

## AP 3D Art and Design Summer Assignment

### Welcome to 3D AP Art and Design!

It is exciting to be accepted into the AP 3D course! Even if you do not major in art during college, this class allows you to work at a college level now. Your work throughout the course is meant to be more independent, allowing you to make the work you want to make. Give this your best effort, have fun with it, and create something you would want to put in your portfolio at the end of next year.

### Your Summer Assignment

You will complete a minimum of 2 projects over the summer, as your AP Studio Art course preparation. One of these will be your sketchbook/ Visual Journal. The other will be a sculpture. Working over the summer is the start of your advanced portfolio course. You are required to complete these projects before beginning the course in September. Please make good use of your time as these will support your submission to the AP college board at the end of next year. You are responsible for sourcing your materials.

### A Visual Journal

Maintain a Visual Journal over the summer. This will be the start of a major portion of your AP Portfolio. Get a journal/sketchbook that you can keep with you wherever you are with any writing or painting materials you might want to work with (i.e. pencils, pens, a small watercolor set, etc.). Think of this as a space to reflect on your day to day and what it is you are thinking about. As you journal, allow your writing to take on a visual component. This could be through collage, scrap booking, drawing, and/or painting into the journal alongside your writing.

<https://www.studentartguide.com/articles/art-sketchbook-ideas>

This web page has many wonderful examples of visual journalling and sketching, but how you choose to journal is entirely up to you. Your sketching and planning may look more like these once the year starts in September, or it may look entirely unique to your creative journey.

Drawing has a major component in the 3D portfolio. Your sketchbook will be essential throughout the year to document ideas, processes, and the evolution of your work. this visual journal will help initiate that regular sketchbook use.

Try to write and draw a little each day. This doesn't have to take long. Use it as a place to reflect on your day-to-day thoughts and interests.

- What am I excited about today?
- Did I face any frustrations?
- Did I see or experience anything of note? Trip, museum, celebration, etc.?

As you work further in the journal, begin working on two ideas for possible projects.

- What kind of art am I interested in making?
- What ideas am I thinking about?
- What materials do I want to work with?

### Explore Contemporary Art

- Research a contemporary artist (an artist currently creating art) that is making work you are interested in.
- Visiting museums downtown, exploring online, or going to the library can help provided some resources for research.
- Journal about this artist in your visual journal. Consider researching sculpture with ideas you might be interested in.
- Make sure to include in your research the name of the artist, what materials and processes they use, what you think their art is about, and why you are interested in their work.

## Summer Sculpture

Create a sculpture that explores themes you are interested in. Consider this low stakes. Nothing is set in stone, so you have the freedom to explore whatever materials or ideas you are interested in working with at this moment. Use your journaling and sketching as a guide to begin your exploration. The only caveat is this must be a sculpture, and you must source the materials yourself. If you are struggling with where to begin, think about the processes you enjoyed working with during class this year.

Possible materials, processes, and themes (not required, just examples):

- Paper mache
- Polymer clay (oven bakeable)
- Air dry clay
- Found object assemblage
- Carboard
- Wire
- Objects found in nature (twigs, rocks, etc)
- Plaster wrap
- Yarn and fabric
- Nautical/ nature themes
- Architecture
- Ghosts
- An issue that you care about
- Abstracted self portrait
- Packaging design
- Feelings or emotions
- Formal/ technical Concerns
- Transformation

Due end of first week back to school, August, 29<sup>th</sup>.

1. Visual Journal

- + demonstrated research of a contemporary artist that inspires you, 1-2 pages
- + 2 Project ideas. 1-2 pages each

Assessment – Time and consideration of artist research and project proposals. Use of references images/ materials with drawing and journaling.

2. One Sculptural work – Consider this something you would put in your portfolio. This isn't just time or space filler. Do your best.

Assessment – Thoughtful use of material. Well-crafted while exploring personal interest.

If you want to use this project to begin exploring how you are thinking about your sustained investigation, you can go through the included syllabus to get a better understanding.

