

**Randolph Township Schools  
Randolph High School**

**AP Studio Art: 3-D Design Curriculum**

*“I saw the angel in the marble and carved until I set him free”*

*~Michelangelo*

**Department of Visual and Performing Arts**

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**Randolph Township Schools**  
**Department of Visual and Performing Arts**  
**Advanced Placement Studio Art: 3-D Design Curriculum**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Visual and Performing Arts**  
**Advanced Placement Studio Art: 3-D Design Curriculum**

**Introduction**

The Advanced Placement Studio Art: 3-D Design Portfolio Course is designed to provide seriously interested and highly motivated students with college-level visual art experiences leading to the completion of a portfolio of work for evaluation at the end of the year by the AP College Board. The portfolio is a vehicle through which students can demonstrate their abilities in the development of their body of work. The Studio Art 3-D Design portfolio is intended to address the purposeful decision-making process involved in using the visual elements and principles of design in an integrated way. For this portfolio, students are asked to demonstrate mastery of 3-D design using advance techniques in several materials such as wood, wire, plaster, assemblage, clay, etc.

Students may contribute work from previous advanced level courses such as Advanced Ceramics and Sculpture, Honors Ceramics and Sculpture, Advanced Woods, or from projects completed outside of the traditional classes.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Advanced Placement Studio Art: 3-D Design Curriculum**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>SECTION NUMBER</b>	<b>CONTENT – AP SECTIONS OF STUDY</b>
<b>10 weeks</b> <b>(2 weeks per art work)</b>	<b>I</b>	<b><u>Breadth Area of Investigation for the AP Studio Art 3-D Design Portfolio</u></b> It is expected that students will be contributing 3 portfolio worthy pieces of art work from their previous Honors course and/or summer assignments to the required 8 piece Breadth portion of the AP 3-D Design Portfolio course. The Breadth portion of the AP portfolio demonstrates the student’s wide range of technical ability and aesthetic choices.
<b>20 weeks</b>	<b>II</b>	<b><u>Concentration Area of Investigation for the AP Studio Art 3-D Design Portfolio</u></b> Students will be creating 12 digital images, some may be details or second views describing an in-depth exploration of a particular 3-D design concern. These works will result in a body of work that demonstrates a sustained investigation, exploration and growth. This section also includes sustained research into what constitutes a Concentration or an artist’s body of work. This also includes written proposals that assist students in identifying and explaining their concepts while taking into account the Elements of Art and Principles of Design.
<b>1 week</b>	<b>III</b>	<b><u>Quality Area of Investigation for the AP Studio Art 3-D Design Portfolio</u></b> Students will select the most successful five pieces from either their Breadth or Concentration components of their AP portfolio that demonstrate their technical and aesthetic voice.
<b>2 weeks</b> <b>This may also take place concurrently with pieces as they are created.</b>	<b>IV</b>	<b><u>AP Portfolio Presentation and Digital Submission</u></b> Students will prepare their work for the AP 3-D Design exam which consists of photographing their work and uploading their images to the AP College Board website for final submission. Students will digitally upload the five Quality pieces that will be presented for evaluation.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**Section I: Breadth**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>1.1.12.D.2-</b> Stimuli for the creation of artworks can come from many places, including other disciplines.</p> <p><b>1.1.12.A.1-</b> Cultural and historical events impact art making as well as how the audiences respond to works of art.</p> <p><b>1.2.12.A.2</b> – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p><b>1.3.12.D.1-</b> How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p><b>1.3.12.D.2</b> – Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of artistic statement.</p> <p><b>1.3.12.D.3-</b> The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p>	<p>The Breadth portion of the AP Studio 3-D Design Portfolio shows the artist’s diversity of media, technical skill, and conceptual thought, and aesthetic choices within a three-dimensional form.</p> <p>The inventive application of the Elements of Art and Principles of Design is crucial to the successful evaluation of the AP Breadth component.</p> <p>The refinement of technique in a three-dimensional form is on par with but does not supersede the application of the Elements and Principles of Art and Design.</p> <p>The formative process of critique is crucial in providing artists with the necessary opportunity to analyze, decipher and assess works of art while considering new ways to approach and successfully construct their own work.</p>	<ul style="list-style-type: none"> <li>• How are images, concepts or ideas translated into three-dimensional Breadth works of art?</li> <li>• How can an artist go beyond the mere application of the formal elements of art and design to create a notable Breadth portfolio?</li> <li>• How does a three-dimensional artist align his/her visual intent with the actual construction of the form?</li> <li>• Why is continued practice and exploration of media and techniques significant in an artist’s personal aesthetic development and how can this influence a Breadth portfolio?</li> <li>• How many different techniques should an artist have mastered in order to show artistic range in a Breadth portfolio?</li> <li>• How does the process of critiquing works of art contribute to the development of our own ideas and technical knowledge?</li> </ul>

