Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: AP Studio Art – 3D Design

Born On: August, 2020
Previous Revision: August, 2023
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: AP Studio Art - 3D Design

Description of course:

The AP Studio Art 3D course is intended for highly motivated students who are interested in studying 3D art at an advanced level. The course focuses on the investigation of styles, techniques and historical movements in sculpture. This course is designed as an intensive one-year program that challenges the students' creativity and design skills.

The AP Studio Art 3D course requirements are significantly more rigorous than the Fine arts level course and students should demonstrate both commitment and proficiency while enrolled. Students must have successfully completed Studio Arts and/or Ceramics and be able to demonstrate the ability to create art through a 3-D portfolio consisting of two sections: Selected works (5 artworks) and the Sustained Investigation (15 images). The course involves the student in informed critical thinking and decision-making as well as art production.

*Differentiation * Accommodations * Modifications*

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. The Visual Arts is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest What a student enjoys learning about, thinking about, and doing
- Learning Style A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students At Risk of School Failure
• Offer open-ended prompts allowing advanced conceptual or symbolic interpretation • Provide access to advanced media, tools, or techniques (e.g., printmaking, mixed media) • Encourage independent study or self-directed art projects with teacher checkpoints • Incorporate art history/critical analysis extensions (compare movements, artists, styles) • Use tiered rubrics that reward originality, risk-taking, and technical mastery • Offer mentorship opportunities (peer tutoring, gallery curation, portfolio leadership) • Provide opportunities for real-world application (competitions, exhibitions, community art) • Allow choice in medium and subject matter to deepen personal artistic voice	• Pair visual demonstrations and modeling with verbal instructions • Provide bilingual or visual glossaries of art vocabulary and techniques • Use sentence frames/starters for artist statements and critiques • Allow reflections or artist statements in home language, with translation support as needed • Incorporate culturally responsive content (art traditions from students' backgrounds) • Utilize peer partners or small groups for collaborative, language-supported tasks • Provide step-by-step visual task cards for multi-step art processes • Use gestures, realia, and hands-on modeling to reduce language load during instruction	• Provide adaptive tools/materials (built-up grips, easels, slant boards) per IEP/504 • Break multi-step projects into smaller, sequenced steps with visual checklists • Offer extended time for project completion and skill practice • Provide preferential seating and reduced visual/auditory clutter in workspace • Use modified or alternative media to accommodate fine motor or sensory needs • Incorporate multisensory approaches (tactile, verbal, visual) to teach concepts • Provide models, exemplars, and rubrics with visual anchor charts • Allow alternative means of demonstrating mastery (verbal explanation, digital art tools)	• Build in frequent check-ins and positive reinforcement to sustain engagement • Chunk assignments with clear, achievable short-term goals and deadlines • Offer choice-based projects to increase ownership and motivation • Provide structured routines and consistent expectations for materials/clean-up • Use low-stakes formative checkpoints before graded summative assessments • Connect projects to student interests and real-world relevance to boost investment • Provide access to make-up time/studio time for students with attendance barriers • Pair with a peer or mentor for accountability and support during work sessions

*21st Century Skills * Interdisciplinary Connections * Integration of Technology *Career Ready Practices*

The Pascack Valley Regional High School District's 9-12 Art curricula are aligned with the NJ VPA standards, which address content knowledge and 21st century themes. Additionally, they embed 21st century skills, interdisciplinary connections, and the integration of technology and career-ready practices in our various units of study.

21st Century Student Outcomes

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

1. Content Knowledge and 21st Century Themes

Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include:

English, reading or language arts
World languages
Arts
Mathematics
Economics
Science
Geography
History
Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

2. Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

3. Information, Media and Technology Skills: Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

- Information Literacy
- Media Literacy
- ICT Literacy

4. Life and Career Skills: Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include::

- Flexibility & Adaptability
- Initiative & Self Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibilities

PORTFOLIO DEVELOPMENT

Throughout the duration of the course, the AP Studio Art: 3-D course promotes a sustained investigation of all two aspects of portfolio development- Selected Works and Sustained Investigation. The AP Art: 3D Design course follows the guidelines provided by the College Board for submitting the Studio Art: 3D Design portfolio at the end of the yearlong course. It stresses the application of the elements and principles of art and design in the creation of 3D work involving space and form. The Sustained Investigation should explore original thinking, shared knowledge, personal experiences, and interests that develop a cohesive portfolio showing practice, experimentation and revision.

