored. Participants will be expected to complete all institute requirements, which will include completing a small-scale Investigation based on thematic development, and The College Board requirements.

Participants will have ample opportunities to learn, acquire and share best teaching practices and walk away with practical materials and strategies to immediately promote active student-centered learning in the classroom, including ways to enhance visual literacy: how to help students develop skills in looking at, thinking about and communicating ideas about works of art. In addition, this session will directly address ways to seamlessly utilize digital images and computer based multimedia technology into the AP Studio Art course. Finally, participants will be mentored to become “Readers” in a simulated reading of the AP examination and gain an understanding of the grading process. A group excursion will be organized to a museum/gallery in Baltimore. (Participants are encouraged to bring a laptop and an extension cord as most of the handouts are in electronic format, such as on a CD or a flash drive).

Graduate Programs in Education Outcomes:

1. Knowledge – Theory: Apply knowledge of educational theory research, and/or philosophy related to the area of specialization or certification.
2. Knowledge – Assessment: Demonstrate understanding and use of types of assessments appropriate to the area of specialization or certification/
3. Knowledge – Diversity: demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity in the area of specialization or certification.

4. Skills – Theory: demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
5. Skills – Problem-Solving: Use problem solving/critical thinking strategies appropriate to the area of specialization.
6. Skills – Reflection: Use reflective practice within the area of specialization.
7. Skills – Communication: Demonstrate effective communication and presentation skills related to the area of specialization.
8. Skills – Technology: Use a variety of technologies appropriate for working in the area of specialization.
9. Dispositions – Diversity: Demonstrate positive disposition toward diversity and equity.
10. Disposition – Professionalism: Demonstrate professionalism in one’s demeanor, behavior, conduct, decision-making and interaction with colleagues.

Statement of Attendance:

If you are taking the course for credit, no absences are permitted. You must attend all day all five days to receive graduate credit.

General Agenda

MONDAY: DAY 1 (8:30 – 4:00)

General Introductions

Overview of the Advanced Placement Program and Review of the College Board* Materials

- a. The Syllabus and the AP Audit
- b. Beginning a New Course in Your School
- c. Student Selection for the Advanced Placement Program

The Reading Process with Power Point

Expectations for the Week

What is 2D? Power Point from 2018 Reading

- a. 2D Portfolio: Range of Approaches and Sustained Investigation Power Points
- b. 2D Studio work

Ideation for Concentrations...The Big Idea

Developing questioning strategies

What is Drawing? Power Point from 2018 Reading

- a. The Drawing Portfolio: Range of Approaches and Sustained Investigation Power Points
- b. Drawing Studio work

Finalize Big Idea to Explore

Prepare surface of cards to take media/ mini concentrations

TUESDAY: DAY 2 (8:30 – 4:00)

Discuss the essays in relationship to personal big ideas

Drawing Studio

What is 3D? Power Point from 2018 Reading

- a. 3D Portfolio: Range of Approaches and Sustained Investigation Power Points
- b. 3D Studio

Creating democratic choice in lesson development

The Sketchbook...Power Points

Research for the Power Point illustrating the personal Big Idea

Studio Time for the personal Big Idea

HOMEWORK: Compile research for the Power Point on personal Big Idea

Work on mini investigatoin

WEDNESDAY: DAY 3 (8:30 – 4:00) *Includes a field trip and related assignment

Mock Reading in 2D using the 2018 Rubric

Use of field trips in the Studio Art classroom

Museum Connections (in that Baltimore is rich in art and architecture, a field trip will be organized, including a group excursion to the art museums and galleries).

Field Trip to Baltimore
HOMEWORK: Work on Power Point for personal Big Idea
Work on mini investigations

THURSDAY: Day Four (8:30-4:30)

Field trip discussion
Mock Reading in 3D and Drawing using the 2018 rubric
AP Central
Access and Equity
Maintaining the AP*Program...Discussion and Sharing
Work on personal Big Idea
Studio for the mini investigations
HOMEWORK: Complete Power Point on personal Big Idea
Complete mini investigations

FRIDAY: Day Five (8:30-1:00)

Sharing the Big Idea Power Points
Photographing the mini investigations
Viewing the mini sustained investigations
Transferring all documents to one folder to duplicate
Conclusion and Evaluations and certificates
Problems
Closure

*College Board, AP, Advanced Placement, Advanced Placement Program and the acorn logo are registered trademarks of the College Board. Used with permission.

Requirements for Graduate Credit:

The participants who are getting credit will be asked to organize and execute the photography of the Sustained Investigations as well as being responsible for organizing the PowerPoint presentations for duplication.

Evaluations are based on:

Completion of hands-on projects.
Written analysis and reviews.
Oral presentation.
Active participation in small group work.
Completion of daily assignments outside of class.

Grading Information

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the *myGoucher* website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk (helpdesk@goucher.edu) and they will help you.

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at:

Goucher College, SAS
1021 Dulaney Valley Road
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>