**Mrs. Seely’s AP 3D Art Disclosure Document**

***Mrs Aspen Seely***

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***Phone: (801) 610-8810 EXT #305***

***Classroom: 305 (Between the 700 and 800 halls)***

***In Class Office Hours: Most mornings from 7:15-7:40 a.m ,A Day’s from 2:15-2:40 p.m. and Open Studio during the lunch hour.  By appointment-Please call or email me for an appointment.  My Prep Periods are A2 and B8.***

**COURSE DESCRIPTION**

The aim of this course is to prepare the students to complete a portfolio that will be reviewed and graded for the possibility of college credit. We will cover some art history, specific ceramic techniques, but the emphasis will be on art production. In addition to in-class assignments for the AP Studio Art Course, there will be homework assignments, periodic portfolio reviews, and an idea/sketchbook.

**WHAT TO EXPECT IN AP ART**

You are enrolled in Advanced Placement 3D Studio Art, which means you are an advanced student who can work on your own work and should not need to be “baby sat” or motivated by the instructor. In AP you will be exploring personal ideas and advancing your skills. An Advanced Placement class implies that it is a college level class taught inside the walls of a high school. As such it is expected that you be on time, on task, and in class at all times. AP Ceramics is not study hall. You must be focused, driven and self-motivated.

**The three portfolios due are:**

You will need to complete **THREE** separate Portfolios of work that are submitted to be judged over the summer by national judges. The portfolios are in lieu of an AP exam. In order to pass the “exam” you will need to receive a 3, 4, or 5 on your portfolios from the judges. Passing of the exam gives you college credit, depending on the institution. There is an AP exam fee due when the portfolios are submitted in the spring. The fee last year was $91.00. You do not send in your actual ceramic works, but digital images of the work. Portfolios must be complete by the end of April so photos can be taken. Portfolios are submitted the first part of May and you will find out your score during the summer.

1. Quality

* Images of 5 works demonstrating your mastery of three-dimensional design.
* 10 images: 5 works, 2 views of each.
* For this portfolio you are submitting works showing your very best craftsmanship and skill. They may be separate, distinct works, or they may be directly related to one or more of the other works submitted in this section. You may submit work from your Breadth or Concentration Portfolio, but you don**’**t have to.

 2. Breadth

* Images of 8 works demonstrating your understanding of the medium of clay or other 3D medium.
* 16 images: 8 works, 2 views of each.
* For this portfolio you are asked to submit works showing experimentation and a range of conceptual approaches to your work. The works should show a wide variety of applications and techniques. It is possible to do a single medium or a variety of mediums. You may submit work from your Quality Portfolio, but you don**’**t have to. You may NOT submit work that is contained in your Concentration Portfolio.

 3. Concentration

* Images of 8-12 works that demonstrate your ability to work with a single idea or theme and expand upon it across multiple works of art.
* 12 Images: 8-12 works, can submit some additional views when necessary.
* For this portfolio you are asked to submit works demonstrating a devotion of considerable time, effort, and thought to an investigation of a specific visual idea. Your work should clearly display constituency and continuity in relation to this visual idea. It is possible to do a single medium or a variety of mediums. When considering the presentation of this portfolio you should give some thought to the sequence of slides. You should organize them to best show the development of your idea, theme. In most cases this would be in chronological order. You may submit work from your Quality Portfolio, but you don**ʼ**t have to. You may NOT submit work that is contained in your Breadth Portfolio.

This is a huge amount of work, and because of this you can consider anything that you have made in Ceramics I, II, or III. You are allowed to submit works created in grades 9th, 10th, 11th, and 12th. In consideration of the amount of work due, you and your parent should be forewarned that it is not possible to get this work done in just the class periods alone. Because this is a college level class, you are expected to use your personal, outside of class time working on your portfolios. For example, at the college level in studio art course, professors expect that if the class is offered 3 times a week for 2 hours each time, students are putting in three times that amount of time working in the studio. So as a college art student you attend 6 hours of class a week and put in another 12 to 15 hours in the studio working on assignments. **My expectations are not this extreme. However, based on my experience, I know students who want to pass the**

**AP exam (which means receiving a 3, 4, or 5 on their portfolio), will need to work outside the allotted class times.** I will be giving you a few projects in the beginning of the year to get you going, but start thinking right away about possible ideas for your portfolio. The majority of it will be student-generated (you). Remember that you are not confined to just using clay. You can use any three-dimensional medium. Think about experimenting with mixing clay with other sculpture mediums or even found objects.

