

# AP Studio Art 3D Design Syllabus

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## **Course Overview**

The AP Studio Art 3D Design course is intended for highly motivated students who are dedicated to the study of art. The requirements of this intensive one-year program are significantly rigorous and students should demonstrate a commitment towards accomplishment while enrolled. The AP Studio Art 3D Design course strives for quality of production and experience in the investigation of 3D concept, composition, techniques, and execution of ideas.

Students enrolled in AP Studio 3D Design will create artworks targeted for three sections of their AP portfolio. The three sections, described in detail below, include breadth, concentration and quality.

## **What is Breadth?**

In this section, you will submit **8 pieces of various works** with 2 views of each work, which represents an experience in a range of media or techniques. The best demonstration of breadth clearly show experimentation and a range of conceptual approaches to the work. You may do this in a single medium or in a variety of media.

## **What is Concentration?**

This section is a planned in-depth investigation of an idea that is developed around one unifying conceptual theme containing a strong visual idea in sculpture. In this section you will develop a body of work that is of personal interest to you and presents works that that are conceptually related and that may show growth and discovery. You will submit **12 images** in this section, some of which may be details or alternate views. You will reflect and explain development of the artistic process, especially as related to the concepts, execution, and mastery of a coherent personal concentration.

1. What is the central idea of your concentration?
2. How does the work in your concentration demonstrate the exploration of your idea?

## **What is Quality?**

For this section, students will submit images of **5 best works**, with 2 views of each work for a total of 10 photos. The works should demonstrate your highest level of accomplishments. These works should demonstrate mastery of design in concept, composition, and execution.

## **Assessment:**

AP portfolio evaluation is based upon the following criteria

- Consistent, high quality work
- Creative application of principles of design
- Accomplished use of elements of design
- Well informed use of composition

- Evidence of creative thinking
- Innovative use of materials to create art
- Clear and concise use of materials demonstrated in technique
- Evidence of experimentation and risk taking
- Clear indication of originality of idea and production of art

## **EXPECTATIONS**

**Investment:** The rigorous process of developing a portfolio requires a great deal of time and effort. Please understand that the five 48-minute class sessions per week are markedly inadequate to create the amount of work necessary for the portfolio and outside class work will be necessary.

**Sketchbooks:** Students will maintain a sketchbook that will be used for daily exercises, sketching ideas, planning projects, and other research information. We will create small sketchbooks in class that you can carry around with you. However, feel free to purchase your own in addition.

### **Artistic Integrity and Copyright Issues:**

Students are expected to use artistic integrity throughout this course. Artwork created from observation is best. Students that use visual references are encouraged to use their own photographs whenever possible. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea. When submitting their portfolios, students will be asked to indicate their acceptance of the following statement, “ I hereby affirm that all works in this portfolio were done by me and that these images accurately represent my actual work.”

**Deadlines:** Students will meet deadlines given by the teacher. All assignments must be turned in on time and complete. We will discuss in detail when artworks are due and how they are to be turned in.

**Critiques:** The majority of class time is spent making artwork, though students are expected to participate in group or individual critiques throughout the semester. Each student must show their work and briefly discuss their process and intent.

**Digital Documentation:** Students will be required to maintain digital documentation through a blog. This digital documentation allows the student to maintain a visual record of all projects documenting work and growth. This also increases literacy and the student’s ability to communicate about their progress and completed projects.

### **Grading:**

**Engagement Grade:** One of the most important aspects of an art program is student participation. Learning and growth occur throughout the process, even if the final project is unsuccessful. For this reason, students will be assessed based on a weekly engagement grade. The expectation is that students are fully engaged in the process daily, taking part in all activities. Student who elect to participate randomly will receive a mark of compliance. Students not participating will receive a mark of disengagement.

## **COURSE OUTLINE AND SCHEDULE**

### **Fall Assignments: BREADTH**

Students will primarily be preparing work for the breadth section of their portfolio during the first semester. A variety of concepts and approaches will be used to demonstrate abilities and versatility with techniques, problem solving, and ideation. You will complete eight different works for this section.

Works will address engagement with ideas, space, and materials. Artwork will also incorporate design principles including balance, emphasis, movement, proportion, rhythm, unity, and variety through visual elements such as mass, volume, color/light, form, plane, line, and texture. Each of these will be reviewed and explored in class through warm up exercises and detailed technique demonstrations of both concepts.

### **Spring Assignments: CONCENTRATION**

During the second semester, the students will transition into more open-ended and exploratory work for the Concentration section of their portfolio. Students will develop a body of work for the Concentration section that is planned investigation of an idea of interest to them. Most students will be familiar with the concept of working in a series.

Throughout the course, the teacher will have several one-on-one consultations with each student. During these meetings, the students will present their concentration ideas. The initial meetings will be designed to assist the student outline a plan of action for developing their concentration. Subsequent meeting will provide the student with feedback to further assist and solidify their concept and help maintain a reasonable schedule for completion of the portfolio.

**3-D Assignments may include but are not limited to:**

### **Ceramics**

#### **Technical Mastery**

- Pinch construction using different forms
- Slab container
- Slab structure
- Coil container
- Coil structure
- Container that uses both slab and coil
- Stacked forms
- Wheel thrown forms
- Combined wheel thrown forms
- Combined wheel thrown and hand built forms
- Use of slump or hump molds

- Manipulation of slip cast forms

### **Experimentation**

- Experiment with related and unrelated forms that can be combined into one composition
- Experiment with glazing techniques
- Manipulate the surface of the clay to integrate form with texture
- Experiment with non-electric kiln firing techniques
- Nestled forms

### **Personal Expression**

- Expressive self portraits with personal symbols
- Related human figures
- Related animal figures
- Development of images that address social or current events or points of views

### **Conceptualization**

- Architecturally inspired forms: birdhouses, containers, etc.
- Interpretation of artworks by an artist mentor
- A humorous sculpture
- A trompe l'oeil clay form
- Interpretation of rigid mechanical forms with an organic material
- Visual opposites
- Use of related but separate forms into an installation
- Forms that can fulfill a specific function: tableware, fountain, containers for specific objects, etc.