<p><b>1.3.12.D.4</b> – Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p> <p><b>1.3.12.D.5-</b> Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p><b>1.4.12.A.1</b>—Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p><b>1.4.12.A.2-</b> Contextual clues within artworks Often reveal intent, enabling the viewer to hypothesize the artist’s concept.</p> <p><b>1.4.12.A.3-</b> Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p><b>1.4.12.B.2-</b> The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as the manner and physical context in which it is performed or shown.</p>	<p>The Breadth portfolio requires employment of the creative process which is inherent in inspired formal, technical and aesthetic decision making.</p>	<ul style="list-style-type: none"> <li>• How do we define the creative process?</li> <li>• Where do we find inspiration and creativity?</li> <li>• What is considered an original idea?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>The attainment of refinement in a work of art requires knowledge, skill development and an understanding of the support structure that is appropriate to the sculptural form.</p> <p>Consideration needs to be given to the eventual completion of a three-dimensional work regarding its ability to stand independently or hang in relief.</p> <p>The formal elements of art and design are essential to sculpture or form but are second to the technical and engineered success of a three-dimensional piece.</p> <p>A successful three-dimensional piece requires inspiration in addition to a myriad of skills and involves the use of a variety of media, techniques and processes.</p> <p>Three-dimensional visual plagiarism is not acceptable in the development of an artist’s work, regardless of form or function.</p>	<p><b>Students will be able to:</b></p> <p>Differentiate between a sound technical construction approach that is appropriate to the medium vs. one that lacks technical skill.</p> <p>Devise an incorporated mechanism for the presentation and display of the three-dimensional work.</p> <p>Inventively apply the Elements of Art and Principles of Design to create an impactful three-dimensional composition while placing greater emphasis on the construction of the form.</p> <p>Devise inspiration from their surroundings, environments and personal experiences in the conception and execution of a work of art.</p> <p>Differentiate between three-dimensional work that is original from that which has been plagiarized.</p>



	<p>The critical process involves analysis, interpretation and judgments about visual relationships when responding to a three-dimensional work of art.</p> <p>Critiquing the appropriateness of media and the production of form is indispensable when determining the permanence of a form.</p> <p>Aesthetics is a philosophical process that addresses questions relating to the nature and the meaning of art.</p> <p>The study of art in historical context is important in providing a lens to understanding a particular time period and informing future societies.</p> <p>Research for an artist brings understanding, clarity and inspiration to enhance artistic vision.</p> <p><b>VOCABULARY:</b> Breadth portfolio, Elements of Art (mass, volume, color/light, form, plane, line, and texture), Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space), the creative process,</p>	<p>Conceive original three-dimensional concepts and unique approaches while integrating technical skills with aesthetic decisions.</p> <p>Translate personal perceptions through the informed consideration of media choices and design approaches.</p> <p>Evaluate and summarize technical, conceptual and aesthetic decisions that are embedded in a three-dimensional work of art.</p> <p>Anticipate and prepare materials together with constructive methods that are appropriate given the life span of the work.</p> <p>Articulate the understanding of aesthetics through the analysis of a three-dimensional work of art.</p> <p>Identify the styles and trends throughout the history of art and evaluate whether they reflect society or a catalyst for society.</p> <p>Investigate a concept or skill as a vehicle to increase their personal knowledge, inform artistic discovery and transfer that knowledge to their work.</p>
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	conceptual work, color theory, assemblage, representational work, abstraction, mixed media, figural, armature, noborigama, Raku, oxidation, acetone.	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Successfully utilizing the Elements of Art and Principles of Design as per the AP 3-D Design College Board approved rubric.</li> <li>• Technically and conceptually exploring concepts in their sketchbooks.</li> <li>• Completing reflective and descriptive writing that successfully demonstrates a reflective understanding of their work.</li> <li>• Participating in formative and summative class critiques and discussions to assist in stretching and exploring their concepts on a deeper level.</li> <li>• Engaging in portfolio evaluation that adheres to the Breadth focus of the AP 3-D Design Portfolio.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will complete summer assignments that will contribute to the number of pieces as required by AP College Board for the Breadth component of the AP portfolio.</li> <li>• Students will identify concepts, skills and techniques that will provide the opportunity to create a diverse body of work for their Breadth portfolio.</li> <li>• Students will partake in the formative and summative critical analysis of their work and the work of others.</li> <li>• Students will engage in ongoing portfolio evaluation to ensure the timely completion of works for AP College Board digital submission.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**SECTION I: Breadth**

