



# AP 3D Art & Design Year at a Glance (YAG)



All lessons will be designed around the AH Profile of a Learner strand “Employ Skills for Life,” by encouraging the development of a strong work ethic and an exhibition of professionalism. Students will be encouraged to take risks, accept challenges and value the learning that comes from failure, and display grit and resilience in the face of challenge. Students will demonstrate adaptability and flexibility, effectively manage time, provide the teacher with assessment of progress, and evaluate their own progress through self reflection. The program will remind students to exhibit exceptional character at all times while nurturing a lifelong enthusiasm for learning. The following YAG meets the College Board of Education Standards for AP 3D Art & Design as outlined in the [syllabus](#).

First Semester		Second Semester	
1 <sup>st</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks	
<p><b>UNIT - Introduction - Getting to know/Class Expectations</b></p> <ul style="list-style-type: none"> <li>• Class Procedures and Expectations</li> <li>• Get to know you activities/Daily warmups</li> <li>• Begin Entry Level Skills Assessment</li> <li>• Create Instagram Accounts</li> <li>• Review Websites/Digital Portfolios</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>UNIT - Entry Level Skills Assessment - (Free media choice)</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Introduction to class</li> <li>• Building a safe environment</li> <li>• Talking about Art</li> <li>• Thinking about metaphor and symbolism in art</li> <li>• Documenting Process</li> <li>• Presenting work</li> <li>• Constructive Feedback Session</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of art foundations through the development of a symbolic self-portrait. Students will be introduced to the process of documentation, self-reflection, presentation, and critiquing.</li> </ul> <p><b>Final Product:</b> <a href="#">3-D Self-Portrait</a></p> <p><b>UNIT - Exploring 3D Art - (Free media choice)</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Introduction to 3D artists</li> <li>• Building knowledge of 3D mediums</li> <li>• Developing personal preference of 3D style</li> <li>• Expand knowledge of art history</li> <li>• Apply knowledge of new art inspiration to sculpture</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of art history, its wide variety of 3D mediums and how to use the inspiration from their research to influence their work. Students will do a research assignment first on 10 3D artist and then apply what they’ve learned to create a 3D piece of their own that pulls inspiration from 3 of those 10 artists.</li> </ul> <p><b>Final Product:</b> <a href="#">Artist research assignment and 3D piece</a></p> <hr style="border-top: 1px dashed black;"/> <p><b>UNIT - What is AP Art and Design? Exposition</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• AP Rubric</li> <li>• Create Logins</li> <li>• What is an inquiry?</li> <li>• How to document process</li> <li>• College Board writing requirements</li> <li>• Photographing work</li> </ul>	<p><b>UNIT - Continue SI</b></p> <p><b>Time Frame:</b> Ongoing - April 22</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Exploration of Inquiry, Practice, Experimentation, Documentation, Synthesis of materials, exploration of method, media, applications, etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will begin the independent SI, demonstrating the required elements of the AP Portfolio and documenting their journey in design journals. Students will use the teacher as a resource, but will operate on their own to develop ideas and artwork.</li> </ul> <p><b>Final Product:</b> <a href="#">Design Journals and Google CR submissions</a></p> <hr style="border-top: 1px dashed black;"/> <p><b>UNIT - Progress check and Gallery Display/Critique</b></p> <p><b>Time Frame:</b> twice every three weeks</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Stepping away from work</li> <li>• Gathering feedback</li> <li>• Self reflection</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to step away from their work and present their progress for review/feedback from their peers.</li> </ul> <p><b>Final Product:</b> <a href="#">Display and Critique</a></p> <hr style="border-top: 1px dashed black;"/> <p><b>UNIT - Design Journal Check</b></p> <p><b>Time Frame:</b> Weekly</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Experimentation, practice, exploration, problem solving, redesign, etc.</li> <li>• Daily warmup activities</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will submit weekly Design Journals to present daily warm up activities as well as ongoing documentation of their artmaking process, experimentation, practice, revision, and research.</li> </ul> <p><b>Final Product:</b> <a href="#">Design Journal Submission - GCR</a></p> <hr style="border-top: 1px dashed black;"/> <p><b>UNIT - Projects 4 - 8</b></p> <p><b>Time Frame:</b> 1 finished piece every 2 weeks</p>		



