

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

STUDIO ART: 3-D DESIGN 1-2 (AP)

I. INTRODUCTION

Studio Art: 3-D Design 1-2 (AP) is a two semester Advanced Placement course intended for highly motivated students who are seriously interested in the study of art and who show promise in their second year of a 3-D art, such as Ceramics or Sculpture.

Advanced Placement 3-D Design is one of two culminating courses in the sequential art program. Generally, students will have completed 2-3 years of Drawing and Painting, Ceramics, and Sculpture courses, or in some instances will have participated in significant private art study.

This course provides a higher level and culminating experience beyond the courses in Drawing and Painting, Ceramics, and Sculpture, in which students independently self-direct their work, culminating in a 3-D Design portfolio, which provides the opportunity for students to receive college credit and be placed in higher level college courses. This course further supports District outcome # 11, Creative Expression because it uses portfolios as an assessment tool. AP Studio Art students are allowed to submit only one portfolio per year.

As a capstone course in visual arts, this course is designed to help students master the Advanced level Content Standards in Visual Arts:

1.0 and 4.0: Students participate in group critiques of each other's artwork, analyzing the artwork using the vocabulary of the visual arts and deriving meaning from the student's use of symbolism, juxtaposition, use of media, and presentation.

2.0: Students will use art making materials and processes and skills to create original works of art which progress in increasing complexity and which express complex ideas, meanings, and images.

3.0: Students analyze the influences of art history and cultures to their own art making and development of their individual style.

5.0: Students learn to manage their time in the production and creation of their portfolio, its three components and its final presentation.

This course addresses the following Tam 21st Century goals:

The self-direction and self-motivation inherent in successfully completing the Advanced Placement 3-D Design course meets the Tam 21st Century goals, especially prominent in this course are the following

- Student Success: Prepare our students for lives of personal, academic, and professional growth, achievement, and fulfillment.
- Providing the opportunity to realize individual potential and acknowledge the diversity within our student body.
- Fostering personal responsibility, risk taking and experimentation
- Learning that the quality of the experience may be as important as the outcome
- Learning that individual expression is integrated with our complex, rapidly changing, multi-cultural world
- Flexibly structured active learning that promotes the growth of the “whole” student and their integration with the community at large.

This course addresses the following Student Learning Outcomes:

Outcome #1: Communicate articulately, effectively and persuasively when speaking and writing.

Outcome #11: Appreciate, interpret, experience, create and/or perform artistic work.

II. STUDENT LEARNING OUTCOMES

1. Students in this course will complete requirements as stipulated by the Advanced Placement College Board, which approximates the first year of introductory college art. Advanced Placement 3-D Design is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes.

2. Students will work outside of the classroom, as well as in it, and beyond scheduled periods. Art books, slides, and reproductions can provide important examples for the serious study of art. 3-D design works may be widely interpreted to include most media, such as clay, plaster, wood, metal, paper products, cement, mixed media, ceramic wheel thrown pieces, found objects, 3-D fiber, industrial design models, furniture, jewelry, metalsmithing, and assemblage. Bas Relief is not considered in of itself a 3-D design work.

The Advanced Placement course addresses three major concerns that are constants in the teaching of art:

- a sense of quality in a student’s work
- the student’s concentration on a particular visual interest or problem

- the student's need for breadth of experience in the formal, technical, and expressive means of the artist.

Quality:

Quality refers to the total work of art—the concept, the composition and technical skills demonstrated, and the realization of the artist's intentions. Students are asked to define their ideas of quality through carefully selected examples of their own work—work that succeeds in its own way. For this section of the portfolio, students are asked to select examples of their own work in which the evaluators will recognize quality and will perceive that these works develop the student's intentions, both in concept and execution. Five works are submitted for this section of the portfolio. These works may include work shown in the Breadth and Concentration portions of the portfolio. 10 slides are required for this section; 5 works; 2 views of each piece.

Concentration:

The concentration is a body of related works based on the student's interest in a particular idea, expressed visually. It should reveal the evolution of an idea and should focus on a process of investigation, discovery, and growth. Students should be encouraged to explore a personal, central interest as intensively as possible. The Concentration grows out of and demonstrates a plan of action or investigation in which the student invests considerable time, effort and thought over a period of time. A minimum of eight works are required for this section of the portfolio; 12 slides with some second views of each piece.

Students are asked to respond in writing to the following:

1. Briefly define the nature of your concentration project.
2. Briefly describe the evolution of your concentration and the sources of your ideas.

