Advanced Placement 3-D Art and Design

Course Description

Advanced Placement Studio Art is a program designed by the College Board for high school students who are seriously interested in studying and creating art at the highest level of mastery, with the opportunity to earn college credit (equivalent to a one semester introductory level 3-D design college course). This course is encourages and expects creative and systematic investigation of formal and conceptual issues in 3-D design. All students will develop a portfolio that contains two sections: Selected Works, and Sustained Investigation. Students will be expected to solve creative problems using their knowledge of elements and principles of design in the 3-D Design course. Students will use a range of conceptual approaches as well as show technical skill in a variety of mediums and familiarity of traditional and contemporary approaches to art. Class assignments will challenge students to set and achieve creative goals.

Course Goals

- Conduct a sustained investigation through practice, experimentation, and revision, guided by questions
- Skillfully synthesize materials, processes, and ideas
- Articulate, in writing, information about one’s work

Prerequisites

Students should have successfully completed Pottery 1-2 and Pottery 3-4 or have a teacher’s recommendation. Advanced Placement 3-D Art and Design students should possess a strong passion and commitment to art production and the ability to work independently.

Portfolio

This course is designed to guide students in the creation of a portfolio which consists of two sections:

Selected Works- A selection of works that demonstrate a synthesis of form, technique, and content

Sustained Investigation- A series of related works derived from an in-depth investigation and discovery that is developed over the course of the year. Students will formulate questions that will guide the portfolio development. The process of inquiry should be documented as part of the creative method through practice, experimentation, and revision. Formal visual concerns, technical skills, and conceptual
issues will be addressed through creative means in both teacher-directed assignments and student-directed projects. The creation of an AP Art and Design portfolio is an involved and personal process of discovery which is dependent on the student’s unique thinking and problem-solving skills. It is hoped that this course will not only help the student to produce an excellent body of artwork, but additionally it will introduce the student to the richness of the creative process on a personal level, open the door to personal discovery, and allow the student to make meaningful contributions to the greater culture.

Class Expectations and Commitment to the AP Studio Art Program

The 3-D Design program demands extensive time and dedication. The portfolio requires several pieces of art and it should be expected that a great deal of time will be spent working outside of regular classroom time. In addition to the classroom assignments, student should also expect the following:

Summer Assignments:

1. Students should visit the AP Central website at www.collegeboard.org and become familiar with its features. Viewing the examples of portfolios and concentration ideas will be extremely beneficial.

2. Students should purchase a sketchbook and a folder.

3. Students should compile a variety of visual images to use for reference and saved into a common area such as Pinterest, or OneDrive. Original photos are the best reference.

4. Students should create 2 sculptures with found objects around the home (recyclables, old phone books, Q-tips, etc.). Students should photograph the creative process and final pieces. These will be due the first week of school.

5. Students should create 2 sculptures with items found in nature (sticks, rocks, etc.). Students should photograph the creative process and final pieces. These will be due the first week of school.

Folder: A folder will be needed to keep all course information, syllabus, AP Portfolio requirements, a check list of works completed/ “to do”, and additional handouts.

Journal/Sketchbook: A journal or sketchbook is required for each student. These will be used to record ideas and experiments for various assignments. The book will be assessed every 4 weeks during progress reports and quarter grading periods. Work in the sketchbook could be applied to multimedia projects and can be included in the portfolio.
Studio Time: Students are expected to spend extended time working in the classroom. Regular attendance to the assigned AP class block is essential, as well as time before or after school, or during study hall. An AP hall pass will be issued to students enrolled in this course. Students should be responsible to work independently as needed throughout the course.

Originality and Artistic Integrity
Students will have a thorough understanding of artistic integrity and what constitutes visual and conceptual plagiarism. The copying of works in any medium without significant and substantial manipulation if an infringement on the original artist’s right and can constitute plagiarism. Universities, colleges, and professional schools of art have rigorous policies regarding plagiarism. The Advanced Placement Studio Art program endorses these policies. If usual a visual as reference students will understand it must be transformed through visual expression. Exploring various stylistic and thematic ideas will guide students to create their own work; avoiding duplication, redundancy, triteness, and over-used images.

3-D Design Portfolio
The 3-D portfolio may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches from representation, abstraction, figurative, or nonfigurative sculpture, architectural models, site-specific installation work, assemblage, etc…may be included in your portfolio. Students will develop a variety of methods to visually showcase their ideas, and can be illustrated through several mediums ranging from clay, paper, metals, wood, plastic, fabric, and found objects, among others. The portfolio is intended to address a broad interpretation of sculptural issue in depth and space. The 3 aspects of the portfolio are further detailed in the section below.