SUGGESTED TIME ALLOTMENT	CONTENT-AP SECTIONS OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p><b>10 weeks (2 weeks per art work)</b></p>	<p><b>The Breadth portion of the AP portfolio demonstrates the student’s wide range of technical ability and aesthetic choices.</b></p> <p><b>It is expected that students will be contributing 3 portfolio worthy pieces of art work from their previous Honors course and/or summer assignments to the required 8-piece Breadth portion of the AP 3-D Design Portfolio course. The Breadth portion of the AP portfolio demonstrates the student’s wide range of technical ability and aesthetic choices.</b></p> <p>8 works that show a range of experimentation and experience in 3-dimensional media.</p> <p>16 images are required in this section, 2 views of each work.</p> <p>No more than 3 works focused on the same problem may be submitted.</p> <p>Work should exhibit a wide variety of techniques, stylistic characteristics, media, approaches, and subject matter.</p> <p>3-D design will be broadly interpreted to include most media, including but not limited to figurative or</p>	<p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/course?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/course?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection?course=ap-studio-art-2-d-design">https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection?course=ap-studio-art-2-d-design</a></p> <p><a href="https://www.mindtools.com/pages/article/newCT_02.htm">https://www.mindtools.com/pages/article/newCT_02.htm</a></p>

	<p>nonfigurative sculpture, architectural models, metal work, ceramics, three-dimensional fiber.</p> <p>Works emphasizing the Elements of Art (mass, volume, color/light, form, plane, line, and texture), Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space).</p>	<p><a href="https://www.jamestaylor.me/creative-process-five-stages/">https://www.jamestaylor.me/creative-process-five-stages/</a></p> <p><a href="https://www.pinterest.com">https://www.pinterest.com</a></p> <p><a href="https://ceramicartsnetwork.org/daily/">https://ceramicartsnetwork.org/daily/</a></p> <p><a href="https://www.apstrategiesarts.org/StudioArt/YoungMasters.aspx">https://www.apstrategiesarts.org/StudioArt/YoungMasters.aspx</a></p> <p><a href="https://www.theartstory.org">https://www.theartstory.org</a></p> <p><a href="https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-">https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-</a></p> <p><a href="http://portfolios.risd.edu">http://portfolios.risd.edu</a></p> <p><a href="https://www.risd.edu/admissions/first-year/apply">https://www.risd.edu/admissions/first-year/apply</a></p> <p><a href="https://www.pratt.edu/admissions/applying/applying-undergraduate/ug-application-requirements/freshman-and-transfer-portfolio-requirements/">https://www.pratt.edu/admissions/applying/applying-undergraduate/ug-application-requirements/freshman-and-transfer-portfolio-requirements/</a></p> <p><a href="https://www.scad.edu/admission/portfolio-and-writing-guidelines/undergraduate-portfolios">https://www.scad.edu/admission/portfolio-and-writing-guidelines/undergraduate-portfolios</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**SECTION II: Concentration**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>1.1.12.D.2-</b> Stimuli for the creation of artworks can come from many places, including other disciplines.</p> <p><b>1.1.12.A.1-</b> Cultural and historical events impact art making as well as how the audiences respond to works of art.</p> <p><b>1.2.12.A.2</b> – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p><b>1.3.12.D.1-</b> How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p><b>1.3.12.D.2</b> – Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of artistic statement.</p> <p><b>1.3.12.D.3-</b> The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p> <p><b>1.3.12.D.4</b> – Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p>	<p>The Concentration portion of the AP Studio 3-D Design Portfolio shows the artist’s ability to create and present conceptually related works that show growth and discovery.</p> <p>A Concentration revolves around a personal interest that can be explored deeply over time, through numerous pieces, while maintaining a sustained investigation of the original concept.</p> <p>The creative articulation of the principles of design is crucial in creating the competent visual organization and acuity that is required of a Concentration portfolio.</p> <p>The application of technique must be directly aligned with the intent of the artist and is essential to the development of a successful Concentration portfolio.</p> <p>The Concentration portfolio requires visual evidence of student thinking and their intellectual journey within the process.</p>	<ul style="list-style-type: none"> <li>• How does one determine a worthy concept for a 3-D Design Concentration?</li> <li>• What steps can an artist take to ensure that an idea is sustained over a large number of pieces required in a 3-D Design AP Concentration?</li> <li>• How can an artist manipulate the Elements and Principles of Art and Design to reflect innovative thought and approach?</li> <li>• What expectations or possible outcomes could manifest without the use of the formal elements and principles of design?</li> <li>• How does the application of media and technique reflect the intention and the selected artistic approach of the artist?</li> <li>• How does an artist find his/her artistic voice?</li> <li>• How does an artist articulate his/her artistic vision?</li> </ul>

