

## AP STUDIO ART: 3D DESIGN PORTFOLIO

### **Scoring Components: This is how you are scored!**

SC1 The course promotes a sustained investigation of all three aspects of portfolio development—quality, concentration, and breadth—as outlined in the Course Description and Poster throughout the duration of the course.

SC2 The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of 3-D design.

SC3 The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in 3-D design that grows out of a coherent plan of action or investigation (i.e., a “concentration”).

SC4 The course teaches students a variety of concepts and approaches in 3-D design so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

SC5 The course teaches students a variety of concepts and approaches in 3-D design so that the student is able to demonstrate a range of abilities and versatility with problem-solving. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

SC6 The course teaches students a variety of concepts and approaches so that the student is able to demonstrate a range of abilities and versatility with ideation (i.e. “breadth”). Such conceptual variety can be demonstrated through either the use of one or the use of several media.

SC7 The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making.

SC8 The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers.

SC9 The course includes individual student critiques and or instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and better critique artworks of their peers.

SC10 The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ works, the course teaches students how to develop their own work so that it moves beyond duplication.

**Pre Requisite:** The AP 3D Design portfolio is for students who have completed Art 1 and Art 2 Sculpture/Ceramics. It is designed for *serious art students* who have made the commitment to complete the college level portfolio.

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### **Course Description:**

AP (Advanced Placement) Studio Art is a program administered by the College Board to provide highly motivated high school students an opportunity to earn college credit in studio arts. The course will focus on breadth, using a variety of concepts and approaches in 3D design, demonstrating range of ability (SC4) and the development of a cohesive body of work investigating a strong visual idea and investigation (SC3), concentration. In AP Studio Art: 3D Design, students will create a portfolio of work exploring three dimensional design using ceramics, sculpture, mixed media and concepts that develop ideas addressing 3-D issues, elements and principles. Students will develop mastery in concept, composition and execution. (SC2) Students will explore processes which involve problem solving and critical decision making. (SC7) In May, students will submit their completed portfolios consisting of digital images of completed pieces to the College Board for scoring. (SC1) If students receive a passing score of a 3, 4, or 5, they may receive college credit for the class. All work for the portfolio will be photographed and submitted digitally through the AP Central Website below. As a class we will explore the tools and information provided by the College Board throughout the course, investigation all three aspects of portfolio development. (SC1)

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/7880.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/7880.html)

### **PORTFOLIO REQUIREMENTS (SC1)**

The 3D Design portfolio consists of the following three sections:

1. **Breadth section:** 16 DIGITAL IMAGES OF 8 WORKS, 2 VIEWS OF EACH. This section should be a **variety** of works demonstrating your understanding of the principles of design. Students will use quality work created in previous art courses as well as work created in during the course.
2. **Concentration:** 12 DIGITAL IMAGES of works describing an **in-depth exploration** of a particular design concern. Some images may be detail shots. This will be a cohesive body of work showing development of idea and technical execution. Students will also type a written commentary addressing the following:
  - Clearly and simply state the central idea of your concentration.
  - Explain how the work in your concentration demonstrates your intent and the exploration of your idea. You may refer to specific images as examples.
3. **Quality:** 10 DIGITAL IMAGES of 5 original works that demonstrate your **mastery** of design. These should be your very best pieces.

### Artistic integrity/COPYRIGHT and PLAGERISM

All pieces must be the students' own work using original ideas. Duplicating the work of others or blatantly using other people's ideas is considered plagiarism. Any work that is plagiarized will result in zero points for that assignment. In addition, the use of copyrighted images and logos is strongly discouraged unless the images are being used to make a social commentary. Throughout the year, artistic integrity will be stressed. Students will be encouraged to develop a personal artistic voice while researching and exploring the art of others. (SC10)

### RESOURCES:

All students will have access to the Sculpture/Ceramics classroom and access to the library of books incorporating a range of topics including hand-building ceramics techniques, sculpture techniques, book art/paper art techniques, art history, and contemporary studio artists. Students will have access to the studio outside class hours. Students will have access to technology to support and create artistic proposals and research.

