

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		AP 3D Studio Art				Course Code		C0378-379			
Transcript Title:		AP 3D Studio Art		Grades Levels:		10-12		Board Adoption Date:		06/09/20	
Content Area:		VAPA-Humanities		GPA Scale:		5.0		Date Course Submitted:		3/20	
Credential Required:		Art		Graduation Subject Areas:		Humanities		CALPADS Code:		9004	
UC/CSU “A-G” Area Approvals:					School Site/person that wrote and submitted the course:				Jackie Ames		
Recommend Skills:	Ceramics 1, 2										
Next course(s):											
Textbook to be used:	N/A										

COURSE DESCRIPTION *(catalog summary):*

AP 3D Studio Art has been developed to accommodate serious art students who have expressed an interest in completing the AP 3-D Design Portfolio. Through studio practice, application of design concepts and informed decision-making, these students will create a minimum of 15 works of art that demonstrates a high level of quality and growth over time of content, technique, and process. Students will investigate all parts of their portfolios as required by the AP College Board: Sustained Investigation and Selected Works. All work will be documented throughout the course and submitted for evaluation at the end of the school year.

GOALS *(expected performance outcomes for students):*

The goals of the AP Studio Art course are that students will:

- Understand making art as an on-going process that involves the student in informed and critical decision-making.
- Research selected artists, art periods, cultures and styles to further their discovery process while using the visual elements and principles in compositional forms.
- Demonstrate a Sustained Investigation of high-quality works of 15 pieces showing a consistent theme or idea with discovery.
- Select five outstanding artworks for the Selected Works section of the portfolio.
- Record all progress and each final artwork and present on a website.
- Demonstrate the understanding of and use of vocabulary in written reflections and in class critiques.

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CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work
Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work
Creating—Anchor Standard 3: Refine and Complete Artistic Work
Presenting—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation
Presenting—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation
Presenting—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work
Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Student grades will be based on 3 main areas of work: portfolio development, class assignments and participation.

Portfolio development will account for 75% of the student grade. It will include the best artwork for the Sustained Investigation section and Selected Works section.

Class assignments will account for 15% of the student grade. Class assignments will consist of all projects including reflections, non-portfolio projects and critiques.

Participation will be 10% of student grade and consist of peer-critiques, group discussions and outside learning (museum, gallery visits).

The final exam for 3-D Design will consist of the following:

- Presentation of art works with self-critique (1st semester)
- Website creation with Portfolio (1st semester/ 2nd semester)
- The final exam portfolios are scored using the College Board AP 3-D Design rubrics for scoring.

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Unit 1	Length of Unit ... (Days / weeks / class sessions) ... Week 1			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] <i>History of Ceramics</i> [Subtopics] <i>Origins of Clay</i> <i>Clay in the Art world</i>	Ceramics Pottery Slip Plasticity Leather Hard Bone Dry Green ware Bisque ware Glaze ware Score Wedging Moist Grog Porosity Vitreous	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 7: Perceive and Analyze Artistic Work	Students will analyze works of art and discuss the uses it had in historical context. Students will develop ideas that are based on past works that have been studied. Students will analyze and incorporate techniques that are observed in historical works. Students will identify key trends in ceramics both through culture and time.	Visual presentation of history of clay, origins of clay, stages of clay, and the ceramic process. Handout of origins, stages, processes and vocabulary.
Differentiation	Support -- for students who are struggling with the content	Content: Student/peer support through class discussions. Process: Question and answer to seek for clarification Product: Graphic Organizer, assisted note-taking		
	Extension – for high achieving students.	Content: Develop and create a maquette Process: Sketch, discuss, edit and create Product: 3Dimensional maquette		

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Evaluation	<i>Formative Assessments (ongoing & mid-lesson):</i> PowerPoint – History of Clay, Origin of Clay, Stages of Clay, The ceramic process. Application Exercises of sketches Teacher Observation Question and Answer.
	<i>Summative Assessments (unit final evaluation):</i> <i>Sample sketches and development of portfolio</i> <i>Quiz of Unit</i>