<p><b>1.3.12.D.5-</b> Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p>	<p>An artist's written articulation of his/her technical and conceptual intent provides insights into the thinking process of the artist and assists viewers in gaining a deeper understanding of the work.</p>	<p>How does the written submission for an artist's concentration demonstrate the exploration of an idea?</p>
<p><b>1.4.12.A.1</b>—Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p><b>1.4.12.A.2-</b> Contextual clues within artworks Often reveal intent, enabling the viewer to hypothesize the artist's concept.</p> <p><b>1.4.12.A.3-</b> Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p><b>1.4.12.B.2-</b> The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as the manner and physical context in which it is performed or shown.</p>	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>A 'concentration' for AP Studio 3-D Design is a group of 12 digital images, some may be details or second views describing an in-depth exploration of a particular 3-D design concern. These works will result in a body of work that demonstrates a sustained investigation, exploration and growth.</p> <p>Preliminary planning and brainstorming are essential to the development of a three-dimensional concept particularly in the use of space and the creation of depth.</p> <p>Consideration needs to be given to the eventual completion of a three-dimensional work regarding its ability to stand independently or hang in relief.</p> <p>Learning to reach beyond our comfort zones to explore playfully without a preconceived plan, and to embrace the chance to learn from mistakes and accidents is another vital approach to the art-making process.</p>	<p><b>Students will be able to:</b></p> <p>Investigate extensively a personal, central interest.</p> <p>Create a body of related works that is based on that individual interest.</p> <p>Planning and organizing ideas through writing and sketching requires the ability to create drawings that show volume in order to transform these two-dimensional images into three-dimensional form.</p> <p>Devise an incorporated mechanism for the presentation and display of the three-dimensional work.</p> <p>Adapt new approaches to their work that will allow them the opportunity to stretch and explore beyond their level of comfort without the fear of failure but with the hope of new discovery.</p>

	<p>Experimentation with different media and approaches assists artists in considering the best approaches to depict and express a concept or evoke an emotion in the viewer.</p> <p>Learning to embrace problems that arise in the development of a work of art and developing the focus and perseverance to work through the challenges that arise during the creating process is a habit of mind that is pivotal to the success of a piece.</p> <p>An artist's voice is a vehicle for personal, social and aesthetic expression.</p> <p>The written expression of an artistic vision is crucial in decoding an artist's interpretation of his/her visual intent.</p> <p>The required written AP commentary for the Concentration must concisely describe the content of a Concentration portfolio.</p> <p>An annotated written submission substantiating the artist's exploration of the Concentration must eloquently express his/her journey throughout the investigation.</p> <p><b>VOCABULARY:</b> Concentration Portfolio, Elements of Art (mass, volume, color/light, form, plane, line, and texture), Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space), artist voice, conceptual work, color theory, fiber, representational work, abstraction, mixed media, masonry tools, stages of clay, pyrometric cone, wadding, epoxy.</p>	<p>Envision the different possibilities that can result from combining different media and employing different techniques in the creation of a work.</p> <p>Engage in the problem solving that is necessary in the development of a piece and persist in seeking the best solution to formation of an idea and a work of art.</p> <p>Devise personal perceptions through the informed consideration of media choices and design approaches.</p> <p>Formulate a written intent for each piece in the Concentration prior to its inception to ensure the progression of the sustained investigation.</p> <p>Compose a succinct explanation of their concentrated visual investigation using 500 characters.</p> <p>Construct a logical flow of ideas using the accepted rules of good writing to cohesively justify the premise of a Concentration focus.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Successfully utilizing the Elements of Art and Principles of Design as per the AP College Board approved rubric.
- Technically and conceptually exploring concepts in their sketchbooks.
- Completing reflective and descriptive writing that successfully demonstrates an understanding of their work.
- Participating in class formative and summative critiques and discussions to assist in stretching and exploring their concepts on a deeper level.
- Engaging in portfolio evaluation that adhere to the Concentration focus of the AP 3-D Design Portfolio.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will engage in ongoing portfolio evaluation and to prepare for the timely completion of works for AP College Board digital submission.
- Students will identify a Concentration idea that will provide the opportunity for a diverse body of work and demonstrates sustained growth, investigation and development of a personal interest.
- Students will plan and organize their ideas through a myriad of writing and sketching opportunities that will assist them in creating their final work.
- Students will experiment with different media and explore different possibilities in the creation of their three-dimensional work.