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<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the AP Course and College Board expectations. Students will write an inquiry, document process, and write about their art and making with appropriate vocabulary</li> </ul> <p><b>Final Product:</b> <a href="#">Student response to Problem.</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - Art Criticism &amp; Copyright/Ethics</u></b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Public Speaking</li> <li>• Expressing/defending one's thoughts opinions</li> <li>• Vocabulary/Elements &amp; Principles</li> <li>• Constructive Feedback vs Criticism</li> <li>• Copyright law</li> <li>• Ethics in art production</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to effectively communicate about the works of self and others. Students will review copyright law and engage in activities meant to help students better understand how the law applies to AP Students.</li> </ul> <p><b>Final Product:</b> <a href="#">Written and Oral Critiques / Artist Statement and Defense</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - Guided S.I. - Themes (choice)</u></b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Selecting an Inquiry within a framework</li> <li>• Researching information</li> <li>• Ways to Document Progress</li> <li>• Receiving Feedback</li> <li>• Giving Feedback to others</li> <li>• Editing, Reworking, Revising, Adjusting, Problem solving</li> <li>• Experimenting</li> <li>• Finishing work</li> <li>• Effective written communication about art and process.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will go through all of the steps of a Sustained Investigation within a controlled prompt to safely navigate College Board requirements with guidance, prompts and support from the teacher..</li> </ul> <p><b>Final Product:</b> <a href="#">Final Presentation of S.I.</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - AP Rubric - Scoring Work</u></b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• AP Portfolio Scoring</li> <li>• AP Portfolio Requirements</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will analyse example portfolios to play the role of "reader." Students will learn through example what typical exam scoring looks like, and understand all of the required elements needed to get that perfect score.</li> </ul> <p><b>Final Product:</b> <a href="#">Activity and revision of Mini S.I. submission</a></p> <hr style="border-top: 1px dashed black;"/>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Work Completion</li> <li>• Time Management</li> <li>• Feedback</li> <li>• Assessment</li> <li>• Reflection</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will submit finished work to be assessed, Identify the inquiry that guided the SI, and include images that document how he/she/they has shown evidence of practice, experimentation, and revision guided by the inquiry.</li> </ul> <p><b>Final Product:</b> <a href="#">Final piece submitted to GCR with self reflection, documentation, and written exposition.</a></p>
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	<p><b><u>UNIT - AP Classroom Class Registration</u></b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Getting signed up in AP Classroom Online</li> <li>● College Board Expectations</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will sign in to AP Classroom and learn the format and expectations for submission for the AP Portfolio, outlined by College Board. Students will navigate the website and complete required elements so they can properly submit the AP Exam Portfolio.</li> </ul> <p><b>Final Product:</b> <a href="#">Activity and Registration</a></p>	
<b>2<sup>nd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>	
	<p><b><u>UNIT - Identify S.I. - Inquiry Exploration</u></b></p> <p><b>Time Frame:</b> 1 week</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Developing/Exploring inquiry questions</li> <li>● Mind Mapping</li> <li>● Documentation in Design Journal</li> <li>● Deep dive exploration of topics to consider</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will start exploring ideas for their extended Sustained Investigation for the College Board AP Portfolio.</li> </ul> <p><b>Final Product:</b> <a href="#">SI Exploration Presentation</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - S.I. Project Deep Dive</u></b></p> <p><b>Time Frame:</b> 1 week</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Sketching/Planning for SI projects (10)</li> <li>● Materials, Tools, and Processes</li> <li>● Research and development</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will use their mind map to begin sketching out design plans for their Sustained Investigation. Students will research, brainstorm/experiment with applications and media, gather resources and reference materials, and begin developing a plan for their SI.</li> </ul> <p><b>Final Product:</b> <a href="#">SI Planning Presentation</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - SI Approval and Project Start</u></b></p> <p><b>Time Frame:</b> Ongoing - April 22</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Exploration of Inquiry, Practice, Experimentation, Documentation, Synthesis of materials, exploration of method, media, applications, etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will begin the independent SI, demonstrating the required elements of the AP Portfolio and documenting their journey in design journals. Students will use the teacher as a resource, but will operate on their own to develop ideas and artwork.</li> </ul>	<p><b><u>UNIT - Continue SI</u></b></p> <p><b>Time Frame:</b> Ongoing - April 22</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Exploration of Inquiry, Practice, Experimentation, Documentation, Synthesis of materials, exploration of method, media, applications, etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will continue the independent SI, demonstrating the required elements of the AP Portfolio and documenting their journey in design journals. Students will use the teacher as a resource, but will operate on their own to develop ideas and artwork.</li> </ul> <p><b>Final Product:</b> <a href="#">Design Journals and Google CR submissions</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - Progress check and Gallery Display/Critique</u></b></p> <p><b>Time Frame:</b> twice every three weeks</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Stepping away from work</li> <li>● Gathering feedback</li> <li>● Self reflection</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to step away from their work and present their progress for review/feedback from their peers.</li> </ul> <p><b>Final Product:</b> <a href="#">Display and Critique</a></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>UNIT - Design Journal Check</u></b></p> <p><b>Time Frame:</b> Weekly</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Experimentation, practice, exploration, problem solving, redesign, etc.</li> <li>● Daily warmup activities</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Students will submit weekly Design Journals to present daily warm up activities as well as ongoing documentation of their artmaking process, experimentation, practice, revision, and research.</li> </ul> <p><b>Final Product:</b> <a href="#">Design Journal Submission - GCR</a></p>



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