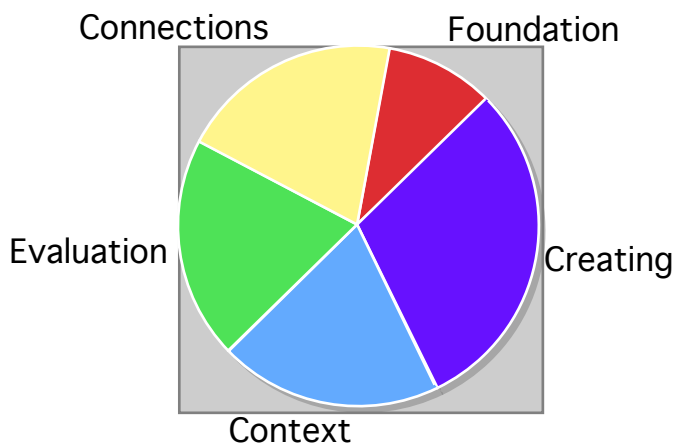


# Advanced Placement Studio Art 3D High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

<b>Course Title</b>	<b>ADVANCED PLACEMENT STUDIO ART 3D A/B</b>
<b>Course Abbreviation</b>	<b>AP ST ART 3D A/B</b>
<b>Course Code Number</b>	<b>200127/200128</b>
<b>Special Notes</b>	Department permission is prerequisite
<b>Course Description</b>	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Advanced Placement Studio Art Three-Dimensional students examine in depth the history, aesthetic traditions, process and content of three-dimensional design. Emphasis is placed on the quality, concentration, and breadth of the student's production and experiences. Both creativity and a systematic investigation of the elements of art and principles of design are encouraged. Students should show evidence of conceptual, perceptual, expressive, and technical range. The course is planned for the highly motivated student interested in the serious study of art and may be accepted for college credit if the student qualifies on the CEEB Advanced Placement examination through successfully engaging in the portfolio process.

<p><b>Instructional Topics</b></p>	<p>Historical and Cultural Foundations of 3-D Design  Critical Comparison and Aesthetic Evaluation  Abstraction and Stylization  Color: Natural, Applied; Psychological Effects  Industrial Design  Development of Personal Content and Style  Forming, Modeling, Casting, Carving  Emerging Technologies, Light as Medium  Assemblage and Found Objects  Kinetic Sculpture  Fiber Arts, Soft Sculpture, Wrapped Objects, Apparel  Architectural Models  Installation and Exhibition of 3-D Artwork  Portfolio Presentation</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
<p><b>California Visual Arts Content Standards High School Advanced</b></p>	<p><b>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</b></p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. <b>Artistic Perception</b></li> <li>2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. <b>Creative Expression</b></li> <li>3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. <b>Historical and Cultural Context</b></li> <li>4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. <b>Aesthetic Valuing</b></li> <li>5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. <b>Connections, Relationships, Applications</b></li> </ol>
<p><b>Representative Objectives</b></p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Create original three-dimensional artworks of increasing complexity and with increased skill.</li> <li>• Explore a variety of visual arts media, techniques, and processes, making choices as to what to apply in his or her work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Engage in expressive art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others.</li> <li>• Identify, record, and use the elements of art to explore, analyze, and talk about what he or she sees in the physical world and in what he or she creates (line, color, value, shape/form, texture, space).</li> <li>• Identify, record, and use the principles of design to explore, analyze, and talk about what he or she sees in the physical world and in what he or she creates (balance, contrast, emphasis, movement, rhythm, unity).</li> <li>• Compare, contrast, and analyze three-dimensional designs from a variety of times, places, and cultures.</li> <li>• Demonstrate an understanding of how to solve artistic three-dimensional design problems in unique and expressive ways using additive, subtractive and/or fabrication processes.</li> </ul>
<p><b>Representative Performance Skills</b></p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Produce a work of art effectively using the elements of art and principles of design in varied media or emerging technology.</li> <li>• Demonstrate in his or her visual artworks an exploration of a personal style and proficiency in a body of related works that communicate an idea or emotion.</li> <li>• Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art.</li> <li>• Discuss complex issues, such as distortion of shapes/form, positive, negative and illusion of space, scale, advanced color theory, simplified and actual texture, expressive content, symbolism, and real vs. virtual.</li> <li>• Identify three-dimensional designers who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.</li> <li>• Discuss 3-D design works/sculptures and their purpose from major time periods and cultures.</li> <li>• Identify some trends of contemporary styles in American 3-D design and discuss the cultural developments reflected in the artworks examined.</li> <li>• Make sound critical judgments about the quality and success of artworks based on his or her experiences in and perceptions about the visual art forms.</li> <li>• Create a group of independent works that share a single theme, exploring it in depth, and creating a visual vocabulary appropriate to the subject.</li> <li>• Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and or display of artwork).</li> </ul> <p>Research art and art-related careers in California.</p>
<p><b>Samples of Classroom Activities for Artistic Perception Strand</b></p>	<p>Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p>

	Students will be able to: <ul style="list-style-type: none"><li>• Create a series of three-dimensional designs that emphasize an element of art to express an emotion.</li><li>• Select two of their works in different media and discuss which was more successful in conveying the intent of the work.</li></ul>
<b>Resources</b>	<i>Beginning Sculpture: Williams, Davis Publications</i>

<p><b>Credentials required to teach this course</b> One of the following:</p> <p>General Secondary Special Secondary Art Standard Secondary with major/minor Art Single Subject Art</p>
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