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**SECTION II: Concentration**

SUGGESTED TIME ALLOTMENT	CONTENT-AP SECTIONS OF STUDY	SUPPLEMENTAL UNIT RESOURCES
20 weeks	<p><b>A ‘concentration’ for AP Studio 3-D Design is a group of twelve (12) digital images, some may be details or second views describing an in-depth exploration of a particular 3-D design concern. These works will result in a body of work that demonstrates a sustained investigation, exploration and growth.</b></p> <p><b>This section also includes sustained research into what constitutes a Concentration or an artist’s body of work. This also includes written proposals that assist students in reflectively identifying and summarizing their concepts while taking into account the Elements of Art and Principles of Design.</b></p> <p>A mandatory number of 8-10 works are required in this section, and some may be details or second views.</p> <p>Concentrations are based on a student’s individual interest in a particular idea expressed visually.</p> <p>These should be unified by an underlying idea that has visual coherence.</p> <p>Explored topics should grow out of a coherent plan of action or investigation.</p> <p>Works should creatively consider Elements of Art (mass, volume, color/light, form, plane, line, and texture),</p>	<p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/course?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/course?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection?course=ap-studio-art-2-d-design">https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection?course=ap-studio-art-2-d-design</a></p> <p><a href="https://chsartclassroom.wordpress.com/2012/08/26/ap-concentration-ideas/">https://chsartclassroom.wordpress.com/2012/08/26/ap-concentration-ideas/</a></p>

	<p>Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space).</p>	<p><a href="https://eastartroom.wordpress.com/2016/07/01/99-concentration-topics-ap-studio-art/">https://eastartroom.wordpress.com/2016/07/01/99-concentration-topics-ap-studio-art/</a></p> <p><a href="http://www.newpaltz.k12.ny.us/cms/lib/NY01000611/Centricity/Domain/138/concentrations_ideas.pdf">http://www.newpaltz.k12.ny.us/cms/lib/NY01000611/Centricity/Domain/138/concentrations_ideas.pdf</a></p> <p><a href="https://www.mindtools.com/pages/article/newCT_02.htm">https://www.mindtools.com/pages/article/newCT_02.htm</a></p> <p><a href="https://www.jamestaylor.me/creative-process-five-stages/">https://www.jamestaylor.me/creative-process-five-stages/</a></p> <p><a href="https://www.pinterest.com">https://www.pinterest.com</a></p> <p><a href="https://ceramicartsnetwork.org/daily/">https://ceramicartsnetwork.org/daily/</a></p> <p><a href="https://www.apstrategiesarts.org/StudioArt/YoungMasters.aspx">https://www.apstrategiesarts.org/StudioArt/YoungMasters.aspx</a></p> <p><a href="https://www.theartstory.org">https://www.theartstory.org</a></p> <p><a href="https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-">https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-</a></p> <p><a href="http://portfolios.risd.edu">http://portfolios.risd.edu</a></p> <p><a href="https://alfred.edu">https://alfred.edu</a></p> <p><a href="http://www.newpaltz.edu/about/">http://www.newpaltz.edu/about/</a></p> <p><a href="https://www.risd.edu/admissions/first-year/apply">https://www.risd.edu/admissions/first-year/apply</a></p> <p><a href="https://www.pratt.edu/admissions/applying/applying-undergraduate/ug-application-requirements/freshman-and-transfer-portfolio-requirements/">https://www.pratt.edu/admissions/applying/applying-undergraduate/ug-application-requirements/freshman-and-transfer-portfolio-requirements/</a></p> <p><a href="https://www.scad.edu/admission/portfolio-and-writing-guidelines/undergraduate-portfolios">https://www.scad.edu/admission/portfolio-and-writing-guidelines/undergraduate-portfolios</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**SECTION III: Quality**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>1.1.12.D.2-</b> Stimuli for the creation of artworks can come from many places, including other disciplines.</p> <p><b>1.1.12.A.1-</b> Cultural and historical events impact art making as well as how the audiences respond to works of art.</p> <p><b>1.2.12.A.2</b> – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p><b>1.3.12.D.1-</b> How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p><b>1.3.12.D.2</b> – Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of artistic statement.</p> <p><b>1.3.12.D.3-</b> The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p>	<p>The Quality portion of the AP Studio 3-D Design Portfolio showcases five of the artist’s most successful works within their AP body of work.</p> <p>The Quality portfolio requires the selection of five works that show in-depth understanding of and engagement with 3-D Design issues in their concept, composition and execution.</p>	<ul style="list-style-type: none"> <li>• How does an artist determine his/her best work?</li> <li>• What constitutes quality in a work of art?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>A submission of the artist’s best work for a Quality portfolio requires introspection and requisite self- editing ability.</p> <p>The critical process involves analysis, interpretation and judgments about visual relationships when responding to works of art and assists artists in determining the most successful pieces.</p>	<p><b>Students will be able to:</b></p> <p>Editorialize their work in an effort to construct a portfolio that best exemplifies their artistic vision.</p> <p>Differentiate between a work that demonstrates sound technical approach appropriate to the genre and medium vs. one that lacks technical skill.</p>