These are the AP Studio Art portfolio requirements:

Section 1: Selected Works - works that develop mastery and understanding of three-dimensional design in concept, composition and execution. Students must submit 10 images of 5 works of art (2 views of each piece). Mastery in the use of principles of art and design are required and will be represented in the students portfolio.

The Selected Works are pieces that demonstrate advanced:

- 3D skills,
- Synthesis of materials, processes and ideas.

Section 2: Sustained Investigation –works that explore an inquiry of personal interest in sculpture through a 3-D medium. (15 digital images). The Course enables students to develop a focused body of work investigating an inquiry question in 3-D design developed through practice, experimentation and revision. Quality is evident in concept, composition, and execution.

Through reflective writing assignments and ongoing group discussions and critiques and individual conferences with the teacher, each student will articulate the central idea of his or her Sustained Investigation and how the exploration of their inquiry has evolved in such areas as clarity of conceptual direction, technical expertise, personal imagery and subject matter with regards to the principles of design. All work in this class assists students in the understanding of the essentials of problem solving, ongoing visual
and conceptual exploration, modifications and elaborations of their work.

The Sustained Investigation is a body of work that:

- Grows out of the practice, experimentation, and revision of an inquiry.

- Is guided by an inquiry question that has visual and conceptual coherence.
- Is based on your individual interest and exploration of a particular question.
- Show the development of a visual language for your subject through a synthesis of materials, processes, and ideas.

Portfolios will be reviewed every four weeks to ensure quality and thought process. This will provide the student with the opportunity for reflection, revision, and exercise critical thinking skills.

Course Expectations:

The AP portfolio will show a variety of art skills. The majority of the portfolio should reflect an area of interest or media preference in 3-D design: drawings, paintings, mixed media, sketching and photography can also be explored in sketching and planning.

Proper use and development of art vocabulary during critiques and writings will be expected.

Participation in Art clubs and Museum visits are expected.

Entry into outside exhibitions and competitions is required.

Commitment to working on projects outside class is expected and required.

Investigations of formal and conceptual ideas of artists

Develop technical skills and understand the functions of visual
elements through 3-Dimensional form.

Students must demonstrate that they are independent thinkers who will contribute to the class and its culture on a daily basis.

Sketchbook and Journal keeping will be maintained throughout the year and daily submissions will be required.

Summer assignments are given to students for extra involvement. The expectation is that students will do considerable work outside the classroom in order for successful completion. Students who are enrolled in the 3-D Studio Art course are required to investigate both aspects of portfolio development: Selected Works, and Sustained Investigation.

Course Assessment:

Final exam will be a completed 3-D portfolio in a PowerPoint format with documentation of all work and associated sketchbook entries in order to receive credit for this course.

Assessment throughout the year will be based on standards, creativity, innovation, design concepts and enthusiasm for art. Communication, reflection and ability to collaborate are essential.

GRADING:

Final grade is calculated using five main elements:

1. Final Completed Portfolio submission.
2. Class participation: Daily grade and involvement
3. Individual assignments and Journals
4. Submission of Final digital Journal and Resume
5. Final term paper.

Student AP portfolio will be teacher evaluated based on the rubrics provided by College Board for each section of the portfolio.

Grading:

Grades for 3-D projects will be accessed in four areas:

Writing Prompt/Inquiry: 25 % 25 points….. excellence (0-25)

Practice, Experimentation, Revision: 25% 25 points…… excellence (0-25)

Materials, Processes and Ideas: 25% 25 points…..excellence (0-25)

3D Skills: 25% 25 points…..excellence (0-25)

Total = 100% 100 points total 70 points is passing

Any project that receives lower than a 70 is failing and must be redone.

