

AP Studio Art: 3-D Design Syllabus

Course Description

This is a full year course broken into two semesters. Students must take both semesters to get AP credit. The AP Studio Art class is designed for students who are seriously interested in the practical experience of art. Students will submit portfolios for evaluation at the end of the school year. This course will focus on how to use the elements and principles of art to explore the additive, subtracted, and/or fabrication processes of 3-D design. This may include but not limited to, figurative or non-figurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Your portfolio will address a very broad interpretation of design issues. The college formula for a studio course is two hours of outside work for every hour of class time. During this course you will submit one college-level quality piece per week. You should submit works in which design is the primary strength of the work. All work must be original. The portfolio is divided into three sections: Quality, Concentration, and Breadth.

Instructional Goals

- ❖ Encourage creative as well as systematic investigation of formal and conceptual issues.
- ❖ Emphasize making art as an ongoing process that involves the student in informed and critical decision-making.
- ❖ Develop technical skills and familiarize students with the functions of the visual elements.
- ❖ Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Course Content:

A. Students will study contemporary artists and trends. In addition to class work, students will visit Atlanta's High Museum of Art and Emory University's Michael C. Carlos Museum. Students will be expected to visit galleries and local art museums on their own.

B. Students are expected to maintain a sketchbook to be composed of visual ideas, notes, photos, and doodles of plans, short assignments, quick drawings, and to practice of various techniques.

C. The student's portfolio containing three parts: 5 Quality pieces, 12 concentration pieces, and 8 breadth pieces (a mastery of varied media, techniques and subject matter).

D. Each week students will participate in a class critique. Peer and self-evaluations of artwork will be used as a tool to examine strengths and weaknesses so that students can go back and rework student pieces to make the portfolio stronger. I will use a rubric to evaluate student work. The rubric used is the same one the College Board uses.

AP Poster

The AP poster is a vital tool to use to prepare for the portfolio. Refer to it periodically as it has detailed information not put in the syllabus. Students will be given a poster to take home and two posters (with each side visible) will be on display in the classroom.

Resources

No particular text is required but you are encouraged to use the library of books and magazines supplied in the room as well as the art room computer lab. You can also use <http://apcentral.collegeboard.com> as a resource to see student examples and well as portfolio requirements.

Required Supplies

You will need a sketchbook to jot down ideas and preliminaries.

Grading

Critiques, sketchbook, museum summaries	1/3
Design Assignments (1 per week)	2/3
Final (If Applicable)	1/5 of Final Grade
All AP courses end of nine weeks grades are weighted x 1.1	

Artistic Integrity

All work must be original. If a student submits work that makes use of photographs, published images, and/or other artists' works, students must show substantial and significant development beyond duplication.

The Portfolio

Work chosen for the portfolio may come from class, summer assignments or previous work.

The portfolio is comprised of three areas:

- ❖ **Quality:** 5 best works exhibiting the student's mastery of design. Students will submit 10 slides, 2 views of each work.
- ❖ **Concentration:** 12 slides focusing on a central idea. All work should use the elements and principles of 3-D design to convey this central idea in depth. You will have to write a statement answering two questions about the concentration. 1) What is the central idea of your concentration? 2) How does the work in your concentration demonstrate the exploration of your idea? You may refer to specific slides as examples.
- ❖ **Breadth:** 8 works demonstrating students understanding of the principles of 3-D design. 16 slides will be submitted, 2 views of each work. Student slides should show a variety and mastery of different 3-D media.

Slides

Slides of the portfolio will be taken in December and again in March.

Assignments

For this classroom, the teaching practice I will use is called Problem-based learning. You will be given a "problem" or a portion of the portfolio to work on. The AP poster gives you the guidelines. You will have all the resources and supplies available to you in the classroom. To keep from hindering creativity, specific assignments will not be given. Instead, students will begin with the breadth section of the portfolio, turning in one college level

piece to be submitted for this section a week. Classroom critiques are on Monday. Then students will work on concentration pieces, again, one per week. The last assignment will be pieces for the quality section. Although I will not specifically assign an idea to you, if you get into a “slump” or a lack of motivation, refer to the bulletin board where I have posted over a hundred ideas to keep you working.