Course Description:
Full Year – 1 Credit
Open to Grades 11 & 12, 7 Periods per week
Prerequisite: Ceramics 1 & 2 and/or Ceramics 1 & Fiber and Textile Arts

In this course, students will prepare an art portfolio according to the College Board Advanced Placement Studio Art criteria. AP 3-D Art and Design is a year-long intensive study of three-dimensional art addressing advanced sculptural, ceramic, and mixed media techniques and concepts. This course is recommended for students who have demonstrated the ability to complete challenging work successfully at a demanding pace. The use of clay, alternative materials, surface experimentation, installation approaches, and mixed media processes will be explored. The portfolio reflects both a sustained investigation, based on inquiry questions, and selected works, demonstrating quality execution and strong conceptual development of 3D artworks. By May, students will have a minimum of 15 images for their Sustained Investigation and 8 finished works for the Selected Works section to submit to the College Board for AP 3-D Art and Design. Process documentation, sketchbook development, and consistent outside work are required throughout the year.

Big Ideas:

1. **Investigate Materials, Processes, and Ideas**
2. **Make Art and Design**
3. **Present Art and Design**

The new AP 3D Art and Design framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like artists. Skills 2 and 3 are specifically assessed in both portfolio sections (Sustained Investigation and Selected Works).

Skills Overview:

Skill	Description
1. Inquiry and Investigation	Investigate materials, processes, and ideas.
2. Making Through Practice, Experimentation, and Revision	Create works of art and design through practice and revision.
3. Communication and Reflection	Communicate ideas about art and design.

General Learning Outcomes:
Students will:

- Understand AP Studio Art portfolio requirements.
- Research artists, art periods, cultures, and styles to enhance their personal investigation.
- Develop a cohesive investigation with 6 pieces.
- Select five outstanding artworks for the Selected Works section.

- Utilize digital tools (Google Slides, PowerPoint, Canva) for documentation and reflections.
- Demonstrate vocabulary usage in reflections and critiques.
- Maintain all class assignments, homework, critiques, and participation.

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Connection to 	Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
6 weeks	Sustained Investigation 1: Discovering Direction, Growth Mindset					
Students discover the direction of their portfolio by diving into personal questions, experimenting with ceramic/mixed materials, and beginning to articulate their voice as an artist by exploring and refining a central idea.						
Student Assessment: Students will be assessed formatively through planning, critiques, experimentation, participation, and revisions. Summative assessment will evaluate the final sculpture, craftsmanship, conceptual development, photographic documentation, and written reflection.						
Week 1: Refine questions, thumbnails, intent + inspiration page.	CR: HSAD.1CR – Use multiple sources to establish central theme. PE: HSAD.1PE – Initiate advanced artisanship planning.	Students identify 1–2 possible investigative directions; analyze artist influences; begin narrowing focus.	Global Awareness: Students explore artists and perspectives that show how art reflects different cultures and experiences.	Competency A: Self-Awareness A3: Demonstrate awareness of and willingness to seek help for self or others A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths A2. 1.d Practice using personal strengths in pursuit of post-secondary goals	- I can refine my investigation questions and identify ideas that connect to my experiences and interests.	**Internet Resources:** Cleveland Museum of Art Collection Artstor Example AP 3D portfolios **Books:** *Outstanding High School Sketchbooks* Edited by Jan Eyre **Handouts:** Syllabus & Summer Homework SI#1 Presentation SI#1 Handout Student Sketchbook & Project Examples
Week 2: Thumbnails + intent writing; plan materials/process.	CR: HSAD.2CR – Develop innovative solutions. PE: HSAD.1PE – Justify material choices.	Students create 3 revised thumbnails; write intent; explain structural and surface plan.	Communication: Students clearly explain their artistic ideas and how they plan to express them visually.		- I can create multiple thumbnails and write an intent statement that explains the idea I want to investigate.	
Week 3: Begin build; focus on structure + spatial presence.	PE: HSAD.1PE – Apply advanced artisanship.	Students demonstrate additive, subtractive, or assemblage construction; consider scale intentionally.	Growth Mindset: Students persist through challenges during the building process and see mistakes as opportunities to improve their work.		- I can begin constructing a 3D form using an intentional building method and scale. - I can build a structure that intentionally occupies space and supports my idea.	
Week 4: Continue building;	CR: HSAD.3CR – Communicate meaning	Students adjust proportions, balance, and focal areas so the form better reflects the	Collaboration: Students listen to		- I can revise my sculpture based on feedback and	