The AP scoring rubric and the Visual Art rubrics are used to establish performance levels. Both rubrics align with the New Jersey and National Art Standards.

INTEGRITY:

AP Studio Art: 3-D Design students will have a thorough understanding of artistic integrity and what constitutes visual and conceptual plagiarism. As students explore stylistic and thematic ideas, they will be guided to create their own work so that it avoids duplication, redundancy, trite and overused images, and sentimentality.

- Student will understand the difference between copying and appropriation. "It is unethical, constitutes plagiarism, and often violates copyright law to simply copy an image (in another Medium) that was made by someone else." The AP course is individual thoughts and three-dimensional works.

* Beginning with Foundation Art One and Drawing class through the AP course, teachers address the issue of copying and its ramifications in the course work syllabus, critiques and introductory units and personal consultations with students.

Higher–Order and Visual Thinking

The course emphasizes art making as an ongoing process that involves the student's informed and critical decision making.
The work should show evidence of exceptional quality, obvious evidence of
thinking, and a sense of confidence and vigor. The works should also address complex visual and conceptual ideas.

Students are encouraged to become independent thinkers. Throughout the course they will develop their work through sketchbook assignments and outside school work. Journals will be used to show reflection and thought when creating art to justify the creative process.

Critiques:

Students are expected to participate in individual and group critiques in which they will be expected to give reasons for or against compositional and conceptual decisions that they or their fellow classmates have made. Students are expected to aid each other with the development of their ideas and projects in a constructive manner. Critiques will be graded based on use of correct language, use of art terminology, and the ability to communicate in a constructive manner.

Summer Assignments:

1. One piece that explores open space and volume.
2. One piece made from wire and wood that explores energy.
3. One piece made from self-hardening clay that is organic but abstract in nature.
4. One piece made from a paper shape and repeated 50 times or more to construct a work of art .
5. One piece made from plaster that is figurative in form.

Work from the summer session will be due at the end of the first month of school. The assignments will be graded and added to the ongoing grade sheet for the year.

Museum and Gallery Visits:

Students will attend all class trips to museums and galleries throughout the year.

Proper behavior is expected along with journal note-taking for each trip.
Students are expected to apply what they have seen on trips into their own work.
Students are required to submit a formal report of their findings from the trip.

Research:

Students will explore at least 10 to 12 different sculptors throughout the year in various ways: internet, gallery visits, magazines or in-person interviews.

Student will make entries into journals of their findings for each artist in terms of ideas, reflection, and material or design significance.

Student will submit a ten page paper on the sculptor of their choice that explores the artist's life and contribution of works to society and community.

PROJECTS:

September:

Using only natural materials such as twigs, stones, leaves, string etc.. that explores the theme of **: (Dwelling)**

Create a soft Sculpture Figure: Select a poem or verse that would represent your character. Gather the materials you will need to assemble your figurative sculpture.
Scraps of nylon, fabric thread, paint, eye glasses, hats, hair, wigs, etc…. to construct life size figure.

Using only playing cards, design an art piece that you would wear to an event.

Journals and sketchbooks

October:

Design a piece of art that deals with 50 percent positive space and 50 percent negative space in the creation of an object. **(Minimalism)**

Creating a Surreal Self-Portrait: Students will use found metal objects and wire to construct a bust of themselves for a self-portrait. The bust must be life size and reflect their personality.

Create a piece that explores light and time.

Journals and sketchbooks

Wire illumination

November:

Transformation Project:
Students will take an ordinary object and transform it into something else and change its function. The object must consist of something mechanical and its transformation should function as a new mechanical device.

Students will start concentration pieces. (12)

Ideas for Sustained Investigation inquiry questions:

- Exploration of identity
- Challenging societal norms
- Architectural space
- Exploration and definition of Space and Place
- Relationships between fantasy and reality

Journal and sketchbooks

December:

Selected Works Pieces:

Students will start to construct and/or organize their 5 technical pieces for the AP 3-D portfolio. The works should show mastery of form and medium at the highest level.

