

AP Drawing & 2D: “Class Yearbook Photo”

Grade Level: 11-12

Class time: 50 Minutes **Number of class periods:** 12

Description: In their final project, students will create a class project that synthesizes their achievements as a group through the combination of their concentration styles within individual pieces. Students will be responsible for creating a portrait (however they may interpret it) of another classmate. These drawings will be combined into a final class yearbook that represents how their art was influenced by working with each other in this class over the past year.

Objectives (with State Standards):

1. Students will reflect on their concentration and consider the concentration of the person they will be drawing to create a composition that represents both concentrations cohesively. **H.6.2**
2. Students will create a portrait (realistic, interpreted, abstract, etc) applying the elements and principles of art. **H.6.4, H.6.5, H.7.1, H.7.3**
3. In a final class critique, students will be able to discuss their work and critique others work in a respectful and constructive manner. **H.6.6**

National Standards:

Creating

- **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- **Anchor Standard 2:** Organize and develop artistic ideas and work.
- **Anchor Standard 3:** Refine and complete artistic work.

Producing

- **Anchor Standard 6:** Convey meaning through the presentation of artistic work.

Connecting

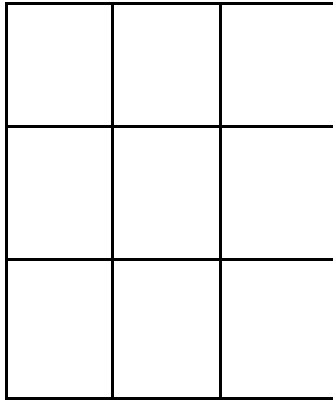
- **Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

Materials Needed:

- surface of choice 8x8
- medium of choice (preferably one used in individual concentrations)
- high quality image of the student being drawn

Preparation:

1. Take high quality class picture. Make sure to have each student's face clearly shown and try to fit each face into as if there were a 3x3 grid on your camera. Take it in a square format. So maybe place students in three rows of three at varied levels.



OR take individual photographs of each student OR use student ID photos.

2. Blow up image and print individual sections for each student.
3. Assign students to other students to be drawn. Try to avoid a pair drawing each other.

Hailie Brown → Julianne Green

Julianne Green → Amanda Huynh

Amanda Huynh → Brittany Potts

Brittany Potts → Wilson Zhao

Wilson Zhao → Samantha Deese

Samantha Deese → Shelby Hamilton

Shelby Hamilton → Rose Melton

Rose Melton → Drew Jarvis

Drew Jarvis → Hailie Brown

Procedures:

1. Take time to reflect on your personal concentration and the concentration of your assigned peer you will be drawing. What are similarities? What are differences? What are aspects you like from their concentration? What aspects would you change?
2. Begin sketching the basic composition from your photo reference and determine what other elements you would like to add, what surface you want to use, what medium(s), etc. Make sure to incorporate aspects from your peer's concentration in some way. It should be cohesive.
3. Show a rough sketch of your piece to your peer. Explain your ideas and how you this piece will show your two concentration styles cohesively. Ask for any constructive feedback.
4. Once your sketch is finalized, collect your materials and begin creating your grid section! Your surface must be 8x8 in some sense.
5. Begin creating your grid section!

6. Around mid-way through, show your peer what you have done so far. Ask for any constructive feedback they may have.
7. Once everyone's pieces are completed the mural will be assembled and there will be a group critique for any final touches.
8. Assemble and hang final "Yearbook Photo" in library.
9. Document your piece, complete a self-assessment and reflection, and upload to OneNote.

Assessment:

1. Piece should show an obvious indication of the student's effort in comparison to the quality of pieces they produced in their concentration for the semester.
2. Student's piece incorporates elements of their individual and peer's concentration.
3. Student actively participate and engage in one on one critiques and group critique.
4. Student turned in documented work and self-assessment/reflection.

Name: _____

AP Drawing & 2D “Class Yearbook Photo” **Rubric**

Please fill out this self assessment and justify why you gave the scores you did below.

Participation/Collaboration ____/50

- Sought constructive feedback from assigned partner at before you began your project and midway through.
- Gave constructive feedback during group critique.
- Worked on project in class consistently and took home when needed.
- Completed self-evaluation and reflection at the end of the project.

Elements and Principles ____/50

- Shows imaginative, inventive, and confident use of the elements and principles of design to demonstrate drawing or design skills.

Execution of Idea/Content ____/50

- Obvious evidence of thinking, planning, informed decision making, and successful risk-taking and/or experimentation.
- Shows cohesive use of your partner’s and your own concentration styles.
- Composition is carefully planned and meaningful.

Quality/Craftsmanship ____/50

- Excellent and refined (no smudges, folds, or other avoidable imperfections).
- Uses materials and mediums effectively.
- Strong technique.

Total ____/200

Final Grade ____/200

Answer these reflection questions on the back.

What are you proud of in this piece? What could you have improved? How does your piece reflect both concentrations and how did considering someone else’s concentration affect your creative process (in comparison to your normal creative process throughout this year in AP)? Why did you give yourself the grade you did?