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Unit 2	Length of Unit ... (Days / weeks / class sessions) ... 2 Weeks (approximately)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Building Methods [Subtopics] Developing Ideas Understanding Construction Approaches	Pinch Coil Slab Tiles Extruding Mitered Butt joints Armature Sculptural Score & slip Porosity Shrinkage Smoothing Sprigs	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 2: Organize and Develop Artistic Ideas and Work Anchor Standard 3: Refine and Complete Artistic Work Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work	Students will build ceramic pieces of artwork using each of the following specific hand building methods: pinch, coil, slab. Students will properly examine, use and store clay while making a project by using damp clothes, plastic bags, or plastic containers. Students will use their knowledge of the hand building methods and techniques to analyze and interpret orally & in writing how a piece of artwork was created.	Supplies: clay, ceramic tools, brushes, wedging boards/ plaster bats, kilns, storage containers, reclaiming trash cans. Visual presentation of Building methods, Sculpture process
Differentiation	Support -- for students who are struggling with the content	Content: <i>Reference resources for ideas, teacher discussion and collaboration, peer sharing of project ideas</i> Process: <i>Internet and reference book research</i> Product: <i>New sketches that show individual concepts</i>		
	Extension – for high achieving students.	Content: <i>Teacher/ student collaboration</i> Process: <i>Collaboration to develop growth of skill and expand understanding of techniques used during construction</i> Product: <i>Artwork that is in-line with their Sustained Investigation process</i>		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): PowerPoint's - Building methods and Sculpture process. Sketchbook – planning phase, including research Individualized Instruction Application Exercises Group demonstration & discussion		
	Summative Assessments (<i>unit final evaluation</i>): Written/ Oral critiques of artworks Demonstrate understanding of how the principles and elements of design are tied into form and function of their work Studio Rubric Student projects Online portfolio		

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Unit 3	Length of Unit ... (Days / weeks / class sessions) ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Constructing with Molds [Subtopics] Large Slab Draping vs. Slumping	Warping Template Supports Drape Molds Shrinkage	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 2: Organize and Develop Artistic Ideas and Work Anchor Standard 3: Refine and Complete Artistic Work Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work	Students will build ceramic pieces of artwork using each of the following specific hand building methods: Slab, mold, draping, slumping Analyze clay methods and techniques that were used to create their pieces of artwork. Students will use their knowledge of the hand building methods and techniques to analyze and interpret orally & in writing how a piece of artwork was created	Supplies: clay, ceramic tools, brushes, wedging boards/ plaster bats, kilns, storage containers, reclaiming trash cans. Visual presentation of Slab building methods and sculpture process
Differentiation	Support -- for students who are struggling with the content	Content: <i>Reference resources for ideas, teacher discussion and collaboration, peer sharing of project ideas</i> Process: <i>Internet and reference book research</i> Product: <i>New sketches that show individual concepts</i>		
	Extension – for high achieving students.	Content: <i>Teacher/ student collaboration</i> Process: <i>Collaboration to develop growth of skill and expand understanding of techniques used during construction</i> Product: <i>Artwork that is in-line with their Sustained Investigation process</i>		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): PowerPoint's – Slab and Mold Building methods and Sculpture process. Sketchbook – planning phase, including research Individualized Instruction Application Exercises Group demonstration & discussion		
	Summative Assessments (<i>unit final evaluation</i>): Written/ Oral critiques of artworks Demonstrate understanding of how the principles and elements of design are tied into form and function of their work Studio Rubric Student projects Online portfolio		

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Unit 4	Length of Unit ... (Days / weeks / class sessions) ... 2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] <i>Wheel Thrown Clay</i> [Subtopics] <i>Functional vs. Aesthetic</i>	Wedge Potter's Wheel Center Cone Up/Down Pinch/Pull Trim Loop Tool Potter's Knife Needle Tool Rib	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 3: Refine and Complete Artistic Work	Develop a working knowledge of the method and techniques of wheel throwing including storing and trimming. Practice and demonstrate opening, raising and lowering, finishing the rim and cleaning the floor. Create a variety of forms – plates, casseroles, lids, bowls, cups, vases, and pitchers.	Supplies: clay, potter's tools, brushes, wedging boards/ plaster bats, potter's wheel, sinks, sponges, storage containers, reclaiming clay trash cans. Visual presentation of wheel throwing. Handout of process, wheel throwing techniques and vocabulary.
Differentiation	Support -- for students who are struggling with the content	Content: Wheel throwing demonstration, video referencing and teaching support Process: Student has access to hands-on practice Product: Teacher guided one-on-one steps		
	Extension – for high achieving students.	Content: Higher level of skills demonstrated by instructor Process: Guided practice with teacher observation Product: Student shows growth of skill and concept understanding		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Wheel thrown demonstrations Teacher review of all practices Planning Sketches	
	Summative Assessments (<i>unit final evaluation</i>): Quiz on Throwing Practices Studio Rubric Student projects Online portfolio	