refine proportions + meaning; critique	through synthesis. RE: HSAD.2RE – Self-assess and revise.	personal question or idea driving the work.	peer feedback and use it to strengthen their work and artistic thinking.		improve the connection between my idea and the form. - I can modify proportions and focal points to strengthen the visual impact of my sculpture.	
Week 5: Surface tests; glaze planning; finalize form.	PE: HSAD.1PE – Skilled execution of materials.	Students develop glaze/surface treatment that reinforces concept.	Creative & Critical Thinking: Students test materials and evaluate which surface choices best communicate their concept.		- I can experiment with surface treatments and choose a finish that supports the meaning of my piece.	
Week: 6 Finish, critique, photograph, final reflection.	CO: HSAD.1CO – Engage audience meaningfully.	Students prepare their work for presentation, photograph the sculpture using proper lighting and angles, and articulate how the piece begins defining the direction of their portfolio.	Empathy: Students respectfully consider how viewers may interpret their work and how their ideas connect to others.		- I can defend and explain conceptual choices using critical reasoning. - I can complete my sculpture, photograph it thoughtfully, and explain how my idea developed during the process.	
6 weeks	Sustained Investigation 2: Relationship Between Words, Critical & Creative Thinking					
Students analyze abstract relationships and synthesize unexpected ideas into cohesive visual forms.						
Student Assessment: Students will be assessed formatively through mindmaps, thumbnails, critiques, experimentation, and revisions. Summative assessment will evaluate the final sculpture, craftsmanship, visual communication of ideas, photographic documentation, and written reflection.						
Week 1: Draw word pairs; mindmap; connect to SI theme.	CR: HSAD.1CR – Establish theme through varied sources. RE: HSAD.1RE – Analyze meaning.	Students develop detailed mindmap exploring multiple interpretations and associations.	Creative & Critical Thinking: Students generate multiple interpretations and think flexibly about how ideas connect.	Competency C: Social Awareness C1. 3.d Demonstrate empathy through compassion in self and encourage in others C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions	- I can practice divergent thinking by generating multiple meanings from one word. - I can create a mindmap that explores multiple meanings, images, and associations connected to my chosen word.	**Internet Resources:** Cleveland Museum of Art Collection Artstor Example AP 3D portfolios **Handouts:** SI#2 Handout Word prompt lists Student Sketchbook & Project Examples
Week 2: Thumbnail + intent; material/process planning.	CR: HSAD.2CR – Develop innovative solutions. PE: HSAD.1PE – Justify material selection.	Students create 1 strong thumbnail translating abstract relationship into form; write clear intent.	Communication: Students clearly explain how the relationship between their words will be represented in their artwork.		- I can translate an abstract word relationship into a visual idea through a strong thumbnail and written intent.	

Week 3: Begin build; establish interaction between forms	PE: HSAD.1PE – Apply advanced artisanship.	Students construct the primary forms that represent the two word concepts and begin exploring how those forms interact through contrast, overlap, or tension.	Growth Mindset: Students take creative risks while building and adjust their ideas when challenges arise.		- I can start building a form that visually represents the relationship between two ideas or concepts.	
Week 4: Continue build; refine interaction between forms.	CR: HSAD.3CR – Synthesize visual literacy to communicate meaning. RE: HSAD.2RE – Self-assessment for revision.	Students strengthen visual tension, contrast, or harmony between word concepts.	Growth Mindset: Students revise their work through reflection and experimentation, recognizing that refining ideas is part of the creative process.		- I can change the placement or scale of forms to make the relationship between ideas clearer.	
Week 5: Surface experimentation; glaze/finish meaningfully.	PE: HSAD.1PE – Apply technical skill and intentional material choices.	Students apply glaze or surface treatments that enhance the visual qualities and concept of the sculpture. Students explore how surface differences (rough/smooth, matte/glossy, light/dark) reinforce the conceptual contrast or harmony between the two ideas.	Communication: Students use surface and texture to visually communicate their ideas.		- I can choose a finish that strengthens the look and meaning of my piece. - I can use surface qualities to emphasize the contrast or connection between ideas.	
Week 6: Finalize; critique; document; reflect.	CO: HSAD.1CO – Develop strategies for meaningful presentation.	Students explain how combining the two words generated a new meaning and evaluate how successfully their sculpture communicates that relationship; photograph professionally.	Global Awareness/Citizenship: Students consider how symbols and ideas in their work may be interpreted by different audiences.		- I can complete my sculpture and explain how combining two ideas creates a new meaning.	
6 weeks	Sustained Investigation 3: Variation of Texture & Finish					
Students will create multiple versions of the same subject using different elements & principles, discovering how small changes can dramatically alter meaning and visual impact.						
Student Assessment: Students will be assessed formatively through variation studies, critiques, experimentation, and revisions. Summative assessment will evaluate the final sculpture, craftsmanship, use of texture and finish, photographic documentation, and written reflection.						
Week 1: Create 3 variation studies and final thumbnail on two sketchbook pages.	CR: HSAD.1CR – Generate and refine artistic ideas using multiple sources.	Students analyze the shapes and textures of a chosen object related to their central idea and create three design variations using different elements and principles before developing a final thumbnail.	Creative & Critical Thinking: Students explore multiple visual possibilities to better understand how design choices affect meaning.	Competency E: Responsible Decision-Making E1: Develop, implement and model effective decision and critical thinking skills	- I can experiment with different elements and principles to see how they change a design.	**Internet Resources:** Cleveland Museum of Art Collection Artstor Example AP 3D portfolios
Week: Critique	RE: HSAD.2RE – Evaluate	Students participate in critique and revise	Collaboration:		- I can use feedback to	