Vessels:
Student will create a series of 4 ceramic vessels that function as one unit but can be separated into individual pieces and work on their own.

Students will work on concentration pieces and submit journal entries for it.

Journals and sketchbooks

January:

Technical Pieces:
Students will be working on technical pieces for AP 3-D portfolio.

Combines:

Students will find 6 objects that function differently in size, form and intent to create a new identity.

Students will submit final concentration in pieces and final journal entries for it.

Journal and sketchbooks

February:

Students will continue to work on their technical pieces.

March:

Students will continue with technical pieces of portfolio

Students will submit ten-page paper on a famous sculptor

Journal and Sketchbooks

April:

Students will complete the writing prompts based on their individual inquiry.

May:

Students will edit all photos, complete labels, and upload all imagery to the AP Portfolio website.

June:

Completion of digital portfolio, with commentary and description of each work of art in the portfolio. Included in the digital portfolio will be excerpts from journals and sketchbooks to be submitted to the teacher.

Textbooks / Resources/ Course Materials

Art After Modernism: Rethinking Representation (Art Criticism and Theory)
By Brian Wallis & Marcia Tucker

Sculpture Now (World Art)
By Anna Moszynska
Thames & Hudson

Gardner's Art Through the Ages,
By Tansey and Kleiner

Harcourt Brace

History of Art,
By Jansen
Prentice Hall

The Art of Seeing
(4th edition)
Paul Zelanski & Mary Fisher
Prentice Hall

Standards:

Creating
- 1.5.12adv.Cr1b
- 1.5.12adv.Cr2
- 1.5.12adv.Cr3

Presenting
- 1.5.12adv.Pr4
- 1.5.12adv.Pr6

Responding
- 1.5.12adv.Re7
- 1.5.12adv.Re9

Connecting
- 1.5.12adv.Cn10
- 1.5.12adv.Cn11

Interdisciplinary Connections

NJ: 2020 SLS: Social Studies
NJ: End of Grade 12
6.1 U.S. History: America in the World: Era 4. Civil War and Reconstruction (1850–1877)
The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1 U.S. History: America in the World: Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)
Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1 U.S. History: America in the World: Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production

Career Readiness, Life Literacies, & Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills
NJ: End of Grade 12
9.4 Life Literacies and Key Skills: Digital Citizenship
Cultivating online reputations for employers and academia requires separating private and professional digital identities.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.
Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.
9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4 Life Literacies and Key Skills: Global and Cultural Awareness
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Career Readiness, Life Literacies, and Key Skills Practices
Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.
Act as a responsible and contributing community members and employee.
Attend to financial well-being.

into marginal farmlands and other ineffective agricultural practices on people and the environment.
NJ: 2020 SLS: Visual and Performing Arts - Visual Arts
NJ: End of Grade 12: Proficient
Creating
Anchor Standard 1: Generating and conceptualizing ideas.
Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? 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?
Practice: Explore
Performance Expectations:
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
Presenting
Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Practice: Share
Performance Expectations:
1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Connecting
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society,

Consider the environmental, social and economic impacts of decisions.
Demonstrate creativity and innovation.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership and effective management.
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21st Century Themes and Skills

Theme 1: Global Awareness
A) Using 21st century skills to understand and address global issues
B) Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
C) Understanding other nations and cultures, including the use of non-English languages

Theme 3: Civic literacy
A) Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
B) Exercising the rights and obligations of citizenship at local, state, national and global levels
C) Understanding the local and global implications of civic decisions

Skills 1: Learning and Innovation Skills
A) Creativity and Innovation Skills
B) Critical Thinking and Problem Solving Skills
C) Communication and Collaboration Skills

Skills 2: Information, Media and Technology Skills
A) Information Literacy
C) ICT (Information, Communications & Technology) Literacy

Skills 3: Life and Career Skills
A) Flexibility & Adaptability

culture and history through their interactions with and analysis of art. **Essential Questions: How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?** **Practice: Relate** **Performance Expectations:** 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.	B) Initiative & Self-Direction C) Social & Cross-Cultural Skills D) Productivity & Accountability E) Leadership & Responsibility