

AP Studio Art 3D

3 Dimensional Media

Honors Elective- Year – 12

Prerequisites: None, *3-D Art I* is encouraged

Course Description

- AP Studio Art 3-D is designed to help high school students receive college credit and or/ advanced placement by completing rigorous standards recognized by the College Board.
- In compliance with the AP Studio Art course description, **Quality, Concentration and Breadth** are introduced and discussed in detail through visual images of 3-D portfolios presented at the University Minnesota November 2011 AP Workshop, the AP Poster, as well as the online AP Gallery.
- AP Studio Art 3-D includes a study of Art History (Renaissance - Post Modern), Art Appreciation and Art Concepts and Procedures not limited to, but including the following media: clay, paper, basketry, fibers, and glass.
- The course runs Semester 1
- Students will work independently inside and outside the classroom.

Course Goal

- The student will develop a portfolio consisting of :
5 works / Quality section; 12 works / Concentration section; 8 works/ Breadth section
- The students will develop mastery of 3-D design in concept, composition and execution of 3- D design.

Course Objectives

- The student should be able to develop their individual artistic potential through the use of various art media.
- Students are led to explore and address design issues which involve purposeful decision making
- Use a personal journal/sketchbook to develop conceptual approaches.
- Explore both traditional methods and creative means to physically creating art.
- In the **Quality section**, students will show mastery at a college level of varied media, techniques, approaches, concepts and subject matter.
 - Demonstrate the mastery of 3-D design principles in concept (image, theme or idea), composition (using elements of art and principle of design to achieve an effect) and execution (technical skills) of 3-D design through **5 high Quality** works.
- In the **Concentration section**, students will be subject to the “Concentration Process”; - students should clearly state in writing a central idea and explain how their artwork demonstrates the intent and exploration of their idea.
 - Conduct an in-depth exploration of a specific visual idea or concern through an serial of initial sketches or annotations.
 - Develop a personal **Concentration- a coherent body of work with a strong underlying visual idea in 3-D design of 12 works**, demonstrating voice, growth and investigation.
- In the **Breadth Section**, students demonstrate **Breadth** through risk taking, problem solving and “out of box thinking” which will be evident in the production of **8 works**.
- Use various rubrics/ criteria to evaluate, analyze and discuss their own artwork, as well as artwork of their peers through-
 - Student critical self-evaluation
 - Group Critiques
 - Student/ Teacher critique
- Recognize principles of design such as unity/ variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and space.
- Develop their individual artistic potential through the use of various art media.
- Grow in their knowledge of 3-D media in art history (periods and artists).
- View art as an expression of man’s appreciation for God’s creation.
- Gain greater individual appreciation of the beauty of God’s creation.

Course Outline

Unit Outline-

- Clay-hand built sculpture, slab, coil, pinch pot and wheel throwing techniques
- Dry brush and glazed pottery applications, as well as burnished and pit fired techniques.
- Glass- Cool glass projects- copper foil/ soldering method, mosaic project, Warm glass projects- making glass beads, fused COE glass project, slumped bottle;
- Basketry- round or square basket format, reed dying; variety of patterns and rims.
- Paper – handmade paper books, marbling, quilling, embossing, calligraphy, print making, etc.
- Fiber art- weaving; macramé knot tying, silk painting, indigo dying
- Gourd Art: Ornamental and functional ware
- Art History Periods- Ancient through 20th Century.
- Field Trip to Minnesota Marine Museum in Winona, MN

Exploring Art Outside the Classroom-

Students are encouraged to take notes on a **daily basis** evidences of 3-D design in architecture, manufactured goods, toys, clothes, vessels, furniture, equipment, etc. Art design and art appreciation is all around us.

Instructional Strategies

- Teaching will be done through lecture, demonstrations and one-on-one individual instruction.
Lecture/ Power Point 10-20%
Hands on Demonstration 70-80%
Individual one-on-one 10%
- Guest artists may give demonstrations
- Textbooks: *Janson's History of Art: The Western Tradition*
Arttalk, Rosalind Ragans, Glencoe Publishing Co., Mission Hills, CA., 1988
- Mrs. Bader's PowerPoint presentations of: Paris, Japan, Kiev- Ukraine, Chihuly- Bahamas/Tacoma, NYC Metropolitan Museum of Art.

Grading

- Both teacher and student critique projects and arrive at a mutual grade based on:
Completed projects, effort, instruction followed, skills mastered, aesthetic awareness, original design, creativity and critical eye.
- Letter grades are given based on: A Excellent, B Good, C Fair, D Poor, F Incomplete work.
- Art History unit and test on famous artists and well known works of art.
- Incomplete projects are treated as "F"
- AP Studio Art is an Honors level course.

Plagiarism/ Artistic Integrity

Students understand **plagiarism**- that working from a published photograph or creating a work of art in any medium derived from non-original images of another artist's composition is a copyright violation unless the student takes the image and substantially transforms it into their own personal interpretation or rendering. The student's voice by which they communicate ideas, concepts and emotions should be clearly evident without infringing on another's rights. Plagiarism will not be tolerated. Students will comprehend and regard the ethics of artistic integrity.

Disclaimer: Students are encouraged but not required to submit their portfolios for College Board evaluation.

Student Materials

Art supplies are provided for the student for classroom projects. Students working outside the classroom are to provide their own supplies and materials. Students need to provide their own journal/sketchbook.

Classroom Procedures

Routines –Come to class prepared with appropriate materials/supplies.

Tardies – Tardy will be given to students arriving late for class without appropriate excuse. Make-up Work –Appropriate time will be allowed for make-up projects. Incomplete projects will result in a failing grade.

Behavior – Appropriate language and common classroom courtesies are expected from all students. **Appropriate use of equipment, tools and supplies is expected for the safety of all students.** After an initial **verbal warning**, students will be given a **detention**. Continued misuse of equipment, tools, and supplies may result in **expulsion from the class**.