The list of possible Concentration topics is infinite, some examples suggested by the Advanced Placement Board are:

- A series of three-dimensional works that begin with representational interpretations and evolve into abstraction
- A series of site-specific works that transform existing form or space
- Abstractions developed from natural or mechanical objects
- Interpretive portraiture or figure studies that emphasize expression and abstraction
- A personal or family history communicated through the content and style of narrative or poetic assemblages
- A series of architectural models for homes, public buildings, or monuments
- Assemblages that juxtapose the coarse and refined qualities of a material
- A ceramics project in which wheel-thrown and hand-built vessels demonstrate inventive thinking and proficiency with form
- The use of multiples/modules to create compositions that reflect psychological or narrative events

- A series of sculptures that explore the relationship between interior and exterior space

Breadth:

Breadth refers to the student’s experience and accomplishments in a variety of three dimensional forms and techniques. The work should show evidence of conceptual, perceptual, expressive, and technical range. The student’s work should show evidence of problems in concept, form, and materials as they relate to three-dimensional design. Work in this category may include work created previously. Works shown in this section may not be shown in the Concentration section. Eight works are required for this section of the portfolio. 16 slides are required in this section; 8 works, 2 views of each.

Some suggestions from the Advanced Placement Board for the Breadth section are:

- Formal work that embodies line, plane, mass, or volume
- Work that demonstrates modular development
- Work that uses light or shadow to determine form, with particular attention to surface and interior space.
- Work that demonstrates an understanding of symmetry, asymmetry, balance, anomaly, and rhythm
- Work that focuses on transitions, such as organic to mechanical
- Assemblage or constructive work that demonstrates transformation of material or identity
- Work that demonstrates an integration of color, texture, and form.

III. ASSESSMENT

A. Student Assessment

At the end of the year, students present a portfolio for evaluation to the Advanced Placement panel of artists and educators. Students receive a score of 1-5 as determined by the Advanced Placement examining board. All three sections are required and carry equal weight.

See above for specific requirements for the three sections of the portfolio, Quality (Section I), Concentration (Section II), and Breadth (Section III).

The teacher will give the student a course grade based on assignments for the portfolio, which includes evaluation of individual works, media skill proficiency, personal creativity, studio work habits, effort, responsibility, prompt and regular daily attendance in class, and completion of the portfolio within the allotted time.

B. Course Assessment

The effectiveness of this course will be assessed yearly using a variety of information including a review of student work samples, AP test scores, and feedback survey from participating students.

IV. METHODS AND MATERIALS

A. Methods

This is a studio art course, with students working in a self-directed manner on their own portfolios. The teacher guides by providing feedback, critiquing, and assisting with techniques and problem-solving. The teacher may provide models and exemplars for class discussion. There is little whole group instruction since each student is working independently on his/her own portfolio.

Most students have completed the breadth section prior to being accepted into the course and are self-directing the concentration section and possibly filling in some breadth projects.

B. Materials

Students may use research, resource books, videos, museum visits, gallery visits, website galleries and sites, and work with community artists. Students are encouraged to use a variety of media, tools, materials, and approaches which may include, but are not limited to: Modeling, constructing and assembling materials: clay, plaster, wood, cement, mixed media, ceramic wheel thrown pieces, 3-D fiber, industrial design models, furniture, sheet and wire metal, recycled found objects, paper products including foam core, cardboards, papers. Fabrics, fibers, reeds, materials found in nature.

Most of the materials listed above are standard Sculpture class materials and would be available for student use. Occasionally students may choose to purchase special materials for their own work.

C. Technology

Computer generated original art work may be incorporated into a student's artwork. The internet will be used for resources for art history, contemporary artist's works, galleries of art, materials and techniques research. In the classroom students will see LCD projected digital slide shows from internet resource images and scanned images from art books. Students will participate in photographing their artwork as part of preparing the slides for their portfolio. They will use traditional photography (required by the College Board.)

V. GENERAL INFORMATION

Studio Art: 3-D Design is a two semester, 10 credit course open to students who have met the prerequisites. This course may not be taken for repeat credit. As an Advanced Placement course, this class carries a weighted grade point.

A. Prerequisites

Completion of Art Explorations and 3 to 4 semesters of Ceramics or Sculpture with passing grades are minimum prerequisites, however most students would have completed 4 or 5 semesters of Ceramics or Sculpture before submitting a portfolio for acceptance into this Advanced Placement course. The portfolio must be approved by the teacher before enrolling in this course. Students who have had considerable independent art instruction outside of school may submit a portfolio of their artwork subject to teacher approval in lieu of prerequisite visual arts courses.

Criteria for Admission include:

1. Submission for review of a portfolio that fulfills at least 50% of the total portfolio requirement.
2. Teacher approval of the submitted portfolio.
3. A teacher recommendation based upon the student's ability to self direct their work and demonstration of good studio work habits.

Note: Admission to this course is provisional. If a student does not complete a portfolio that meets the Advanced Placement Studio Art: 3-D Design criteria, their course enrollment shall be retroactively changed to an appropriate course in the Ceramics or Sculpture sequence.

B. Graduation Requirements

This course may be used to fulfill all or part of the district's 10 unit requirement in Fine Arts.

C. UC/CSU Entrance Requirements

Advanced Placement 3-D Design is accepted towards the UC "f" or "g" requirement and the one year Fine Arts requirement for CSU.

Approved: 1/27/04

Revised: 4/26/05