and revision.	and revise artistic work using evidence and feedback.	their chosen design to strengthen composition and clarity of their idea.	Students share ideas and respond to peer feedback to strengthen their artwork.	E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges	improve my design.	**Handouts:** SI#3 Handout SI#3 Examples Student Sketchbook & Project Examples
Week 3: Construction	PE: HSAD.1PE – Demonstrate advanced artistic skills and techniques.	Students translate their revised thumbnail into a sculptural form while maintaining the shapes and textures studied in their variation sketches.	Growth Mindset: Students stay persistent when solving problems that happen during the building process.		- I can produce artwork based on abstract relationships - I can turn my design into a 3D form.	
Week 4: Building and reform.	CR: HSAD.3CR – Refine and develop artistic work through exploration and revision.	Students refine proportions, structure, and texture to better communicate their design concept.	Creative & Critical Thinking: Students evaluate their work and make thoughtful changes to improve it.		- I can adjust my sculpture to make the idea clearer.	
Week 5: Surface treatment and finishing decisions.	PE: HSAD.1PE – Apply technical skill and intentional material choices.	Students apply glaze or surface treatments that enhance the visual qualities and concept of the sculpture.	Communication: Students use surface and texture to visually communicate their ideas.		- I can choose a finish that strengthens the look and meaning of my piece. - I can visually connect my ideas using elements, principles, themes, or processes	
Week 6: Finish sculpture; critique and reflection.	CO: HSAD.1CO – Connect artistic work to personal ideas and broader contexts.	Students complete their sculpture, present their work in critique, and reflect on how their design choices connect to their central idea.	Empathy: Students respectfully consider different interpretations of artwork during critique discussions.		- I can produce artwork based on research - I can reflect on my work and demonstrate growth as an artist - I can carefully select processes and materials that support my ideas	
6 weeks	Sustained Investigation 4: Experimentation & Synthesis					
Experimentation is testing a material, process, or idea. An experiment can begin with a question as simple as What if . . . ? Experimenting involves trying something different. Results can be surprising, sparking new ways of thinking about and using components.						
Student Assessment: Students will be assessed formatively through planning, material experimentation, critiques, and revisions. Summative assessment will evaluate the final sculpture, craftsmanship, risk-taking, material exploration, photographic documentation, and written reflection.						

