

AP Studio Art: 3D Design Portfolio: Syllabus

Course Description:

The AP Studio Art: 3D Design Portfolio course is designed for the student interested in pursuing college oriented art instruction. Emphasis in this course will be placed on the use of a variety of sculptural techniques designed to give students an opportunity to explore the fine arts to its fullest. “3D” implies a focus on form and techniques as it relates to the Elements and Principles of art. Students will consider these as they work toward the production of a portfolio consisting of two parts: Breadth and Concentration. The Breadth area will consist of 8 works of art with 2 views of each making up 16 images, The Concentration area will consist of 12 images of art (some of them may be second views or details); **five** pieces of art (2 views of each, 10 images) of which will be singled out and therefore submitted as **original quality pieces** for submission to the College Board at the end of the course along with slides of all **28 images**.

Course Objectives:

- To provide a creative environment and challenging atmosphere for students to think freely and explore a variety of concepts, techniques and materials
- To provide opportunities for students to take constructive risks, develop their individuality and set high goals
- To assist students in developing verbal and visual communication skills through ongoing in-class critique
- Emphasis is placed on composition and mark making through a sustained investigation of concept, media and technique.
- To engage students in a variety of art-making activities and experiences
- To help students build a portfolio suitable for admission to art school
- To provide an opportunity for the highly motivated and talented art student to earn college credit

Course Outline:

Prior to entering the course, students have an opportunity to meet one another and are introduced to course requirements and expectations. A series of suggested summer assignments are given. At the beginning of the semester AP Studio Art posters are distributed to students and the guidelines for portfolio development are reviewed. Each portfolio section is discussed with slide examples. All students participate in a series of in-class and out-of-class assignments; as well as sketchbook studies, written analyses of areas of personal interest, group and individual critiques.

Summer assignment:

Brainstorming, drawing, and painting in your sketchbook are necessary in order to explore artistically. It is not important to make perfect drawings, but all pages need to be completed. Remember to go off the edge whenever possible. Fill in at least 50 pages before school starts. Do not draw from published photographs or images; draw from observation and your own photographs. Get used to never leaving the house without your camera and/or sketchbook. Following assignments need to be included:

- Two self-portrait drawings
- Two drawings of sculptures with multiple views
- 5 technical drawings
- 3 still life drawings
- 3 landscape drawings

Use different media in your sketchbook; draw with pens, markers, pastels, and paint. Have fun working in it. A prize will be rewarded to the person with the most completed and creative sketchbook! Assignments will be posted on the school website all summer.

First Semester:

Fall semester will begin with an evaluation of summer works as well as works created previously. Examination of previous artwork and discussion of the process supports to identify strengths in an individual's work and focuses attention on what can be improved. This evaluation will help to determine where students can go artistically.

During this first part of the semester, a group field trip to the local Art Museum provides early exposure to quality examples of professional works of art.

Besides working on their own work of interest, students will also work on a series of instructor-initiated assignments. Finished work will be identified and catalogued in an on-going cataloging system designed to help students take personal responsibility for their work and track what works have been completed. These assignments are designed to encourage students to demonstrate a range of abilities and versatility with technique, media and ideation; thus not only helping them to fulfill the **Breadth portfolio requirements**, but also providing possible ideas for future Concentration themes.

Throughout the first semester, students will be shown examples of Concentration efforts and they will select two of these ideas and formulate written analyses. These statements should include the following: the nature of the idea, why it is of interest to them, what type of progression might be addressed, possible media used for the execution of their Concentration. Students will then develop and choose an idea to explore in depth for their Concentration section; this investigation of their theme should be something that is important to them. In the Concentration section, students are expected to plan for and then develop a body of work that is an investigation of a theme or an idea. It should be well planned through research and sketchbook documentation (writing and images) of ideas and processes they expect to use to investigate an idea that is of personal interest to the student. These themes will then be discussed in one-on-one meetings with the instructor, and the instructor will assist the student in choosing a concentration theme. Personal interest, feasibility, and conceptual intrigue are all considered in this process of concentration generation. Concentrations may be developed in any single art medium, combined media, or process. Each student will then develop and present to

the instructor for approval a specific plan of action for investigation, and an outline for his or her chosen Concentration theme. This cohesive body of work will investigate a strong underlying visual idea. If modifications to the submitted plan of action for investigation become necessary, the student will have the instructor approve those modifications.

