

**ACALANES UNION HIGH SCHOOL DISTRICT  
COURSE OF STUDY: CURRICULAR AREA – Visual and Performing Arts**

<b><u>COURSE TITLE:</u></b>	Advanced Placement 3-D Art and Design
<b><u>GRADE LEVEL(S):</u></b>	12
<b><u>COURSE LENGTH:</u></b>	Year
<b><u>PREFERRED PREVIOUS COURSE OF STUDY:</u></b>	3-D Art 3
<b><u>CREDITS PER SEMESTER:</u></b>	5
<b><u>STANDARDS &amp; BENCHMARKS:</u></b>	California Arts Standards for Public Schools
<b><u>GRADUATION REQUIREMENT:</u></b>	Meets District Visual & Performing Arts graduation requirement
<b><u>UC/CSU A-G DESIGNATION:</u></b>	Meets UC/CSU A-G requirements for Visual and Performing Arts (F) / Visual Arts
<b><u>ADOPTED BY AUHSD GOVERNING BOARD:</u></b>	June 4, 2025

**INSTRUCTIONAL RESOURCES:**

College Board. *AP Art and Design Course and Exam Description*. Fall 2024, College Board, 2024,  
<https://apcentral.collegeboard.org/media/pdf/ap-art-and-design-course-and-exam-description.pdf>.

College Board. "AP Classroom." *AP Central*, College Board, 2025,  
<https://apcentral.collegeboard.org/instructional-resources/ap-classroom>.

## **COURSE DESCRIPTION**

AP 3-D Art and Design is an inquiry-based course designed to be equivalent to an introductory college course in 3-D art and design, allowing academically-prepared students to pursue college-level studies while in high school. As one of the AP Art and Design options, it centers on an in-depth, sustained investigation of materials, processes, and ideas through a student's chosen inquiry. Students make sculptural work through practice, experimentation, and revision, guided by their sustained investigation question. The primary objective is to create art demonstrating skillful synthesis of 3-D materials, processes, composition, and ideas that are visually evidenced by a cohesive body of work. Key skills developed in the course include inquiry, investigation, craftsmanship, communication, and reflection. Students must articulate information about their work in writing, identifying the materials, concepts, and processes used throughout the evolution of their sustained investigation. These skills and understandings are assessed through the AP 3-D Art and Design Portfolio Exam, which requires submitting both a "Selected Works" section and a "Sustained Investigation" section documenting inquiry, practice, experimentation, and revision, with required written components for both.

Reference: College Board. *AP Art and Design Course and Exam Description*. Fall 2024, College Board, 2024.

## **GRADING GUIDELINES**

Summative Projects: 80%  
Formative Coursework: 20%

## **COURSE CONTENT — SCOPE and SEQUENCE**

Units and Standards	Core Objectives
<b>Unit 1: Foundations in 3-D Art and Design — Investigation and Making</b>  California Arts Standards for Public Schools: Anchor Standards <ul style="list-style-type: none"><li>Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work</li></ul>	<p>This unit emphasizes that artists' and designers' experiences inform their thinking and making, often sparking questions that guide investigations. Investigation involves perception, curiosity, examination, discovery, imagination, interpretation, description, and conversation. Students select materials, processes, and ideas as potential components for making.</p> <p><b><u>Core Objectives</u></b></p> <ul style="list-style-type: none"><li>Generate possibilities for investigation through diverse experiences.</li></ul>

- Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work
- Creating—Anchor Standard 3: Refine and Complete Artistic Work
- Responding—Anchor Standard 7: Perceive and Analyze Artistic Work
- Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art
- Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- Investigate and document how materials, processes, and ideas in 3-D art and design relate to each other and to interpretations of work.
- Explore and document how works relate to 3-D art and design traditions and other disciplines.
- Research how inquiry guides the making of art and design by examining artists/designers and talking with people from other disciplines.
- Document investigations through recording questions, lines of inquiry, processes (practice, experimentation, revision), and outcomes.
- Investigate viewer interpretations of 3-D art and design based on materials, processes, and ideas.
- Document selections of materials, processes, and ideas.

**Representative Assignments / Projects**

- Sketchbooks, journals, or digital logs documenting ideas, observations, material tests, process notes, and research.
- Material exploration studies and samples.
- Presentations or discussions on relevant 3-D artists, historical movements, or cultural traditions.
- Proposals for potential sustained investigations.

Reference: College Board. *AP Art and Design Course and Exam Description*.  
Fall 2024, College Board, 2024.

