Unit 05: 3-D Design Portfolio

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

The 3-D Design Portfolio is intended to address sculptural issues. Students will develop and demonstrate mastery of 3-D design thru any 3-D medium or process. Students are asked to demonstrate mastery of 3-D design thru any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, assemblage, and 3-D fabric/fiber arts. Students will complete all three sections of the portfolio and submit it to the College Board. This course will help students develop the study skills, habits of mind, and critical thinking skills that they will need in college.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Transfer

- • Become independent thinkers who will contribute inventively and critically to their culture through the making of art.
- • Continue to develop their artistic skills, observational and problem solving skills which will contribute to their artistic and creative growth.
- • Critically analyze, describe and evaluate creative works of art in the real world.
- • Positively influence the quality of their lifelong learning, personal expression, and contributions to community and global citizenship.

Essential Questions

- • How does the artist's ability to skillfully apply his/her knowledge and understanding of the media and techniques of 3-D design relate to the quality, feelings and meaning of the resulting work of art?
- • What is 3-D design as an art form?
- • What makes up a quality 3-D design portfolio?

Essential Understandings

- • As an AP Studio Art student, you are asked to emphasize research, experimentation, discovery, inventive thinking and artmaking, critical analysis, and problem solving in your work.

- Being able to discuss your work with help viewers (especially the AP readers) understand your artistic process and meaning of your work.
- Critiques are important and enables them to learn to analyze their work and that of their peers.
- It is unethical, constitutes plagiarism and often violate copyright law to simply copy a work of art (even in another medium) that was made by someone else and represent it as your own.
- Section I of the 3-D Design portfolio is Selected Works (Quality) and are works demonstrating understanding of 3-dimensional design concepts, composition, and execution.
- Section II of the 3-D Design portfolio is Sustained Investigation (Concentration) and are works describing an in-depth exploration of a particular 3-D design concern.
- Section III of the 3-D Design portfolio is Range of Approached (Breadth) and area variety of works demonstrating understanding of 3-Design issues.
- The importance of staying on track and completing all work on time.
- There is no preferred or unacceptable content or style in this portfolio.
- They are to help one another at all times.

Students Will Know

- Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.
- Effective design is possible whether one uses representational or abstract approaches to art.
- For this portfolio, students are asked to demonstrate mastery of 3-D design thru any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts.
- Section I (Quality) may contain the same works from section II and section III, but do not have to.
- Section II (Concentration) and section III (Breadth) may not contain the same work.
- The 3-D Design portfolio is intended to address three-dimensional (3-D) design issues.
- The AP 5 point grade scale.
- The Breadth section contains 16 digital images; 2 views of 8 different works and is one-third of total score.
- The College Board reserves the right to decline to score an AP Studio Art Portfolio Exam or cancel an AP Studio Art Portfolio Exam score when the following misconduct occurs: Copy from another student's or any other artist's work.
- The Concentration section contains 12 digital image; some may be details, second views, or process images and is one-third of total score.
- The principles of design (unity, balance, emphasis, contrast, rhythm, proportion/scale, figure/ground relationships), articulated through the visual elements (line, shape, color, value, texture, space) help guide artists in making decisions about how to organize the elements on picture plane in order to communicate content.
- The Quality section contains 10 digital images, consisting of 2 views each of 5 works and is one-third of total score.
- What is included in the AP 3-D design reader's rubric.
- What quality AP work is.

Students Will Be Skilled At

- Creating works in any three-dimensional process or medium.
- Demonstrating their understanding of design principles as they relate to depth and space, whether physical of virtual.
- Exploring 3-D Design issues through additive, subtractive, fabrication, and/or digital or virtual processes.
- Using the elements and principles of art to support ideas in an integrative way.
- Using the principles of design through the visual elements of design.
- Utilizing information gained in critiques to improve their work.
- Writing commentary for the concentration section.

Evidence/Performance Tasks

- Completion of homework on due dates.
- Completion of the written commentary included in the Concentration section of the 3-Design Portfolio.
- Evaluation of artwork using rubrics.
- Submission of the 3-D Design Portfolio to the College Board on the due date.
- Successful completion of all three sections of the 3-D Design portfolio.

Learning Plan

- Assignments will be given based on concepts and design elements and principles for student's Breadth section.
- At the end of the school year students and teacher will photograph, label, upload Concentrations and Breadth work, matt Quality work and complete portfolio for submission.
- Concentrations and Breadth will be worked on in class during the class period, during student's study, lunch periods as well as after school and at home.
- Handouts describing projects, expectations, vocabulary, due date, associated artists, etc.
- Preview the essential questions and connect to learning throughout the unit.
- Student will fill out rubrics.
- Students and teacher will choose work for portfolio inclusion.
- Students will brainstorm and thumbnail sketch and use written explanations to plan ideas.
- Students will chronicle their concentration projects in journals which will be monitored and graded by the teacher.
- Students will critique other student's work as well as their own and make changes when and where necessary.
- Students will decide on media to be used.
- Students will discuss their ideas with the teacher who will give appropriate feedback.
- Students will finish in an appropriate time frame.
- Students will make improvements to their portfolio as needed.
- Students will solve problems according to their plans and make adjustments when and where

necessary.

- Students will use technology, books, periodicals, and other tools to explore ideas for art work production.
- Teacher explanation of various media to be used.
- Teacher presentation and introduction of Breadth projects (may include one or more of the following: video, slides, computer presentations, library visit, art books and periodicals and arts reproductions).
- Teacher presentation of examples (may include one or more of the following: slides, computer, books, periodicals, reproductions, pictures).
- Teacher will evaluate student work based on the rubric.
- Teacher will monitor student progress and serve as a resource throughout the artistic process.
- Weekly observational drawing sketchbook assignments will be given which will be graded by the teacher.

Materials

Suggested Strategies for Modifications

- Material modified to student level.
- Accommodations of students per their IEP'S and 504's will be considered.
- Advanced students will be encouraged to produce more artwork.
- Advanced students will be encouraged to work at a more advanced level.
- Alternative outcome options.
- Assessment based on individual development in the area of study.
- Co-operative learning groups.
- Handouts of notes, procedures, processes, diagrams, etc.
- Images and visual aids.
- One-to-one instruction and assistance.