Examples of Concentrations shown will include:

A Series of abstractions from nature

A series of art pieces that explore symbols

An exploration of designs from other cultures

Interpretive busts and or figurines that emphasize particular art elements or principles of design

An exploration of a particular architectural style

A series of animals that are of the same classification

A series of pieces inspired by music

A series of busts that explore one person in your life

A series of sculptures that explore the use of food in a personal setting

Investigation of an area of science that emphasizes particular art elements or principles of design

Second Semester:

AP students will be challenged to focus on their concentration section at this time, even though some breadth assignments may still be given in class if needed. Each student will have met privately with the teacher on several occasions to discuss his or her concentrations ideation and development. Considerable time will be devoted to the highly personal nature of the concentration and class and homework assignments will be given to aid in this process of personal discovery. This section allows the student to investigate in- depth a particular idea, artistic issue, and show evidence of this personal exploration. The artworks should also exhibit growth, discovery and development of a single concept from start to finish as well as mastery of technical skills and cognitive thinking. A total of twelve artworks must be created for this section of the portfolio. Students will also keep a sketchbook journal of visual ideation and written reflections of this process. In addition, a concentration statement or written commentary must be developed to accompany this section. This statement should clearly state the central idea of the concentration and explain how the work reflects the intent and investigation of the idea.

At least 2 weeks before the end of the semester, students will have all 28 digital photos taken for their breadth and concentration sections. They will have chosen their five quality pieces and documented them.

Student Expectations:

AP Studio 3D Design Portfolio requires a significant commitment from the students.

Expectations for student achievement are equal to an introductory level college art course; self-discipline and motivation are necessary. Students are expected to demonstrate skills, creative growth and an increased mastery in concept, composition and execution.

Students must maintain strong work habits, be willing to revise or rework ideas, accept constructive criticism and actively participate in individual as well as group critiques. To be successful at the highest-level, students should expect to devote at least four hours per week of attention to their work outside of class.

Critiques:

The majority of class time will be used to create artwork. However, a mid-point and a final class critique will be held for each in-class project. Students will be expected to participate in all critiques and their participation will count in their lab grade. In addition, one-on-one conferences will be held with each student at regularly scheduled intervals to determine progress, strengths and weaknesses, and overall direction of artwork, especially in regards to their work in the Concentration section of their portfolio. Blind “reader” events, where other teachers act as AP readers using the AP rubric, will be held twice to determine student progress.

Homework:

Students will be given specific homework assignments each week, or they may be asked to complete class assignments for homework. Each assignment is designed to reinforce skills taught in class. Homework will also help in the ideation process needed for the concentration section of the portfolio. Students should expect to spend four or more hours per week outside of class on their art homework.

Exhibitions and Competitions

AP Studio Art students are encouraged to participate in exhibitions and competitions in the community, as well as showing their work in our school art show in May. Students will also receive extra credit for attending local art shows and exhibitions at museums in the area.

Plagiarism:

Originality is the keyword to create one’s own art. Although it is not acceptable to duplicate contemporary and historical works of art, images by other artists may often influence students. Students are expected to develop their own ideas and only use the work of others as a point of departure, inspiration and motivation for new possibilities to be explored. Artistic integrity must always be of high importance as students develop their own sense of uniqueness and individual style. Students will learn of Artistic Integrity and what constitutes as plagiarism. Students will NOT copy the work of other artists. No Sponge Bob, Spiderman or Bart Simpson. I also discourage students from looking at photographs on their personal devices. The students coming from prior Art I and Art II classes know how to draw and sculpt from life and ultimately, that will produce the best work. While I encourage the student to study the work of other artists and even create their own work “after” other artists. (Meaning they have taken their work a step further and found a way to make it relevant and unique to them.) Students will not be allowed to steal ideas of other artists. If they do, they are robbing themselves of the opportunities to express their own ideas.

Assessment:

Portfolio Development 75%

- * Based on finished works per term
- * Graded using the evaluation rubrics as established by the College Board
- * Quantity and quality are considered during the grading process

Non-studio based class conduct 25%

- * Critiques
- * Writing assignments
- * Attendance and participation in outside of class presentations.

