

AP Studio Art: 3D

General Learning Objectives:

The student will

- Investigate all three aspects of the portfolio which includes, Quality, Concentration, and Breadth
- Work on many diverse projects to encourage and ensure portfolio individuality.
- Be introduced to a range of 3D issues
- Develop mastery of concepts in composition, and the elements and principles of design.
- Be encouraged to develop a verbal and written literacy about their works.
- Choose what and how they wish to work
- Be encouraged to choose many diverse projects, media, and subjects.
- Explore a variety of approaches to art making, in order to demonstrate their abilities and versatility with problem solving.
- Investigate works of master artists, works by peers, and be able to discuss their own art works both written and verbally.
- Develop technical skills and familiarize themselves with the functions of the visual elements.
- Put emphasis on making art as an ongoing process that involves the student in informed and critical decision making.
- Participate in class critiques and assist in organizing and art displays.
- Understand artistic integrity as it applies to their work in 3D design.
- Develop and choose an idea to explore in depth for their Concentration section. In this section, students are expected to develop a body of work that is an investigation of a theme or an idea. It should be well planned and investigate and idea that is of personal interest to the student.
- Discuss and select their five Quality examples of excellence from the Concentration section.
- Understand that making art is an ongoing process that uses informed and critical decision making as these selections are made for their portfolio submissions.
- Use creative problem solving as well as a comprehensive investigation of materials including but not limited to: art books, periodicals, slides, reproductions, and digital images.

Course Description

Through direct teacher instruction, emphasis is placed on the production of a volume of quality pieces of art work. The students are required to investigate all three aspects of the portfolio which include Quality, Concentration, and Breadth. Students will begin the course with an outline of the possible specific assignments. They will be responsible for

choosing ten from the list of ideas. The other possible pieces will be determined by the student. Assignments will be staggered to allow students to work on more than one assignment at a time. Each student is allowed to work at his or her own pace, considering the time constraints of the curriculum. Students will need to work during free time, including study periods, before or after school, as well as at home. Work created for the AP art class must be of original intent. All works inspired by magazine photographs, or other published works of art, must have significant alterations in order to be considered original. There are instances that images from photographs must be referenced (such as certain types of animals), so therefore students are made aware of copyright issues early on in the class. In these instances the students thoroughly understand that the image must become part of their larger individual expression. They need to learn that the use of published photographs or the work of other artists for duplication is plagiarism. This is a matter of artistic integrity.

Students will receive a sketch book at the beginning of the school year. Students are expected to draw in it, write in it, scribble in it, paint in it, glue in it, cut out pages, add pages, or change the way it looks to make it their own. Work in the sketch book is an ongoing process that will help students with informed and critical decision making skills. The sketch book is the perfect place to try a variety of concepts and techniques as they develop their own voice and style.

Class Schedule

Classes meet every other day for 80 minutes. Students have specific in and out of class assignments.

Student Learning: Activities and Strategies

Students will use a variety of mediums, techniques, and approaches to develop concepts and ideas. A series of teacher initiated assignments will be presented with the purpose of introducing students to the widest possible range of experiences in 3D design. These works should emphasize the elements of design (line, shape, illusion of space, illusion of motion, pattern, texture, value, and color) organized using the principles of design (unity, variety, balance, emphasis, rhythm, and proportion). Media could include graphic design, fabric and fashion design, weaving, carving, metal work and welding, jewelry, architectural design, wood working, ceramics, plaster, etc.

The following is a list of assignments that students can choose from:

- Color (the use of color) as it relates to an object, either literally, metaphorically or symbolically.
- Design your dream dwelling (Employ traditional as well as non-traditional drawing medium/media)
- Self Portrait without using recognizable imagery

- Cultural sculpture (using materials and imagery from that specific culture)
- Vehicle design
- Series of ceramic vessels
- Series of ceramic figures
- Ceramic vegetable or fruit (life-like)
- Series of homes (bird houses or the like)
- Figurative carvings (leg, head, hands)
- Plaster sculpture (enlarge object significantly)
- Sculpture based on theory of Minimalism
- Use geometric and organic forms, interlocking or overlapping to create an interesting sculpture (any media)
- Multiple art (the same sculpture multiple times – based on Dada or Fluxus art)
- Self Portrait using only a mirror, not a photograph, any media (Students are encouraged to try making a face, or trying a more difficult composition)
- Magnified objects (emphasizing texture)
- Landscape sculpture (tree, flower, whole park...)
- Do a series of gesture sculptures (any media)
- Create a conceptual sculpture! Focus on the concept...be a master of your own idea!

Critiques

Individual conferences will be scheduled with students on a regular basis to help develop a body of work that is suitable for their concentration. Students will also receive feedback from students during ongoing critiques and displays of work. Work is evaluated in progress and in the finished state through critiques with teacher and peers. Students are required to participate in class critiques of their personal work as well as work of their peers. During critiques, all students are expected to briefly explain the intent of their work to the class. The class is then expected to provide positive feedback and offer suggestions for improvement. All students must participate.

Selecting pieces for portfolio

Students may choose to include work in their portfolios from previous studio or design classes. Consequently, each student will have a distinctly different portfolio. After students return from spring break, the students are instructed to identify their most successful pieces to submit in the “Quality” section of the portfolio. The stress is on variety, subject, media, technique or process. Students have a strong understanding of quality, as it has been exemplified in both critiques and portfolio evaluations. The extent of the conceptual variety (ie., “Breadth”) can be demonstrated through the use of one or several media. Many of these pieces have already been completed from the list of the ten required pieces. A strong visual idea in 3D design (ie., “Concentration”) will become a coherent plan of action by spring break as well. An individual mentoring appointment will be scheduled at which time the Breadth Section and the Concentration Section will

be thoroughly reviewed in order to identify and remedy weak pieces. The time remaining in the year will be used to complete any missing pieces and/or to revise any pieces for their portfolio.