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Unit 5	Length of Unit ... (Days / weeks / class sessions) ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] <i>Wheel Throwing as Sculpture</i> [Subtopics] <i>Functional vs. Aesthetic Thrown and Altered</i>	Aesthetics Abstract Conceptual Art Altered Form Balance Negative Space Positive Space	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 2: Organize and Develop Artistic Ideas and Work Anchor Standard 3: Refine and Complete Artistic Work Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work Anchor Standard 7: Perceive and Analyze Artistic Work	Research conceptual and Abstract Ceramic artists. Design and throw multiple pieces. Assemble a variety of thrown wheel pieces to construct a piece of artwork into an abstract sculptural form. Analyze the elements/principles of art within your sculpture referring to the unified theme.	Supplies: clay, potter's tools, brushes, wedging boards/ plaster bats, potter's wheel, sinks, sponges, storage containers, reclaiming clay trash cans. Visual presentation to conceptual ceramic work, thrown and altered pottery.
Differentiation	Support -- for students who are struggling with the content	Content: Wheel throwing demonstration, video referencing and teaching support Process: Student has access to hands-on practice Product: Teacher guided one-on-one steps		
	Extension – for high achieving students.	Content: Higher level of skills demonstrated by instructor Process: Guided practice with teacher observation Product: Student shows growth of skill and concept understanding		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Wheel thrown, altered, and handbuilt demonstration. Sketch planning Teacher/student conference		
	Summative Assessments (<i>unit final evaluation</i>): Demonstrate understanding of how the principles and elements of design are tied into form and function of their work Studio Rubric Student projects Online portfolio Student presentation of artwork		

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Unit 6	Length of Unit ... (Days / weeks / class sessions) ... 2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Surface Decorating [Subtopics] Mark Making with Clay and Tools	Texture Stamp Roulette Mishima Sgraffito Inlay Piercing	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 2: Organize and Develop Artistic Ideas and Work	Research and apply a variety of surface decorations used by artists or other cultures for finishing their ceramic artwork. Construct and use stamps, roulettes, and motifs. Construct projects using Mishima and Sgraffito. Practice inlaying colors on a ceramic artwork. Practice and apply the use of piercing to ceramic artwork.	Supplies: clay, ceramic tools, brushes, underglazes, stains, wedging boards/plaster bats, kilns, storage containers, reclaiming trash cans. Visual presentation of surface decoration.
Differentiation	Support -- for students who are struggling with the content	Content: Teacher demonstration, video referencing and teaching support Process: Student demonstrates new understanding Product: Student produces products that can be utilized		
	Extension – for high achieving students.	Content: Higher level of skills demonstrated by instructor Process: Guided practice with teacher observation Product: Student shows growth of skill and concept understanding		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): PowerPoint on Surface Decorations Class demonstrations of surface decorations: stamps, roulettes, motifs, Mishima. Sgraffito, inlaying colors, piercing applications Student research and project planning sketches		
	Summative Assessments (<i>unit final evaluation</i>): Studio Rubric Student projects Online portfolio Student presentation of artwork		

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Unit 7	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Glaze [Subtopics] Surface Decoration	Clay body Transparency Opacity Glaze Porous Bique ware Kiln Temps Matte Glossy	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 2: Organize and Develop Artistic Ideas and Work	Identify, explore, and apply texture, color, glazes and underglazes. Apply glazing using sponging, spattering, masking, brushing, pouring, and Majolica (overglazing) Create works of art using paper resist, wax resist, and glaze trailing. Identify glaze problems and research their solutions. Describe and examine the glazing of the pottery and decide if the technique fits the overall design of the artwork.	Supplies: clay, ceramic tools, brushes, underglazes, glazes, stains, wedging boards/plaster bats, kilns, storage containers, reclaiming trash cans. Visual presentation of glazing
Differentiation	Support -- for students who are struggling with the content	Content: Teacher demonstration, video referencing and teaching support Process: Student demonstrates new understanding Product: Student produces products that can be utilized		
	Extension – for high achieving students.	Content: Higher level of skills demonstrated by instructor Process: Guided practice with teacher observation Product: Student shows growth of skill and concept understanding		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Texture, color, glaze handouts/worksheets Powerpoint on Surface Decorations Class demonstrations of glazing application (dip/dunk, brush, pour and spray), resist techniques Student research and project planning sketches		
	Summative Assessments (<i>unit final evaluation</i>): Written Self-Reflection Studio Rubric Student projects Online portfolio Student presentation of artwork		