**\*\*PLAN ON SPENDING AT LEAST 2-3 HOURS OUTSIDE OF CLASS EACH WEEK IN OPEN STUDIO or at HOME\*\***

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**Course Schedule (approximate)**

**Term1** – Work on Breadth section of Portfolio, prepare works for portfolios

In this term, the focus will be on creating a body of work investigating a variety of concepts

and approaches so that students are able to demonstrate a range of abilities.

• Over the first term, the students will be required to complete 5 works with media of their choice, ON THEIR OWN TIME, outside of class! The emphasis will be on them exploring what subject matter they are particularly interested in and what media they are comfortable with. This will be a way for me to assess at the beginning of term two what their proficiency in creating 3D works of art is. This will be the starting point for discussions between the teacher and the student to achieve artistic goals for the rest of the year.

• Students will be required to keep a sketchbook, or if they are more comfortable, an altered book to record their ideas. At the beginning of the year, each student will outline a plan aligned with our in-class goals to achieve completion of the Breadth, Concentration, and Quality pieces required for submission. I would like to encourage my students to also meet with other artists and see their sketchbooks to emphasize their importance. Also, after meeting with art professors at the university level, they all agreed that the most important thing that they want to see from high school students upon consideration of acceptance into programs or scholarships is a sketchbook.

• At the beginning of the year, we will discuss the Elements of Art and Principles of Design. Although this is an AP class, it is dangerous to assume that all students have a working vocabulary and understanding of basic composition. We will also do some introductory exercises such as basic handbuilding and wheel throwing. This will get students into the flow of creating again, as well as try to build a common foundation upon which the whole class can build together. At this stage I hope to help students develop their technique and execution. I also hope to help students realize that creating art and developing skills as an artist is an ongoing process. They should be able to look at these initial works and realize how much progress they have made throughout the year.

• Every one to two weeks, I will give a new project idea. I want to push risk-taking, exploration, and problem-solving early on in the year as students add depth to their breadth section. Different themes or specific assignments will be given to explore the different techniques and media possible in 3D Design. The assignments, designed to spark creativity and ideation, will be the same, but the choice of media and ways to solve visual problems will be their own, thus helping develop their ideas to be expressed.

• On the date that each project is due, we will have a class critique. The student will first

have to present their work to the class, analyzing and discussing his own strengths

and weaknesses and talking through the artistic problems encountered and their

resolution. After that, the class will give constructive criticism and feedback. This not

only benefits the artist, but everyone else by giving them a chance to do critical

thinking and share ideas to make their own work better. After the critique, I will allow

one more period for the student to implement the suggestions into their work before it

is graded.

• For every finished work, on the day that it is turned in, students will also need to submit

an artists statement/critique of their own. This will give enough time to refine their writing and their thinking, as they continue to experiment and develop both their skills and their concepts.

• Every week, I would like to start off class by giving them a ten-minute presentation on

an individual artist or style of art to give them exposure to different types of artists. One of the best ways to grow as an artist is to be exposed to and learn from works of those who have gone before. One of the assignments given will be to choose an artist that they like and use this artist’s style to create their own work of art. Artistic integrity and plagiarism will be discussed, and we will work through the problem of how to take an idea or reference, but at what point can you change it enough to be your own work. In addition to the completion of this art project, I would also like the students to prepare a presentation to share with the class and write a research paper.

**Term 2-** Continue Breath and complete initial portfolio work. Start on Concentration portfolio and other works.

• In addition to the assignments being given in-class, it is expected for students to also

complete four additional projects as homework. As a teacher, I can give a list of possible projects that they can choose from. However, I want to give them this opportunity to do their own explorations and come up with their own ideas. They can further develop a medium that we are using in class, or they can also take this opportunity to do experimentation.

• Appointments will be made to give one-on-one time with the teacher to discuss their

goals and plans for completing the portfolio and give individual feedback on their progress as an artist and ways that they can improve. In addition to these schedule appointments, feedback will be given continuously throughout the year. This will help coach the students through the critiquing process so that they can also give valuable feedback to their peers. I will also give feedback on things that they can do to practice and improve their drawing and composition, particularly working on problem-solving in their sketchbooks.

• In summary, by the end of this first semester, they should have developed and

mastered the following skills:

1. Ability to do thumbnail sketches to develop ideas.

2. To accurately develop and demonstrate ideas in 3 Dimensional artwork.

3. Create in a wide range of art media. This could include but is not limited to clay, wood, metal, nature, trash, cardboard, paper mache, plaster, stone, wire, paper, and found objects.

4. To recognize the positive and negative spaces in composition and to maximize

the visual impact of each. Also, to learn how negative space can be a creation tool.