AP Studio Art: 3D Design Portfolio
Semester I: Course Outline by Assignment

Week 1	
3D Design Portfolio	Introduction to AP: poster, requirements, view CD from College Board on Quality, Breadth and Concentration; Critique of summer homework Homework: write about 5 things most important; 3 artists or art styles most appealing.
Week 2 & 3	
3D Design Portfolio	3D sculpture from found objects: Looking at the work of Pablo Picasso, Julio Gonzalez, Richard Chamberlain, and Robert Rauschenberg 1 st conference on concentration
Week 4 & 5	
3D Design Portfolio	Mechanical Body Parts: Students will create detailed representations of a body part of their choosing using tinfoil (must be appropriate). They must then alter the sculpture in order to make the body part look mechanical (bolts, wires, etc) using only tinfoil.
Week 6 & 7	
3D Design Portfolio	Newspaper Mask: Students will create masks using old newspaper and Elmer's glue. The imagery or words on the newspaper must be incorporated into the mask design. Progress reports- 3 digital photos due; PowerPoint began. 2 nd conference on concentration.
Week 8 & 9	
3D Design Portfolio	Animal Vessel: Students will create clay vessels that represent

	<p>animals using the coil, pinch and slab hand-building methods. Glaze will then be applied to the bisque fired vessel to accentuate the feeling of the animal's fur, skin, etc.</p> <p>3 new digital photos due. 6 slides due on PowerPoint with 3 written reflections.</p>
Week 10 & 11	
3D Design Portfolio	<p>2D/3D Painting: Students will take their favorite 2D painting that they've done and transform it into a 3D piece. Any materials can be used to build up the depth within the piece, but it still must look fairly flat when viewing the piece head on.</p> <p>3rd concentration conference.</p>
Week 12 & 13	
3D Design Portfolio	<p>Altered Books: Students will acquire an old book from the library and make it into something new. All parts of the book can be ripped, cut, folded or altered in any other way in order to create a new story for the object.</p>
Week 14 & 15	
3D Design Portfolio	<p>Wire Figure: Students will create figures using only one piece of wire. The wire cannot be cut or attached to itself in any way – the figures must be portrayed using a continuous contour line.</p> <p>Progress reports-3 new digital photos due. 4 new slides due on PowerPoint with reflections.</p>
Week 16 & 17	
3D Design Portfolio	<p>Self Portrait: Students will think about all the materials and techniques they have used throughout the semester, and create a highly developed 3D self-portrait using their favorite media.</p> <p>4th concentration conference.</p>
Week 18	
3D Design Portfolio	<p>Emotional Headwear: Students will design a piece of headwear that represents or expresses personal issues or emotions. The design must also consider structure and stability, as the sculpture must effectively be worn.</p> <p>3 new digital photos due; 15 total slides due on the PowerPoint with 10 reflections. Conference: Plans for concentration over the holiday break</p>

AP Studio Art: Drawing
Semester II : Course Outline by Assignment

Week 19	
3D Design Portfolio	<p>Conference on concentration –view progress over holiday. Take photos of all new work.</p> <p>Masking Tape Shoe: Students will create life size replicas of their shoes using only masking tape. All details will be present (laces, tread, etc.), and there will be an inner part of the shoe (it will not be a solid block of tape) as if a foot could actually fit into it.</p>
Week 20 & 21	
3D Design Portfolio	<p>Time Machine: Students will discuss phrases using the word “time” and build a clock (time machine) using found materials.</p>
Week 22 & 23	
3D Design Portfolio	<p>Mold Making: Making a mold of a found object, then slip casting the object to make multiples.</p>
Week 24 & 25	
3D Design Portfolio	<p>Concentration Progress report-3 new digital photos due. 20 total slides due on PowerPoint with 15 reflections... Hold blind “reader” judging for each student with teachers to determine progress</p>
Week 26 & 27	
3D Design Portfolio	<p>Concentration 3 new digital photos due. 28 total slides on PowerPoint with 20 reflections.</p> <p>Extra project if needed: Wax Casting: with molds made from prior lesson</p>
Week 28 & 29	
3D Design Portfolio	<p>Concentration Conferences on progress, discovery, personal voice</p>
Week 30 & 31	
3D Design Portfolio	<p>Concentration Progress report: 3 new digital photos due. 30 total slides on PowerPoint due. Host another blind reader judging</p>

Week 32 & 33	
3D Design Portfolio	Concentration. Begin gathering all work, making selections for Quality section.
Week 34 & 35	
3D Design Portfolio	All AP work due. Final 3 digital photos due. Plan sequence of photos. Submit digital images. Submit Quality.
Week 36	
3D Design Portfolio	Reflect on year's challenge, strengths, weaknesses, ups and downs, personal growth, and feelings.