Midterm: complete synthesis sketchbook page.	CR: HSAD.2CR – Develop innovative artistic ideas and solutions. CR: HSAD.3CR – Refine ideas through exploration.	Students design a new sculptural concept that experiments with a material or process shift connected to their sustained investigation and document their thinking through a thumbnail and written synthesis reflection.	Creative & Critical Thinking: Students explore how different materials can change or deepen the meaning of their work.	Competency B: Self-Management B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success B3. 2.d Reframe a current challenge or setback, by reflecting on successes	- I can plan a sculpture that experiments with a new material or process connected to my investigation.	**Internet Resources:** Cleveland Museum of Art Collection Artstor Example AP 3D portfolios **Handouts:** SI#4 (Midterm) Handout SI#4 Critique Student Sketchbook & Project Examples
Week 2: Critique sketchbook plans; revise thumbnail.	RE: HSAD.2RE – Evaluate and revise artistic work using evidence and feedback.	Students participate in critique, analyze peer feedback, and revise their design plan to strengthen the connection between idea, material, and form.	Collaboration: Students engage in critique discussions and use feedback to refine their artistic plans.		- I can revise my design after critique to improve the clarity of my idea.	
Week 3: Begin building with new material/process.	PE: HSAD.1PE – Demonstrate advanced artistic skills and techniques.	Students translate their revised thumbnail into a three-dimensional form while experimenting with the chosen material or process shift.	Growth Mindset: Students stay persistent when solving structural or material challenges during the building process.		- I can begin constructing my sculpture based on my revised design - I can carefully select processes and materials that support my ideas	
Week 4: Continue building; refine structure and form.	CR: HSAD.3CR – Refine artistic work through exploration and revision.	Students refine the form and structure of their sculpture to better communicate their concept and material relationships.	Creative & Critical Thinking: Students evaluate their work and make thoughtful adjustments to improve clarity and impact.		- I can adjust my sculpture to strengthen the connection between the idea and the form.	
Week 5: Surface experimentation; finalize material decisions.	PE: HSAD.1PE – Apply technical skill and intentional material choices.	Students apply surface treatments or additional materials that support the conceptual message of the piece.	Communication: Students use materials and surfaces intentionally to communicate ideas visually.		- I can choose surface treatments or materials that strengthen the message of my sculpture.	
Week 6: Finish sculpture; critique and reflection.	CO: HSAD.1CO – Connect artistic work to personal ideas and broader contexts.	Students present their finished sculpture, participate in critique, and reflect on how material experimentation influenced their sustained investigation.	Empathy: Students respectfully consider multiple interpretations of artwork during critique discussions.		- I can explain how my material choices affect the meaning of my artwork.	
6 weeks	Sustained Investigation 5: Visual Journaling					

Students will create a series of 5–10 new, fully developed journal pages based on their chosen sustained investigation topic. This project is an opportunity to demonstrate their technical skill, creative thinking, and personal voice through 3D media.						
Student Assessment: Students will be assessed formatively through journal development, critiques, planning, experimentation, and revisions. Summative assessment will evaluate the final sculpture, craftsmanship, conceptual growth, photographic documentation, and written reflection.						
Week 1: Begin journal series; brainstorm ideas and possible directions.	CR: HSAD.1CR – Generate and refine artistic ideas using multiple sources.	Students develop several journal pages exploring brainstorming, research, inspiration, and project ideas connected to their sustained investigation.	Creative & Critical Thinking: Students generate and explore multiple ideas to deepen their investigation.	Competency E: Responsible Decision-Making E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable E4. 2.d Embrace productive struggle as an opportunity for personal growth	- I can generate ideas that expand my sustained investigation. - I can visually connect my ideas using elements, principles, themes, or processes	**Internet Resources:** Cleveland Museum of Art Collection Artstor Example AP 3D portfolios **Handouts:** SI#5 Handout Student Sketchbook & Project Examples
Week 2: Complete journal pages; develop final thumbnail; critique.	RE: HSAD.2RE – Evaluate and revise artistic work using evidence and feedback.	Students complete 5–10 journal pages, develop a final thumbnail based on their exploration, and participate in critique to evaluate the strength of their concept.	Collaboration: Students share ideas during critique and use peer feedback to strengthen their plans.		- I can choose a strong idea from my journal pages and create a clear plan for a sculpture.	
Week 3: Revise design; begin building sculpture.	PE: HSAD.1PE – Demonstrate advanced artistic skills and techniques.	Students select the strongest concept from their journal pages and begin constructing the sculpture while referencing planning sketches and feedback from peers.	Growth Mindset: Students persist through challenges and adjust their approach when building their sculpture.		- I can accurately find creative solutions based on constructive criticism and apply them to my sustained investigation. - I can turn a journal concept into the beginning of a sculpture.	
Week 4: Continue building; refine form and structure.	CR: HSAD.3CR – Refine artistic work through exploration and revision.	Students refine structure, proportions, and textures to strengthen the connection between the sculpture and their sustained investigation.	Creative & Critical Thinking: Students evaluate their work and make thoughtful changes to improve it.		- I can adjust my sculpture to better communicate my idea.	
Week 5:	PE: HSAD.1PE – Apply technical skill and intentional material choices.	Students apply glaze or surface treatments that support the visual and conceptual aspects of their sculpture.	Communication: Students use materials and surface choices to visually communicate ideas.		- I can choose surface treatments that strengthen the look and meaning of my piece.	
Week 6:	CO: HSAD.1CO – Connect artistic work to personal ideas and broader contexts.	Students present their finished sculpture, participate in critique, and reflect on how the work advances their sustained investigation.	Empathy: Students respectfully consider different interpretations and		- I can explain how my sculpture connects to my sustained investigation.	