<p><b>1.3.12.D.4</b> – Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p> <p><b>1.3.12.D.5-</b> Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p><b>1.4.12.A.1</b>—Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p><b>1.4.12.A.2-</b> Contextual clues within artworks Often reveal intent, enabling the viewer to hypothesize the artist’s concept.</p> <p><b>1.4.12.A.3-</b> Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p><b>1.4.12.B.2-</b> The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as the manner and physical context in which it is performed or shown.</p>	<p><b>VOCABULARY:</b> Quality portfolio, Elements of Art (mass, volume, color/light, form, plane, line, and texture), Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space), artist voice, conceptual work, color theory, fiber, representational work, abstraction, mixed media, masonry tools, stages of clay, pyrometric cone, wadding, epoxy.</p>	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Successfully utilizing the Elements of Art and Principles of Design as per the AP College Board approved rubric.
- Completing reflective and descriptive writing that successfully demonstrates an understanding of their work.
- Participating in formative and summative class critiques and discussions to assist in the choosing of Quality submission.
- Engaging in portfolio evaluation that adhere to the Quality focus of the AP 3-D Design Portfolio.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will engage in ongoing portfolio evaluation and timely completion of works for AP College Board digital submission.
- Students will critique and edit their work to select their best five pieces for the Quality portfolio submission.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**UNIT III: Quality**

SUGGESTED TIME ALLOTMENT	CONTENT-AP SECTIONS OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1 Week	<p><b>The Quality portion of the AP Studio 3-D Design Portfolio consists of five original works with two views that are submitted digitally. These should be the student's best work, selected for excellence in the composition, concept, and execution of the works.</b></p> <p>Works submitted for the Quality section may come from the Concentration and/or Breadth section, but this is not required. They may be a group of related works, unrelated works, or a combination of related and unrelated works.</p>	<p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit?course=ap-studio-art-3-d-design</a></p> <p><a href="https://www.risd.edu/admissions/first-year/apply">https://www.risd.edu/admissions/first-year/apply</a></p> <p><a href="https://www.pratt.edu/admissions/applying/applying-undergraduate/ug-application-requirements/freshman-and-transfer-portfolio-requirements/">https://www.pratt.edu/admissions/applying/applying-undergraduate/ug-application-requirements/freshman-and-transfer-portfolio-requirements/</a></p> <p><a href="https://www.scad.edu/admission/portfolio-and-writing-guidelines/undergraduate-portfolios">https://www.scad.edu/admission/portfolio-and-writing-guidelines/undergraduate-portfolios</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 3-D Design Curriculum**  
**UNIT IV: AP Portfolio Presentation and Digital Submission**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>1.2.12.A.2</b> – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p><b>1.4.12.B.2-</b> The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as the manner and physical context in which it is performed or shown.</p> <p><b>1.4.12.B.3-</b> Art and art making reflect and affect the role of technology in a global society.</p>	<p>An AP portfolio reflects the experiences and voice of an artist.</p> <p>AP portfolios exhibit a breadth of technical and conceptual experiences and a depth of investigations.</p> <p>A carefully and professionally prepared portfolio will have an impact on the AP reader’s scoring.</p>	<ul style="list-style-type: none"> <li>• What can a body of work say about the artist?</li> <li>• How do we analyze and interpret an artist’s 3-dimensional works?</li> <li>• What does an artist consider in preparing a body of work for evaluation?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Photographing artwork requires the usage of proper lighting and camera settings.</p> <p>Photoshop is an application that can assist students in the editing of their work prior to digital submission.</p> <p>The presentation and organization of the work may have an impact on the reader’s evaluation of the portfolio.</p>	<p><b>Students will be able to:</b></p> <p>Photograph their works of art for digital uploading and submission.</p> <p>Modify their digital images using Photoshop to ensure that they best reflect the actual work of art.</p> <p>Compose their digital portfolio on the AP College Board website to successfully upload their images.</p>