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Unit 8	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] <i>Kiln Firing</i> [Subtopics] <i>Glaze vs. Alternative Finishes</i>	<i>Kiln</i> <i>Kiln Environment</i> <i>Reduction</i> <i>Oxidation</i> <i>Cone</i> <i>Kiln Furniture</i> <i>Firing Tim/Temp</i> <i>Cooling</i>	Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation Anchor Standard 7: Perceive and Analyze Artistic Work	Demonstrate and practice the proper skills used in loading, setting, checking and firing a kiln. Study variables of fuel, glazes, temperatures, clay, atmosphere, and time with clay types, thickness, and preparation. Identify firing solutions and problems. Teacher/student created displays in art wing showcases of student created artworks.	Supplies: Kiln, kiln furniture, kiln wash, cones, glazeware, Ceramic display cases and display equipment Visual presentation of kilns & firings, careers in ceramics, ceramics in other cultures.
Differentiation	Support -- for students who are struggling with the content	Content: Student guided discussion to seek for clarification Process: Student paired with a peer to help re-teach and support understanding of unit objectives Product: Student demonstrates understanding of unit content		
	Extension – for high achieving students.	Content: Student demonstrates advanced proficient understanding of unit objectives Process: Student acts as co-teacher to work with small groups Product: Greater understanding had by more, student co-teacher has a reinforced level of skills and knowlegde		

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Evaluation	<i>Formative Assessments (ongoing & mid-lesson):</i> PowerPoints – Kilns & Firings, Careers in Ceramics. Teacher demonstration of correct loading process Class discussion and review
	<i>Summative Assessments (unit final evaluation):</i> Evaluation of loading and firing kiln with correct process. Quiz on kilns and firing process Student visual display and oral presentation on their ceramic artworks

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Unit 9	Length of Unit ... (Days / weeks / class sessions) ... On-Going			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Portfolio Submission [Subtopics] Online Portfolio	Elements of Art Principles of Design AP College Board	Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work Anchor Standard 7: Perceive and Analyze Artistic Work	Students will compose last photographs needed of latest work completed. Students will collaborate with teacher to select work and edit responses. Students will finalize written response and uploaded images for AP submission. Students will present their online portfolio for peer feedback.	Completed artwork, photo shoot quality images and internet access
Differentiation	Support -- for students who are struggling with the content	Content: Teacher/student conferencing to create a student task list Process: Student will take into consideration schedule and timing needed Product: Student will seek clarification if questions remain		
	Extension – for high achieving students.	Content: Student will show advanced understanding Process: Student’s work will be used as an example for others to reference Product: Student will have a professional level 3D portfolio for AP submission		
Evaluation	Formative Assessments (ongoing & mid-lesson): Teacher/student progress monitoring of online portfolio Student written response deadlines Teacher/student review of photos taken for composition and lighting			

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	<i>Summative Assessments (unit final evaluation):</i> Completed online 3D portfolio from student that represents a body of work Portfolio meets the requirements from the AP College Board Portfolio demonstrates Sustained Investigation and Selected works showing growth Student is able to select, analyze and interpret artistic work in a presentation of their portfolio
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Unit 10	Length of Unit ... (Days / weeks / class sessions) ... On-Going			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Sustained Investigation [Subtopics] AP Portfolio Requirements	Elements of Art Principles of Design AP College Board Requirements	Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Anchor Standard 2: Organize and Develop Artistic Ideas and Work Anchor Standard 3: Refine and Complete Artistic Work	Students will develop sketches of projects that are in-line with their Sustained Investigation. Students will do individual research as needing to further develop and improve their work. Teacher/students collaborate to attain skill growth and best construction method. Students will create works of art monitoring time, clay development and craftsmanship. Student will get feedback from teacher and peers through the building process.	Supplies: Studio clay, tools, kilns, equipment, glazes and library book references.
Differentiation	Support -- for students who are struggling with the content	Content: Reference resources for ideas, teacher discussion and collaboration, peer sharing of project ideas Process: Internet and reference book research Product: New sketches that show individual concepts		
	Extension – for high achieving students.	Content: Teacher/ student collaboration Process: Collaboration to develop growth of skill and expand understanding of techniques used during construction Product: Artwork that is in-line with their Sustained Investigation process		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Sketchbook – planning phase, including research Individualized Instruction Application Exercises Group demonstration & discussion		
	Summative Assessments (<i>unit final evaluation</i>): Written/ Oral critiques of artworks Demonstrate understanding of how the principles and elements of design are tied into form and function of their work Studio Rubric Student projects Online portfolio		