			perspectives during critique.			
6 weeks	Sustained Investigation 6: Reflection & Refinement					
Use the same subject (object, person, place) and do 3 variations all using a different element and principle as the focus. Complete the variations as practice photoshoots and edit with both B&W and color. Choose your favorite concept to create into a finished photograph.						
Student Assessment: Students will be assessed formatively through reflection, critiques, revision planning, experimentation, and participation. Summative assessment will evaluate the final sculpture, craftsmanship, conceptual refinement, photographic documentation, and written reflection.						
Week 1: Review previous SI work; begin reflection questions; start sketchbook reflection page.	RE: HSAD.1RE – Analyze artwork through personal and contextual inquiry. CR: HSAD.3CR – Refine artistic ideas through reflection.	Students examine their previous Sustained Investigation works, identify patterns in their ideas and processes, and begin responding to reflection prompts that analyze artistic growth, challenges, and conceptual direction.	Self-Awareness: Students reflect on their artistic development and recognize how their strengths and challenges influence their creative process.	Competency D: Relationship Skills D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals D3. 3.d Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength	- I can analyze my previous artwork to identify strengths and areas for improvement. - I can reflect on how my ideas and skills have developed throughout my investigation.	**Internet Resources:** Cleveland Museum of Art Collection Artstor Example AP 3D portfolios **Books:** *Steal Like an Artist* by Austin Kleon **Handouts:** SI#6 Handout & 40 Reflection question guide Student Sketchbook & Project Examples
Week 2: Partner critique; revision; final thumbnail	RE: HSAD.2RE – Evaluate and revise artistic work using evidence and feedback. CR: HSAD.2CR – Develop innovative artistic solutions.	Students participate in structured peer critique, summarize key feedback, identify a clear revision goal, and design a new sculpture plan demonstrating conceptual growth and intentional risk-taking.	Collaboration: Students practice giving and receiving constructive feedback to support growth and stronger artistic decisions.		- I can summarize feedback from critique and identify a clear revision goal. - I can design a new sculpture plan that shows growth from earlier work.	
Week 3: Begin building sculpture based on revision plan.	PE: HSAD.1PE – Demonstrate advanced artistic skills and techniques.	Students translate their revised concept into a three-dimensional form while intentionally incorporating the risk or change identified during critique.	Growth Mindset: Students take creative risks and adapt when challenges arise during the construction process.		- I can begin constructing a sculpture that applies feedback from critique. - I can test a new idea, material approach, or structural challenge in my work.	
Week 4: Continue building; refine structure, form, and conceptual clarity.	CR: HSAD.3CR – Refine artistic work through exploration and revision. RE: HSAD.2RE – Self-assess and revise artistic work.	Students evaluate structural stability, proportions, and composition, making adjustments that strengthen both the visual impact and conceptual clarity of the sculpture.	Creative & Critical Thinking: Students analyze their work and make thoughtful revisions that strengthen the connection between concept and form.		- I can revise structural or compositional elements to improve my sculpture. - I can evaluate how effectively my form communicates my idea.	

Week 5: Surface experimentation; finalize material and finish decisions.	PE: HSAD.1PE – Apply technical skill and intentional material choices.	Students apply glaze or surface treatments that enhance the meaning, mood, or visual focus of the sculpture while maintaining craftsmanship and technical control.	Communication: Students use materials, surfaces, and textures intentionally to communicate ideas to viewers.		- I can select surface treatments that support the meaning of my sculpture. - I can apply finishing techniques that enhance texture, contrast, or emphasis.	
Week 6: Finish sculpture; final critique; photograph and reflection.	CO: HSAD.1CO – Connect artistic work to personal ideas and broader contexts.	Students present their completed sculpture during critique, document their work through thoughtful photography, and articulate how the final piece demonstrates conceptual growth within their Sustained Investigation.	Empathy / Global Awareness: Students respectfully interpret how different audiences may understand their ideas.		- I can present and discuss my artwork using evidence from my process. - I can explain how critique and reflection shaped my final piece. - I can document my sculpture clearly for my AP portfolio.	