### Course Fees:

The materials used in the AP 3D design course are of very high quality, including glazes, precious metals and various sculpture materials. The course fee per student \$150. **Submission to the College Board is approximately \$100.00, and the \$50.00 is for specialized materials.** Please see me privately if the cost is an issue or if you are on free and/or reduced lunch.

### COMMUNICATION:

**EMAIL is the best way to contact me. As a group we will create a Schoology group to use for communication as well.**

### Course Overview:

At the beginning of the course, the class will be outlined to the students describing the AP poster and portfolio requirements- quality, breadth, and concentration. (SC1) Students will observe and critique previous 3D AP submissions (SC8) and scoring guidelines.

Summer Assignments: these assignments will be completed prior to the school year to be brought in for first class critique. (SC8/SC9)

- Please see summer assignment worksheet

Critique and Self Evaluation:

- Each week, students will be involved in Progress Critiques, where students will discuss strengths and weaknesses of design, ideas for improvement and development of idea, with teacher and peers. (SC8)
- Upon completion of each work, a formal critique with teacher and peers will include discussion, scoring, writing samples from each student, with input about each work. (SC9)
- A written self- evaluation examining each area of the assignment and self-scoring will be submitted to teacher.

Breadth Assignments: All rubrics and requirements will be outlined in a PowerPoint presentation available on the AP Website. All assignments will investigate artists that work within the same type of design and construction methods ( ex the Bauhaus, the Futurist, Site Specific Environmental Artists, The Renaissance Sculptors, Installation Artists) Assignments are designed as options for explorations to complete the AP 3D Design Course (SC6)

**These are examples of types of project we will be doing, not specifically**

- Positive and Negative Space at work: Using the clay body of choice, choose slab construction or wheel throwing as your building technique. In your design, solve how the internal space relates to the external space, using actual negative space (carved) or implied (formed). (SC2)
- Tool Box design project: Create a tool box (slab construction) to hold your personal clay/sculpture tools) (field trip to clay supplier to purchase personal tools and studio tour will follow this project) Box must include imagery with personal meaning (your tools) transferred to surface through screen, carved, or scrafitto method. (SC2)
- Sound and Design: Two options: Create an instrument using clay as the base and mixed media to complete (guitar strings, wood, metal, etc.) OR a Smart Phone amplification device to project the sound of music in the best possible way. (SC4)
- Fabric and Form: using Indonesian Batik Method compose a soft sculpture with imagery that brings back an important memory. Printmaking techniques will be included: block prints/screen printing and mixed media. (SC5)
- Altered Book Construction: Create a sculptural book using internal space to create 3D forms within. The forms should connote a place, such as a landscape, a room, or space.
- "The Still Life" Students will design a sculpture that captures something in frozen in movement, such as a horse galloping, or a building crumbling. The designs will be drawn out and students will discuss materials to best convey the image. A plan will be developed and executed. (SC7)

The Breadth section can be work from previous courses, as well as developed during the AP year. Variety will be emphasized, as well as intensive attention to craftsmanship, aesthetics, design problem solving, composition and mastery of technique. The assignments are developed with current issues in art and design always steering the assignments, as well as research into past masters and schools of thought.