	<p>Uploading images for a digital submission requires the proper usage of pixels per inch (ppi) per image to ensure the readers can successfully open the files to view and evaluate work.</p> <p><b>VOCABULARY:</b> Photoshop, crop, edit, auto contrast, auto color, upload, digital portfolio, digital submission, web application, JPEG format, RGB Color mode, file, pixels per inch (ppi), resolution, landscape orientation, portrait orientation, web browsers (Internet Explorer, Safari, Google Chrome).</p>	<p>Convert images to the correct ppi size as they upload images to their digital portfolio.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Photographing their own work, importing images into Photoshop, editing and uploading their images to prepare for AP digital portfolio presentation.</li> <li>• Uploading written Concentration commentaries onto the Concentration section of the digital AP portfolio.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will edit images of their 3-dimensional works on Photoshop to create a digital portfolio.</li> <li>• Students will convert their images to the proper pixelation and upload their edited images onto their AP College Board digital portfolio.</li> <li>• Students will upload their completed two Concentration commentaries that accompany their Concentration pieces.</li> </ul>		



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Studio 2-D Design Curriculum**  
**SECTION IV: AP Portfolio Presentation and Digital Submission**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT – AP SECTIONS OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<p><b>Concurrently ongoing with the Concentration Area of Investigation</b></p>	<p><b>Students will prepare their work for the AP 3-D Design exam which consists of photographing their work and uploading their images to the AP College Board website for final submission. Students will also mat and prepare work for the five Quality pieces that must be digitally uploaded for evaluation.</b></p> <p><b><u>Software Requirements as per 2018 AP College Board:</u></b>  Web Browser (one of the following):  Internet Explorer  Firefox  Google Chrome  Safari</p> <p><b><u>Requirements and Recommendations for Digital Images as per 2018 AP College Board:</u></b></p> <p><b>All images must be submitted in JPEG format (file name extension .jpg) and RGB color mode. AP College Board recommends uploading files that are 72 pixels-per-inch (ppi) because a higher resolution does not add clarity</b></p>	<p><a href="https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design</a></p> <p><a href="https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-">https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-</a></p> <p><a href="https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit?course=ap-studio-art-3-d-design">https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit?course=ap-studio-art-3-d-design</a></p> <p><a href="https://apstudent.collegeboard.org/takingtheexam/preparing-for-exams/about-digital-submission/studio-art-digital-submission">https://apstudent.collegeboard.org/takingtheexam/preparing-for-exams/about-digital-submission/studio-art-digital-submission</a></p> <p><a href="https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_studio_art_sg.pdf">https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_studio_art_sg.pdf</a></p>

	<p>when viewing images on a computer screen. They recommend that you keep copies of your original images.</p> <p>Image size: The image sizes below are recommendations. Your image sizes may be different.</p> <p>Landscape orientation:  Recommended maximum size: 530 x 780 pixels (7.36 x 10.83 inches)  Recommended minimum size: 480 x 480 pixels (6.67 x 6.67 inches)</p> <p>Portrait orientation:  Recommended maximum size: 780 x 530 pixels (10.83 x 7.36 inches)  Recommended minimum size: 480 x 480 pixels (6.67 x 6.67 inches)  Maximum file size: 3.0 MB per image. (Your image files will likely be considerably smaller than 3.0 MB.)</p>	
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