Portfolio Section I: Selected Works (40% of exam score)
***10 Digital Images, 5 works-2 views of each***

This section will showcase excellence of one’s best work demonstrated in their original 3-D pieces. Mastery in concept, composition, and execution must be displayed. Quality refers to the total work of art-the concept, the composition and technical skills demonstrated, and the realization of the artist’s intentions. This can be found in very simple as well as elaborated works. Material and dimensions (height x width x depth) should be labeled on each image. Works submitted in Section I may be submitted in
either Section II or III, but not both. Quality pieces do not necessarily need to be a related group.

**Portfolio Section II: Sustained Investigation (60% of exam score)**

***A minimum of 15 Digital Images, some may be details, second views, or process documentation***

This section of artwork is a series unified by a particular artistic concern- a conceptual collection. A concentration series is organized around a compelling visual concept based on an individual/s plan of investigation in a particular idea. Students will be encouraged to explore a personal, central interest as intensely as possible: free to work with any ideas in any medium that addresses the three-dimensional design issues. Concentration should reflect invested time, effort and thought; a visual idea grows out of a coherent plan of action and investigation. The development of the concentration is an ongoing process that is reflected throughout the whole year, and must demonstrate the artist’s learning as part of the process of art creation and study in this course. All images should Also in this section, students will write a statement to accompany the pieces. This commentary should simply and clearly state the main idea of the concentration and explain how the artwork is representation of the investigation of the idea. The written section is not scored, however it does provide supportive information of the thought process in the establishment of the concentration.

**Examples of Sustained Investigation:**

A series exploring cultural intersections

A series about ritual and self-portraits

A series about weaving with nontraditional and traditional materials that evolve into objects

A series of animal or plant inspired forms that evolve into formal objects

A series giving human qualities to common objects

A series of abstractions form natural objects

A series using multiples to create formal three-dimensional design

A series of personal icons

A series of enlarged common objects constructed from unusual materials

A series of interpretative busts or figure studies that emphasize expression and/or abstraction

A series of architectural models for homes, public buildings, or monuments
A series of assemblages that juxtapose the coarse and refined qualities of a material
A series of multiples/modules to create compositions that reflect psychological or narrative events
A series of sculptures that explore the relationship between interior and exterior space
A series of personal or family history communicated through the content and style of narrative assemblage
A series of figures exploring aspects of self
A series of sculptures and installation pieces centered on cultural views of women and their bodies
A series of sculptures reinterpreting themes and deities from world religions
A series of self-portrait busts
A series of welded metal sculptures that investigate formal design elements

**Assessment Schedule**

**1st Semester:**

Students in this course should have the skills and ability to create high level work, without elementary mistakes. All projects will be graded based on their concept, composition, and craftsmanship at a college level. Projects should be photographed throughout the creation process and at the time of completion and saved on the school network as well as a flash drive. Students should strive to work on 4 projects during each of the first 3 quarters of school, giving time during the 4th quarter for revisions and refinement of the 12 completed projects. These will be summative grades. Sketchbooks and projects will be assessed every 4 weeks. Sketchbooks are expected to demonstrate brainstorming, troubleshooting, and progression of the creative process. This will be a formative grade. Students will also be completing Artist Statements for each project that will support the written responses required for the AP Portfolio exam. These will also be formative grades.

**2nd Semester:**

Students will continue to work their Sustained Investigation pieces in January. Progress will continue to be checked every 4 weeks. In addition to submitting the digital images to the AP 3-D Art and Design Portfolio Exam, students will also create a power point presentation as their class final (due in May). It should include all digital images for the portfolio, and the corresponding written descriptions of ideas, materials, process, and Sustained Investigation description. This presentation will be shared with classmates as well as instructors and building leaders. The AP portfolio is submitted to be scored in
early May. A panel of high school, college, and university art instructors using rigorous standards evaluates the portfolios anonymously using a rubric. Each section of the portfolio is graded separately and then combined into a composite score on a 1-5 scale (3-5 would qualify for college credit).

**Critiques**

Critiques are an integral part of the art classroom in order to clarify conceptual, compositional, and technical issues while recognizing the uniqueness of one's personal voice. Students will gather during the grading period every 4 weeks to showcase their current works for their portfolio. The conversations among artists can be very powerful in the creative process. Student will be expected to participate and provide feedback to their peers. The teacher also plays in important role in the critique, providing suggestions and positive support.

**Bibliography**


