

AP Language and Composition
Art Analysis
Summer Assignment 2017-2018

This summer you will read one text: *A Short Guide to Writing about Art* (Sylvan Barnet) to Chapter 10. The goal of this assignment is to think about art as a text with a message. We hope that you expand the way you think about texts and how authors make meaning both through images as well as language.

In order to do so, first you must look at how artists create a message and the techniques they use to do so. Second, we ask that you find a piece of art you enjoy and look at it through a critical eye.

All the work you do this summer will help prepare you for AP Language and Composition course and test. The concepts of analysis (visual and textual) will be used throughout the course, so take this summer work seriously. Time, effort, and thought put in over the summer will benefit you throughout the year.

Assignment Requirements:

1. Read and annotate *A Short Guide to Writing About Art*
2. Visit one art museum this summer and chronicle your experience (ie video, journal entry, collage)
3. Choose one piece from the museum to analyze using what you learned in a two page response

Deadlines (Choice novel analysis due Friday, August 4 by 11:59:59 PM)

1. Complete the analysis and submit it to jhemmelgarn@wscloud.org
2. If you have an assignment that is not electronic (collage, scrapbook, etc) you will need to drop that off at school in Mrs. Hemmelgarn's mailbox.

Step 1. Read and annotate *A Short Guide to Writing about Art* (Barnet)

First, read *A Short Guide to Writing about Art*. This book provides examples of many of the key moves authors/illustrators use to make meaning. Critical readers see symbols, archetypes, and patterns in texts. It discusses the way authors use setting and character to develop ideas. This year, you will read texts (images, advertisement, speeches, clothing, status updates, essays, films, songs, etc.) as arguments in this deeper, complex way. You will apply the skills you develop over the summer to a broader understanding of rhetoric and composition and to who you are as a thinker, reader, and writer. These concepts will help you develop a sophisticated understanding of a range of texts that we will discuss throughout the year. **You should take notes as you read that are attentive to the key ideas in each chapter as well as to the sub-topics. You will APPLY these new ideas to your museum assignment**

Be attentive to the key ideas in each chapter as well as to the sub-topics. Some key concepts to consider and apply include **juxtaposition, genre, inter-textuality (texts within the text), iconography, amplification/simplification, abstraction, closure, transitions (i.e., moment-to-moment, action-to-action, subject-to-subject, scene-to-scene, aspect-to-aspect, non-sequitur), time frame, panel (design, pattern, function), line and tone, word balloon, the relationship between language and text (i.e., additive, parallel, montage, interdependent, text-dependent, image-dependent, etc.), idea/purpose, form, idiom, structure, craft, surface, color, etc.**

**** This step must be completed before you are able to complete the rest of the summer assignment.****

Step 2: Visit a Museum and Chronicle your visit

Part of the class is being able to see the messages in a variety of texts. Art can sometimes be the most difficult of these. The first step to understanding art is seeing many examples of it in a variety of mediums. Visit an art museum of your choice (Columbus, University, or a different city). Chronicle this exhibit. This can be done in a variety of ways: collage, a series of tweets (Minimum 15), a journal. However you decide to do so, you **MUST** include both images of the art and your thoughts about it.

Step 3: Apply what you have learned

Use the theories you learned in your reading to write a critical analysis of one piece of art that you found – whether during your museum visit or at a different time. You will create a two-page response analyzing the specific piece of art, its message, and the techniques used to convey that message, making sure your paper is an **ANALYSIS** and not simply a description.

AP Language and Composition -- Annotation Guide

Annotation is an important element of close reading, and critical readers use it to effectively interact with a text. In the course, annotation will be an essential skill used throughout the year. While annotating, you can comment on and note a variety of elements in your text: compelling literary devices, particularly beautiful passages, puzzling questions, lines that are particularly important thematically, and ideas with which you agree or disagree. The point is for you to have a conversation with the text, and annotations help this process. It is important that you go beyond simply **summarizing** what you read and get to this level of interaction. **Most importantly, you should use annotation to apply Barnett's ideas about how meaning gets made in art to a deeper understanding of your choice graphic novel.**

There are myriad methods for marking a text. Here are just a few:

Post-Its: Use post-its to mark key concepts and definitions (Barnet) and your applications of these (art). Color coding can help here as well.

Commenting: Note thoughts you have about ideas in the book, questions you might have, connections you draw, or anything you think is noteworthy. You can use the front and back covers for especially important notes, character lists, vocabulary, etc.

Underlining and/or Highlighting and/or Symbols: Underline or highlight major points, important statements, passages that speak to you. This can be combined with commenting so you know why you underlined the passage. Don't overuse. Different color highlighters can be used to note different elements or trace different themes or characters. Create symbols to mean specific things. For example, use a "?" to notate something you find confusing. Or you could simply star a passage that you think is particularly important, etc.

Circling, Boxing, Other Shapes: Use shapes like underlining and highlighting. But each shape can be used to notate similar points that connect, such as specific themes, motifs, characters, or literary devices

Journal notes: Keeping notes of important ideas in a journal, notebook, or google doc is another way to hold key ideas to go back to later.

Students often complain that annotation slows their reading. That's the point! If you hate annotating your first time through, feel free to go back and annotate after you've read a chapter or section. Reading a second time is a good idea anyway. THIS IS A SKILL WE WILL HONE ALL YEAR LONG!!! If you have any questions, feel free to e-mail your teacher throughout the summer.

AP Language and Composition
Art Analysis Rubric

Name _____

_____ **A** Writing at this level demonstrates a complete and perceptive performance of the reading assignment. The response shows remarkable insight, understanding and control while connecting the concepts from *A Short Guide to Writing about Art* to the choice art piece. The author addresses and fully develops an understanding of challenging and sophisticated concepts. The evidence from both texts is thoughtfully chosen and aptly supports ideas. A tight link between supporting evidence and the author's intent is made. Ideas are communicated in a sophisticated, mature, and precise manner. The response avoids errors in mechanics, spelling, and usage.

_____ **B** Writing at this level demonstrates a complete performance of the reading assignment. The response shows some insight and understanding, while connecting the concepts from *A Short Guide to Writing about Art* to the chosen art piece. The author addresses and develops an understanding of various concepts, but lacks the depth of thinking of an A-level response. The evidence from both texts is used to support ideas, but the links between supporting evidence and the author's intent may be unbalanced or underdeveloped at times. Ideas are communicated clearly. The response mostly avoids errors in mechanics, spelling, and usage.

_____ **C** Writing at this level demonstrates a cursory performance of the reading assignment. The response shows limited insight and understanding, and only loosely connects the concepts from *A Short Guide to Writing about Art* to the chosen art piece. The concepts addressed by the author may be misunderstood or underdeveloped. Limited evidence is used to support ideas, and the links between supporting evidence and the author's intent may be unclear. Ideas are communicated unevenly and may be confusing at times. The response includes errors in mechanics, spelling, and usage.

_____ **D** Writing at this level demonstrates an incomplete performance of the reading assignment. The response shows very limited insight and understanding, and does not connect the concepts from *A Short Guide to Writing about Art* to the chosen art piece. The concepts addressed by the author are misunderstood. Little or no evidence is used to support ideas. Ideas are underdeveloped or are ill conceived. Ideas are confusing at times, and responses are brief, not meeting the minimum requirements. The response includes frequent errors in mechanics, spelling, and usage.

_____ **F** Writing at this level demonstrates an incomplete and insincere performance of the reading assignment. The writer shows little effort to connect the concepts from *A Short Guide to Writing about Art* to the chosen art piece. Minimum requirements of the assignment are not met, or the author plagiarized.