Concentration Development: From the beginning of the year, students will brainstorm and research possible concentration areas, as well as discuss with peers and teacher. When beginning concentrations students will follow the following process:

- Pre-meeting with teacher: Each student will meet with the teacher to discuss possible areas of concentration and idea exploration. Students will bring in three written ideas of interest to meeting. Collaboration between student and teacher to develop research strategies, artists for exploration, and preferred technical construction methods and techniques.
- Student Proposal: After meeting with teacher, students will draw up their proposal for area of concentration and turn in sketches and plans for project ideas. Sketches must include drawings, plans for construction, materials, time line (with a future growth chart-for future development of ideas and problem resolutions)
- Choosing your Concentration: below are some examples of student concentrations. After the student chooses their area, they will begin the process of planning and constructing. Work will be critiqued weekly with peers as well as individual teacher/students review. (SC8 SC9)

Ideas for Concentration Development:

Allowing the personal artists to speak to the issue at hand is of utmost importance in this section of the class. Issues to explore can come from personal experiences, political, historical, or social issues, or a continued study of a particular form of art. The concentration MUST be a process based body of art, where the student is continually problem solving, pushing and developing ideas, and finding visual harmony within the principles of design, elements of art, and quality composition. (SC7)

The following are examples of possible student concentrations:

- Creating a variety of sculptures, with various techniques to explore the discrepancies and cultural implications between high and low income cultures.
- A series of sculptures that follow the fashions trends of the past 50 years to project what will be in fashion in the next 50.
- A series of copper and silver jewelry that explores the idea of weather systems and natural weather based events.
- A series of thrown and altered ceramic forms that address the idea of portraits in clay.

- A sculptural installation that plays with the idea of plant growth and light. (a series)

Upon completing of the Concentration pieces, students will photograph, self-assess, and group critique prior to submission in May.

Quality: Upon completion of Breadth and Concentration, the student will choose 5 works they feel are their most successful work, while their peers will choose the five they feel are most successful (critique), and the teacher will choose 5. Discussion and decision of what goes into the quality section, the works that show mastery in concept, composition and execution in 3D Design, will be included in the quality section of the portfolio.

TIMELINE:

AUGUST: REVIEW SUMMER ASSIGNMENTS, INTRODUCE COURSE

SEPTEMBER: BREADTH WORK FOCUS, PEER AND TEACHER CRITIQUE,

OCTOBER-JANUARY: CONTINUE BREADTH, DEVELOP CONCENTRATION IDEAS

JANUARY-APRIL: CONCENTRATION WORK FOCUS, CONTINUED CRITIQUES AND EVALUATIONS

APRIL-MAY: PHOTOGRAPHING, SELF ASSESSMENT AND SUBMISSION

STUDIO ART PRODUCTION:

- Ceramics(Clay): The exploration of form and sculptural issues through clay, hand building and wheel throwing, functional and sculptural. The exploration of texture and glaze application and firing processes.
- Drawing: you will strengthen your drawing skills in reference to 3-d form and idea development.
- Printmaking: you will explore various kinds of stamp making and printmaking techniques to apply to your sculptural forms.
- Metals: you will experiment with wire and metal techniques to create sculptural forms
- Soft sculpture: you will learn textile and basic fabric construction for application into sculptural forms.
- Mixed media: glass, plaster, found objects and various other materials will be incorporated into sculptural forms.
- Conceptual installation art
- Sketchbook and research: you will learn how to visually and verbally record ideas in order to develop concepts for major projects, and portfolio development.

All mediums will be used to express and communicate / developed ideas, facilitate creative and spatial intelligence, and foster craftsmanship. Composition and craftsmanship is the core of all work.

3D AP STUDENTS WILL CONTINUALLY EXPLORE THE ART ELEMENTS AND PRINCIPLES OF DESIGN, ART HISTORY AND APPRECIATION, AND ART PRODUCTION.

Bibliography/Resources

Fisher, Mary Pat , Zelanski, Paul *Shaping Space : The Dynamics of Three Dimensional Design Second Edition* Harcourt College Publishers Austin 1995

Luecking, Stephen *Principles of Three-Dimensional Design, Objects, Space and Meaning* Prentice Hall: Upper Saddle River, New Jersey 2002

Quinn, Stewart *Ceramics Design Course* Quarto Publishing 2007

Stewart, Mary *Launching the Imagination: A guide to three dimensional design third edition* Mc Graw Hill 2008



