

CFISD 2018–2019

Advanced Placement ART-3D Design

Scope & Sequence

As students advance through the Art Course levels, performance requirements will increase in complexity and expectations for demonstrating critical and creative thinking for problem-solving are elevated.

Course Description:

The 3D Design portfolio course is intended to address a broad interpretation of sculptural issues in depth and space. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches might include jewelry, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metal works. The portfolio is submitted as digital images of selected pieces that represent the student's best works and includes a written statement defining the student's focus of concentration. Students may take AP at either the Art III or Art IV level.

- Juniors or seniors only
- Supplies are required
- A course fee will be charged

Texas Essential Knowledge and Skills:

<http://ritter.tea.state.tx.us/rules/tac/chapter117/index.html>

Instructional Sections	Days**
1st Semester	78
SECTION 1: Analyze and discuss, through instructional conversation, artistic integrity and what constitutes plagiarism	
SECTION 2: Investigate 3 components of the portfolio development (Quality, Concentration, Breadth)	
SECTION 3: Demonstrate mastery in 3D Design: Concept, Composition, Execution (Quality)	
2nd Semester	99
SECTION 4: Develop a cohesive body of work with strong underlying 3D visual ideas and a coherent plan of action	
SECTION 5: Demonstrate a range of ability and versatility with technique, problem solving, and ideation (Breadth)	
SECTION 6: Employ critical decision-making to demonstrate a range of abilities as an ongoing process	
SECTION 7: Analyze and discuss, through instructional conversation, a process for conducting individual and group critiques	

*Includes time for final exams

**The length of each Section is not specific to a number of days, but it is dependent upon the materials used and the complexity of the assignment. Oftentimes, Sections are combined. The purpose of this flexibility is to allow teachers the opportunity to plan for the needs of their students and to accommodate re-teaching or review when necessary. If pre-assessment indicates student mastery could be achieved in a fewer number of days, the additional time could be used for extension or carried into the next Section.

Instructional Material:

Beginning Sculpture
Arthur Williams
Davis Publishers

Various Subject-Matter Expert publications, including magazines and periodicals