5. How to develop a series of thumbnail sketches to try out ideas. Also, to have the ability to see the strengths and weakness and combine visual elements for the strongest composition.

6. To see the value of color in producing visual impact and emotion in a work of art.

7. To be able to critique their own work and the works of others, in a well-thought-

out, systematic way using the correct vocabulary.

Aug.-Sept.:

Complete 1-2 Breadth pieces

Learn to utilize glaze and other finishes to showcase work and craftsmanship

Work on Artist Research Presentation

Oct.:

Complete 3-4 Breadth Pieces

Work on Concentration Sketches and Ideas

Start Brainstorming ideas for at home projects/pieces

Work on Artist Research Presentation

Nov.-Dec:

Before Winter Break Finish all Breadth pieces (glazing and everything)

Submit Final Brainstorm with sketches and ideas for Concentration Portfolio

Complete Artist Research Presentation and Turn In

End Q2

Terms 3 and 4 – Work on Concentration section of Portfolio, Photograph Breath work, Assemble and Submit Portfolio

While work will continue on developing the breadth of the portfolio, the focus of this semester will be on developing the Concentration section of the AP Portfolio. There will also be a focus on finishing to a maximum degree five works for the quality section, and also developing at least two pieces worthy of submission to the Utah State High School show at the Springville Art Museum.

• Students will develop a working definition of what constitutes an acceptable and successful Concentration. Students will be pushed to find what subject will be both inspirational and challenging, one worthy of spending three to four months developing. Students will have to decide what their concentration is in November (even though it is in the first semester), so that they can have accepted and rejected multiple ideas in November and December. By January, their concentration theme should be concrete and ready for work.

• The students should be guided in assessing their portfolio’s greatest strengths. Weaker pieces should be targeted and reworked to make them stronger.

• Constant meetings with the teacher and other classmates will help solve any problems and answer any questions that arise. The students will also be put on the spot and required to defend their art to their peers and me. This will help facilitate growth and keep the student focused and continually learning. Creating artwork is an ongoing process that involves the student in informed and critical decision-making.

• Students will work on writing artists statements to accompany each work of art. Writing strengthens and refines art, and art strengthens and refines writing. By developing both levels of expression, they will come to understand more about themselves as an artist.

• Work on organizing their portfolio in a logical way for greatest impact. All work will be the responsibility of the student to take care of and keep track of. Photos and slides will be taken and developed to help build the portfolio.

• Spend extra time and care developing five quality pieces for the portfolio. Due dates may perhaps be extended if constant progress is made. I am willing to give more class time, if it is being used to put the finished touches and details that will make a truly wonderful work worthy of the quality section.

• Throughout the year, I would like to invite artists to come and talk to my class to demonstrate their artwork and critique my students’ artwork. I hope to build a relationship between these artists and my students so that they feel as if they have a mentor they can ask questions. I would like some of these artists to be representatives of at least BYU and UVU so that my students can have some exposure to their art programs, feedback in what these schools look for in high school artists, and also give these professors exposure to the great students in my class.

• Throughout the year, at least once per term, students will be required to go to an art gallery and do a write-up of their experience. I would like to do one, if not two, field trips (one to do a Park City art tour and one to the High School Art Show at the Springville Museum of Art) as a class. It is important to be exposed to new artists and to recognize what kind of work makes it into shows and galleries, as well as some of the process of preparing a work of art for presentation. Students in my class will have the opportunity to photograph their own work, thus giving them the opportunity to understand how best to document 3D artworks.

• Although art is a fun and often relaxing activity. Students must maintain a vigorous pace in order to guarantee the completion of a minimum of 29 pieces worthy of an AP portfolio. Artists must learn to complete work by a deadline; this is reality.

Jan.-Feb.:

Complete 4-5 Concentration pieces

Have at least one finished possible submission piece for Springville Art Show

Begin photographing completed pieces (Measure all work as you photograph it (Height, Width, Depth), keep track on worksheet)

March:

Complete 4-5 Concentration pieces

Continue photographing completed work (Measure all work as you photograph it (Height, Width, Depth), keep track on worksheet)

Submit one or more pieces to the District Art Show

End Q3

April:

Spring Break

Finish all Concentration pieces (glazed and everything)

All work must be finished and photographed by end April \*\*Measure all work as you photograph it (Height, Width, Depth), keep track on worksheet

Complete rough and final drafts of Commentary for Concentration section

Select 5 quality pieces for Quality section of portfolio

Upload all photographs to AP website

Pay all fees associated with the AP exam

May-Jun.:

Submit Portfolio (early May)

Complete any last projects you may want to make before you GRADUATE!

