

AP 3-D Art and Design

Description:

The AP 3-D Art and Design Course corresponds to the equivalent of a one-semester, introductory college course in 3-D design respectively.

Students create a portfolio of work to demonstrate inquiry through 3 -D art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

A digital camera or camera phone/device are required. Limited school cameras are available for loan. This course requires a lab fee.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Conduct a sustained investigation through practice, experimentation, and revision, guided by questions;
- Skillfully synthesize materials, processes, and ideas; and
- Articulate, in writing, information about one’s work.
- The following links are to the 2020 AP college board exam requirements.

<https://apcentral.collegeboard.org/courses/ap-drawing?course=ap-drawing>

<https://apcentral.collegeboard.org/courses/ap-3-d-art-and-design?course=ap-3-d-art-and-design>

Artistic Processes

- **Create**
- **Present**
- **Respond**
- **Connect**

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Course Skill Objectives

Inquiry and Investigation

- Investigate materials, processes, and ideas.
- Generate possibilities for investigation (not assessed).
- 1.B Describe how inquiry guides investigation through art and design (not assessed).
- 1.C Describe how materials, processes, and ideas in art and design relate to context (not assessed).
- 1.D Interpret works of art and design based on materials, processes, and ideas used (not assessed).
- 1.E Investigate materials, processes, and ideas (not assessed).

	<p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>Making Through Practice, Experimentation, and Revision</p> <p>Make works of art and design by practicing, experimenting, and revising.</p> <ul style="list-style-type: none"> ● Formulate questions that guide a sustained investigation through art and design. ● Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions. ● Make works of art and design that demonstrate synthesis of materials, processes, and ideas. ● Make works of art and design that demonstrate 2-D, 3-D, or drawing skills. <p>Communication and Reflection</p> <p>Communicate ideas about art and design.</p> <ul style="list-style-type: none"> ● Identify, in writing, questions that guided a sustained investigation through art and design. ● Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions. ● Identify, in writing, materials, processes, and ideas used to make works of art and design. ● Describe how works of art and design demonstrate synthesis of materials,
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		<p>processes, and ideas (<i>not assessed</i>).</p> <ul style="list-style-type: none"> ● Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills (<i>not assessed</i>). ● Present works of art and design for viewer interpretation (<i>not assessed</i>).
<p>Units (Big Ideas)</p> <p>Unit 1 - Investigate Materials, Processes, and Ideas.</p> <p>Unit 2 - Make Art and Design.</p> <p>Unit 3 - Present Art and Design.</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● What informs why, how, and what artists and designers make? ● How do artists and designers make works of art and design? ● Why and how do artists and designers present their work to viewers? 	<p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> ● Establish a plan for the sustained investigation. ● Create artwork that relates to that plan ● Document the relationship of the artwork to the plan ● College Board Rubric used to assess work

Pacing Guide		
1st Marking Period		2nd Marking Period
<p>Unit 1(Big Idea)</p> <p>Investigate materials, processes and ideas</p> <p>2 Months</p>	<p>Unit 2 (Big Idea)</p> <p>Make art and design</p> <p>6 Months</p>	<p>Unit 3 (Big Idea)</p> <p>Present art and design</p> <p>1 Month</p>

UNIT 1 – Big Idea 1: Investigate Materials, Processes and Ideas

Unit Objectives

Students will be able to:

Document experiences to generate possibilities for making art and design.

- Document examples of how inquiry guides sustained investigation through art and design.
- Document investigation of viewers' interpretations of art and design.
- Document how works of art and design relate to art and design traditions.
- Document evaluation of art and design.
- Document selection of materials, processes, and ideas to investigate.

Skill Objectives

Students will:

- Generate possibilities for investigation (*not assessed*).
- Describe how inquiry guides investigation through art and design (*not assessed*).
- Describe how materials, processes, and ideas in art and design relate to context (*not assessed*).
- Interpret works of art and design based on materials, processes, and ideas used (*not assessed*).
- Investigate materials, processes, and ideas (*not assessed*).

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u></p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Essential Questions</u> What informs what artists and designers make?</p> <p>How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>	<p><u>Enduring Understandings</u></p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event</p>	<p><u>Enduring Understandings</u></p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Recognize and describe personal aesthetic responses to the natural world and constructed environments</p>	<p><u>Enduring Understandings</u></p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● A sustained investigation demonstrating skillful synthesis of materials, processes and ideas. ● Stone carvings, assemblages, found object structures, castings, clay - hand building, sculptural work and wheel work 	<ul style="list-style-type: none"> ● Artwork to be included in the portfolio to be submitted to the College Board containing a sustained investigation of the students' choice. 	<ul style="list-style-type: none"> ● Written and visual evidence of questions/inquiry that further the sustained investigation 	<ul style="list-style-type: none"> ● Application of personal knowledge and experiences to the creation of a sustained investigation of pieces of artwork.

Unit 2 Big Idea: Make Art and Design

Unit Objectives

Students will be able to:

- Formulate questions that guide a sustained investigation through art and design.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

Skill Objectives

Students will:

- Formulate questions that guide a sustained investigation through art and design.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> Visual imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● A sustained investigation demonstrating skillful synthesis of materials, processes and ideas. ● Stone carvings, assemblages, found object structures, castings, clay - hand building, sculptural work and wheel work 	<ul style="list-style-type: none"> ● Digital Portfolio Presentation 	<ul style="list-style-type: none"> ● Class Critique ● Portfolio Presentation ● Exhibition of Artwork 	<ul style="list-style-type: none"> ● Sketchbook presentation and process portfolios based on student inquisition and exploration ● (proof of connecting through investigation)

Unit 3 Big Idea: Present Art and Design

Unit Objectives

Students will be able to:

- Identify in writing, materials, processes, and ideas used to make works of art and design.
- Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.
- Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.
- Identify, in writing, questions that guided a sustained investigation through art and design.
- Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.
- Document presentation of works of art and design for viewer interpretation.

Skill Objectives

Students will:

- Identify, in writing, questions that guided a sustained investigation through art and design.
- Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.
- Identify, in writing, materials, processes, and ideas used to make works of art and design.
- Describe how works of art and design demonstrate synthesis of materials, processes, and ideas (*not assessed*).
- Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills (*not assessed*).
- Present works of art and design for viewer interpretation (*not assessed*).

<p>Creating Anchor Standard 3: Refine and complete artistic work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><u>Process Components</u> Analyze, Select, Share Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Exhibition of sustained investigation and comprehensive portfolio 	<ul style="list-style-type: none"> ● Drawing and Painting Portfolio ● 3-D Portfolio ● Digital Portfolio 	<ul style="list-style-type: none"> ● Class Critiques ● Inquiry based questions 	<ul style="list-style-type: none"> ● Journaling ● Processes portfolios