

AP Studio Art 3D Syllabus
Fernandina Beach High School
K. Erica Dodge
karen.dodge@nassau.k12.fl.us

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 23D 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.

Course Description

During the first week of school, the course is outlined to the students. The individual section of each portfolio—Quality, Concentration, and Breadth—are discussed in detail.

(SC1) I show extensive slide examples from both the College Board and past students’ work that correspond to each section of the portfolio, with special emphasis on the distinctions between the Drawing Portfolio, 3-D and the 2-D Design Portfolio. Students will work in a self-directed environment to develop a portfolio showing a body of work which investigates a personal artistic view supported by an artist statement.

Students are expected to show growth and personal vision over the year, mastering skills, techniques, and problem solving. All work will be documented throughout the year by digital photos and PowerPoint.

The Quality section should be 10 digital images consisting of two views each of 5 works
The Concentration should consist of 12 pieces which demonstrate growth and discovery. that demonstrate understanding of three-dimensional design in concept, composition, and execution.
The Breath section should consist of 12 pieces that clearly demonstrate the students understanding of the elements and principles of design. These pieces should also represent a variety of techniques and materials.

Artistic Integrity

Students are expected to use artistic integrity through the course.

Students need to use direct observation, imagination, and photos they have taken themselves. Copyright laws are discussed with the students so they are aware of the law concerning using someone else's work. If the student uses a photo from another person it must be altered at least 80% and not recognizable.

(SC10)

Assessment and Evaluation

Students will be graded on three main areas of work: portfolio development, homework, and class conduct. Portfolio development will count for 50% of your grade. Rubrics will be handed out to students listing the requirements for each project. Rubrics will consist of categories such as pursuit and translation of an idea, personal voice, composition, use of elements and principles, media, mark making, and subject matter's relation to the idea.

Homework will consist of assignments completed outside of class and digital recording of works in progress. Homework accounts for 15% of the final grade.

Class conduct will be 15% of the student grade. Daily in class management, having the correct tools, and participating in class critiques, clean-up and discussions.

The Final Exam will consist of

- PowerPoint presentation of all art works and journals
- Digital portfolios for both the Concentration and Breath section
- Five Quality pieces for section I prepared for mailing

Course Schedule

You are to complete at least five of the following assignments over the summer. It is recommended you work in a personal journal or sketchbook. . Remember to emphasis the design process which includes the elements and principles of design. These pieces will be due at the end of the third week of school. The course will focus on both the Breath and Concentration portions of the portfolio with the five best pieces used for the Quality section. Approximately 50% of your work will be completed outside of class throughout the year. If you can't finish the work, you will not pass. **(SC7)**

The summer is also a time of reflection, experimentation and exploring art in and around your community to help find inspiration for your concentration. Please have a list of ten or more subjects for your concentration to discuss in class.

You will develop mastery in concept, composition, and excellence in your work using the elements and principles of design. **(SC2)** You will be expected to explore a variety of medium, techniques, and concepts to solve problems in creating your idea.

See the following assignments: **(SC4, SC5, & SC6)**

- ❖ Create an "Around the room" still life using items from the room to create a still life. You will include four different studies. 1. Graphite using high contrast of at least nine values. 2. Contour line with a color theory using the media of your choice. 3. Mixed media. 4. A free choice. Look for creative solutions for the project to help you see how you might use these in your concentration.
- ❖ Consider different types of transportation for this piece. Measure and use value to be creative. Use Gesso and charcoal to create an interesting view into an interior of one area from another. Use value and consider time of day or dramatic lighting. Consider composition.
- ❖ Create a self-portrait using an interesting perspective and incorporating "bugs" or "mechanics". You should draw from direct observation of yourself, bugs, and or mechanical materials. 80% should be painted with 20% of your choice of media. I am looking for technically outstanding painting and creative composition.

- ❖ Use a letter of the alphabet and create a composition of things beginning with that letter. You may use graphite and colored pencil. I am looking for a unique composition and use of contrast in value.
- ❖ Consider the importance of verbs and nouns in a story. As you read, the characters and the environment come to life through the written word. Create a painting that tells a story by creatively using visual verbs and nouns to draw people in. Use acrylic paint.
- ❖ Create an artwork using an interesting view of food and or considering kitchen items for composition. Pay attention to the elements of design. I should be able to see the element you are most focused on.
- ❖ Reflect on a song about social injustice. Illustrate creatively the lyrics of the song both literally and figuratively. Think about the meaning behind the words. You can add text and lyrics if you want. Use mixed media and paint for this project.
- ❖ Think about your own personality traits and use them to create a self-portrait using images, symbols, text, color, and even small objects can be added. Once the collage is finished, use a two inch viewfinder to select a section to reproduce in a painting on a large canvas. Acrylic paint will be used along with collage on the canvas. The two pieces can be put together for the final piece.
- ❖ Self-portrait expression a specific mood. Use color and texture
- ❖ Pen and ink using no more than six natural shapes. Add texture from nature that isn't natural to that shape. Variety and texture through pattern
- ❖ Itching printmaking Use a variety of objects to create texture in an itching.
- ❖ Paint a character study of a fellow student or friend. Use supporting visuals to enhance the communication.
- ❖ Use digital imagery to create an advertisement that is compelling and has a distinct focal point.
- ❖ Draw a magnified image using graphite. Think of value and texture.
- ❖ Use ink to create a piece focusing on foreground, middle ground, and background. Use contour lines.
- ❖ Use graphite to create a drawing of your favorite things. Remember to use a variety of shapes and sizes. Composition is important.
- ❖ Create a story and write and illustrate it in book form, whether you make the book from scratch, alter a book and make a 3-D book.

Students are encouraged from the beginning of the year to be experimenting with ideas for their concentration. Sometimes these can be great pieces for their breath section if not part of the final concentration section. Many students have begun this exploration in earlier classes in preparation for AP. I work with students individually and as a group to get feedback on concentration theme, ideas, and concepts. **(SC3)**

Critiques

The majority of class will be spent to create art. However, critiques will be held for each project at midway and when finished. Students are expected to actively participate in group critiques which will count as part of their class activities grade. One on one conference will also be held throughout the year to discuss strengths and weaknesses and overall direction of the art work. I use a rubric with each project that is based on the AP rubric. **(SC8 & SC9)**