**Unit 2: Sustained Investigation — Practice, Experimentation, and Revision**

California Arts Standards for Public Schools: Anchor Standards

- Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work
- Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work
- Creating—Anchor Standard 3: Refine and Complete Artistic Work
- Presenting—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation
- Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Students focus on the creation process, often driven by inquiry. They generate questions and select materials, processes, and ideas to investigate. They make work through practice, experimentation, and revision using selected components. A key goal is demonstrating the synthesis of materials, processes, and ideas. Work also demonstrates skills specific to 3-D art and design.

**Core Objectives**

- Formulate questions or areas of inquiry that guide a sustained investigation.
- Conduct a sustained investigation demonstrating practice, experimentation, and revision guided by inquiry. Practice is the repeated use of a component; Experimentation is testing a component; Revision is modifying, clarifying, or reimagining works and ideas.
- Select materials, processes, and ideas in relation to the guiding inquiry.
- Make works demonstrating skillful synthesis of materials, processes, and ideas, making deliberate, clear visual connections among components.
- Make works demonstrating 3-D skills.
- Select specific skills to develop and demonstrate.
- Practice, experiment, and revise combinations of materials, processes, and ideas to strengthen relationships and refine skills.

**Representative Assignments / Projects**

- Creation of 3-D artworks exploring various materials (e.g., clay, wood, glass, textiles, metal, found objects) and processes (e.g., sculpting, carving, joining, casting, assembling).
- Development of a “Sustained Investigation” body of work, showing growth, experimentation, and revision.
- Development of works for the “Selected Works” section, demonstrating high-level 3-D skills and synthesis.
- Critiques (individual and collaborative, formative and summative) focusing on materials, processes, ideas, synthesis, and 3-D skills.

	Reference: College Board. <i>AP Art and Design Course and Exam Description</i> . Fall 2024, College Board, 2024.
<p><b>Unit 3: Synthesis and Presentation</b></p> <p>California Arts Standards for Public Schools: Anchor Standards</p> <ul style="list-style-type: none"> <li>• Creating—Anchor Standard 3: Refine and Complete Artistic Work</li> <li>• Presenting—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation</li> <li>• Presenting—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation</li> <li>• Presenting—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work</li> <li>• Responding—Anchor Standard 7: Perceive and Analyze Artistic Work</li> <li>• Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work</li> </ul>	<p>This unit centers on how artists and designers present their work to viewers and how these choices affect interpretation. Presenting work and documenting viewer responses helps artists understand interpretations, which can then inform future thinking and making. Presenting includes articulating information about the work in writing.</p> <p><b><u>Core Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Present works of art and design for viewer interpretation, considering the impact of presentation choices.</li> <li>• Identify, in writing, materials, processes, and ideas used to make works.</li> <li>• Describe, in writing, how works demonstrate synthesis of materials, processes, and ideas.</li> <li>• Describe, in writing, how works demonstrate 3-D skills.</li> <li>• Identify, in writing, the inquiry that guided a sustained investigation.</li> <li>• Describe, in writing, how a sustained investigation shows evidence of practice, experimentation, and revision guided by inquiry.</li> <li>• Submit clear images and well-written responses for the AP Portfolio Exams.</li> </ul> <p><b><u>Representative Assignments / Projects</u></b></p> <ul style="list-style-type: none"> <li>• Formal and informal critiques of student work.</li> <li>• Preparation and submission of digital images of artwork, meeting image specifications.</li> <li>• Writing artist statements for individual works or groups of works.</li> </ul> <p>Reference: College Board. <i>AP Art and Design Course and Exam Description</i>. Fall 2024, College Board, 2024.</p>

<ul style="list-style-type: none"> <li>• Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work</li> </ul>	
<p><b>Unit 4: Portfolio Finalization and Submission</b> California Arts Standards for Public Schools: Anchor Standards</p> <ul style="list-style-type: none"> <li>• Presenting—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation</li> <li>• Presenting—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work</li> </ul>	<p>Students will select the best works and documentation for developing a portfolio for submission to the College Board. They write all required text components, ensure all images meet technical requirements, and understand the artistic integrity requirements.</p> <p>The portfolio structure aligns the course content with the three core Big Ideas from the AP Art and Design framework and integrates the skills necessary for success on the AP Portfolio Exam.</p> <p>Reference: College Board. <i>AP Art and Design Course and Exam Description</i>. Fall 2024, College Board, 2024.</p>