

AP Studio Art
June 19-22, 2018
Musselman High School, Inwood, WV
Instructor: Alison Youkilis

Dear Art Teachers,

My name is Alison Youkilis, and I am your Advanced Placement Studio Art workshop leader this summer. As your workshop leader, I must tell you that these days will be packed full of information. During this week, you will be learning how to structure an AP Studio Art program. You will be analyzing student artwork and learning about the grading rubric. I will be explaining the Studio Art brochure and will differentiate for you the three portfolios: Drawing, 2D Design and 3D Design. We will discuss different ways to plan your AP class, how to get quality breadth pieces from your students and how to help them select a concentration that will not only engage them, but will also allow them to develop their theme. The audit, digital submission and plagiarism issues will also be addressed. Hopefully by the end of this workshop, you will understand how to encourage your students to keep up with the rigors and pace needed to complete high quality portfolios.

This year you will be creating a mini concentration of your own. Before coming to class, please spend time thinking about your theme and planning out your project ideas. You can use any media you feel comfortable working in and it can be a concentration section for any of the AP portfolios: Drawing, 2D or 3D Design. Please bring supplies to create at least four art works for your concentration. I am planning on having mats for work 11"x 14" in size. 3D teachers, make sure your project ideas are mobile. The important part of your pre-planning is that you have made designs, are willing to take some risks and will be able to create work that shows growth and development. This is your time to do your own work, so use your imagination, take risks, play to your strengths and bring your supplies.

For those of you taking this class for credit, these art works will be graded. In addition, teachers taking this course will be asked to bring two AP Breadth lesson plans. These lesson plans will be submitted then shared with all the teachers in my summer workshops. That way you will have a great number of breadth project ideas coming your way by the end of the summer.

The reason I like you to create so much art in my workshops is so that you understand the pressure you put on your students everyday. By critiquing you own work, hopefully, you will understand the importance of this process with your students. Best of all, you will have some great visuals of these projects to share in your classrooms. **BE SURE TO BRING YOUR CAMERAS!**

My goal is to try and answer all of your questions about how to teach an organized and successful AP Studio Art program. I will explain what happens at the reading once you have submitted your student's work. By the end of the workshop you will be confident in your ability to teach AP Studio Art.

Looking forward to working with you,

Alison Youkilis

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AP Studio Art Course Description

The objective of this course is intended to provide both new and experienced Advanced Placement Studio Art teachers with an understanding of the requirements of the Drawing, 2-D Design, and 3-D Design portfolios. Participants will learn about the standard setting and grading rubric for each of the three portfolios. A detailed explanation of the AP Studio Art reading will be provided. Sessions will include slide examples of AP students work covering the concentration, breadth and quality sections of each of the three portfolios. Teachers will be given strategies for how to structure their AP class. Ideas will be shared for ways to help students create quality breadth pieces and select a concentration that will not only engage them, but will help visually develop their theme. Participants will also learn how to encourage students to keep up with the rigors and pace needed to complete high quality portfolios. Time will be spent helping teachers, new to AP Studio art, understand how to write their syllabus. Emphasis will be placed making sure teachers understand the importance of equity and access for all students. As leaders of 21st Century learning, participants will discuss how to guide students into the higher level thinking skills required to successfully complete a Studio Art portfolio.

2018 Advanced Placement Studio Art
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Also covered will be the audit requirement for teachers to be accredited as AP Studio Art teachers and details for how to submit student portfolios digitally. Discussions will include how to pace an AP studio art class, how to establish the correct work ethic, and how to encourage students to engage in the rigor and pace needed to be successful in AP Studio Art. Emphasis will be placed making sure that teachers understand the importance of equity and access for students enrolling in AP Studio Art.

Teachers will be asked to create a mini concentration based on subject and media of their choice. Critiques will be held for these projects. For participants pursuing graduate credit, these art works will be graded. For non-credit participants, the artwork is required but not graded. Teachers taking this class for credit will also be asked to create two units suitable for the Breadth section of the AP exam. These will need to be submitted for a final grade.

Traditional grading employs the following scale:

95-100% = 4.0 (A)

90-94% = 3.5 (A-/B+)

85-89% = 3.0 (B)

80-84% = 2.5 (B-/C+)

Below 80% receives no credit or a 0.0 grade

APSI 2018
ADVANCED PLACEMENT STUDIO ART WORKSHOP AGENDA
ART CONSULTANT - ALISON YOUKILIS

DAY 1

Introductions- Teachers share brief bio
Explanation of the three AP studio art portfolios and of the student brochure
Equity and Access to you AP Studio Art class
How to work with your administrators to establish a quality AP Studio Art program
Overview of AP materials from College Board
"WHY ART" by Alison Youkilis, a DVD prepared for teachers to share with students
Explanation of Drawing standard setting and six-point grading scale
AP slides of Drawing concentration
AP slides of Drawing breadth
Organize Drawing portfolios- select Quality
Start Concentration assignments

DAY 2

Explanation of the Audit and syllabus that College Board needs for teacher accreditation
Explanation of how Drawing portfolios and 2D Design portfolios differ
Standard setting for 2D- understanding the grading rubric
AP slides of 2D Concentration
AP slides of 2D Breadth
Organize 2D portfolios- select Quality
Concentration – how to help your students zero in
Teachers continue work on Concentration assignments

DAY 3

Experienced AP teachers share best practices
Standard setting for 3D – understanding the grading rubric
AP slides of 3D Concentration
AP Slides of 3D Breadth
Organize 3D portfolios- select Quality
How to pace your AP Studio Art students
The importance of strong critiques with AP students
Teachers work rest of the afternoon working on Concentration assignments

DAY 4

Teachers finish up their Concentration assignments in morning
Explanation of digital submission and how the portfolios are read
When and how to take the digital slides of student work
Establishing the AP work ethic in the classroom
Different ways to organize the AP Studio Art Course
Equity and access
How to prepare students for the actual day of the exam
Concentration critique
Questions and Answer
Evaluation