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**SKETCHES**

Minimum of 5 sketched ideas per project; must be checked off before you begin creating; worth 20 points per project.

**PROJECTS**

**Breadth** projects focus on the Principles of Design. You will need 8 works for your Breadth Portfolio, but some can be pulled from work you**’**ve completed previously. You will be turning in 6 projects for a grade in 1ST semester, each clearly representing one of the following Principles of Design, or a combination of several:

* Movement
* Unity/Variety
* Balance/Proportion/Scale
* Contrast
* Emphasis
* Pattern/Repetition

**Art Show Pieces**

You can submit work that you are already creating for your Portfolio, but keep in mind some of the things that up the chances of a piece making it into an art show:

* Larger works
* Works with excellent craftsmanship and glazing
* Works with unusual mediums, mixed media, or unusual presentation (how it**’**s displayed)

**Concentration** pieces will come completely from your own mind. You are working in a series, so each of the pieces will be connected visually or conceptually.

* You will need a minimum of 8 works for your Concentration Portfolio (You will be turning in all 8 pieces)
* Focus on the exploration of an idea

**PERFORMANCE REQUIREMENTS**

* Students will be expected to attend regularly and be ON TIME. This is a participation-based class.
* Students will be held responsible for making up any work that may have been missed during an absence. This work may be made up at home, or after school as arranged with the teacher.
* Students are expected to do their **BEST** work and be **POSITIVE**. Art is fun! There is a direct correlation between what you put into this class and what you get out of it.
* Materials and supplies are expensive and any abuse or mishandling of these supplies and materials will not be tolerated.

**GRADING**

* Grading will be based upon projects, participation and portfolio completion. These areas include major projects, daily assignments, attitude, individual progress, class participation, and other tests or quizzes. A total points system for projects, assignments, and tests similar to the following will be used:

94-100%  A 84-86%   B 74-76%   C 64-66%   D

90-93%    A- 80-83%   B- 70-73%   C- 60-63%   D-

87-89%    B+ 77-79%   C+ 67-69%   D+ 0-59%     F

▫ Projects – 100 points each, 5-6 projects in the semester. Critiques are due with every project and are worth 20 points each.

▫ Starters – 5 points each, there will be a starter at the beginning of each class period

▫ Participation – 5 points per day

▫ Cleaning – 5 points per day

▫ Assignments – Varying point values.

* **CLASS PARTICIPATION** consists of 5 points per day (30% of your final grade) that are earned by the student. Points will be awarded for attendance, preparedness, staying on task and general good behavior. Points will be taken according to the misbehavior of the student. Class participation points do not need to be made up for excused absences, however points may not be made up for unexcused absences. Participation points may be made up by attending open studio.
* **HOMEWORK:** Most assignments will be completed in class, although students are encouraged to work outside of class. Open studio will be held twice a week if a student needs extra time on a project or would like to work on their project outside of class. Extra time may also be scheduled with the teacher if needed.
* **LATE WORK:** Projects must be turned in and will be graded on the due date. Assignments will NOT be accepted late in this class. If a student is not satisfied with the score received, they will be provided the opportunity to re-work their assignment. A project may be re-worked one time, with its due date being 2 weeks after the original due date. Re-working may be done at open studio and at home, and must not interfere with the current assignment.

**Originality and Copyright Issues**

**Students are expected to develop their own imagery and ideas. Emphasis will be placed on drawing from life, as works that are drawn from 2D references are often flat and dull in comparison. Plagiarism will be defined and strongly penalized. It is wonderful to look at other artists’ works and be inspired by their ideas; however, any work produced by these students needs to have enough of their own voice and enough definable changes as to not be simply a reproduction. Copying does not require any thinking or problem-solving. These are both imperative to a good work of art.**

**Parents/Guardians Information and Signature Sheet**

Parents, please sign this sheet after reading through the above disclosure document. If you have any questions, you may contact me at aspenking@alpinedistrict.org or at  If you do need to contact me, be sure to leave your student’s name and the class that they are in so that I can resolve the issue quickly. Thank you for all your support for our art programs here at Lone Peak High School. I look forward to a wonderful year with your student.

Please cut along dotted line and return to Mrs. Seely by next class period, Thank You!

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Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Gardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Parents/Guardians: Please sign below indicating that you have read and understand the information listed in the disclosure document.**

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                              Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Students: Please sign below indicating that you have read and understand the information listed in the disclosure document.**

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                              Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please let me know if there are any issues or concerns that you would like me to know about this school year.