Please do not hesitate to reach out if you have any questions. [Azak@stjohnschs.org](mailto:Azak@stjohnschs.org)

## AP 3D Art and Design 2025-2026



From left to right: Reclamation IV, Delegate, The Remembering (All by Rose B Simpson)

Course Title: AP 3D Design/3D Prep • SY 2024/25

Room: Art 2

Teacher: Mr. Alex Zak • Email: [azak@stjohnschs.org](mailto:azak@stjohnschs.org)

### Course Description

This course is an advanced level class for students seeking the rigorous experience of a college level class at the high school level. The expectations for assignments and projects are that of a college level course. This class will require your full participation and completion of assignments, and an interest in developing an independent habit of working. The structure of both AP and the AP prep sections are organized around the requirements of the AP Studio Art Exam in Three-Dimensional Art and Design.

Requirements for the final portfolio are developed by the AP College Board, and course framework is an inquiry-based approach to learning about and making art and design. Students

will be expected to conduct an in-depth, sustained investigation of materials, processes, and ideas.

Students of AP 3D Art and Design will have more time and focus to develop independently driven projects with materials of their choosing.

All Students will complete two portfolios of work while supporting projects with written inquiry.

Selected Works: 10 digital images consisting of two views each of five works that demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills. These works demonstrate a student's breadth of understanding of 3D art and design skills and applications of three-dimensional elements and principles. These projects are primarily instructor generated to facilitate material investigation and creative problem solving skills. Each projects starts with a teacher lecture and demonstration of some possibilities. As the semester progresses, projects become less media specific, giving the students the opportunity to explore ideas and materials of their choice.

Some projects may include:

- Balance on The Wind - Kinetic, Mobile Sculptures
  - o Explore modern and contemporary artist making mobile sculpture
  - o Investigate the properties of weight the of materials in a kinetic work
  - o Consider the use of abstraction and composition instead of direct symbols
  - o Work with wire, aluminum, and plastic sheet materials
  - o learn how to use necessary tools
- What It Holds - Slab Vessels
  - o Explore ceramic silhouettes throughout history, from the Amphora to Art Deco
  - o Use felt paper to create larger, more structurally complex forms with clay slabs.
  - o You must make a vase or a Jar using a non-rectilinear form
  - o Draft a plan with measurements to create a pattern for your vessel
  - o Consider the function of your vessel verses what it might communicate with its decorative surface
  - o Working with clay, felt paper, ceramic glazes
  - o learn how to use necessary tools

Sustained Investigation: 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision. This is a body of work that students have individually defined. This is a series of works related to one

another by strong concepts, materials, and/ or processes. Students are encouraged to think independently and take intelligent and informed risks in their work. The series of work for their concentration should contain clear evidence of this investigation and artistic development.

- For AP portfolio student – we will focus on developing an artist statement and plans for your sustained investigation early in the year. Throughout their sustained investigation, students need to document—with images and words—practice, experimentation, and revision using materials, processes, and ideas as well as skillful synthesis of materials, processes, and ideas. From their documentation of thinking and making, students select images and writing to include in their portfolio that most effectively demonstrate sustained investigation according to AP Art and Design Portfolio Exam assessment criteria.

Written Inquiry: including written documentation about processes, ideas, and materials used in each piece. Before each project, whether prompted by the teacher or for sustained investigation, students will explore research driven planning while interpreting prompt-based assignments and lectures to generate ideas. While creating work, they will consider issues and discoveries that arise during making, and finally reflect on the outcomes of finished works and the trajectories that will lead them to future work.

These three major components will be guiding principles for the class:

1. Inquiry and Investigation – Investigate materials, processes, and ideas.
2. Making through practice, experimentation, and revision – make works of art and design by practicing, experimenting, and revising.
3. Communication and Reflection – Communicate ideas about art and design.

You should always consider how your works explore three-dimensional elements and principles of art and design including: line, shape, plane, point, layer, form, volume, mass, repetition, occupied/unoccupied space, texture, color, value, connection, opacity, transparency, time, unity, juxtaposition, variety, rhythm, movement, proportion, hierarchy, scale, balance, emphasis, and contrast.

These outcomes and investigations are defined by the AP College Board and can be found on pg's. 40-44 in the [AP Art and Design Course and Exam Description](#).

Other helpful Resources

[AP Course Overview](#)

[Rubrics and Vocabulary](#)

[Portfolio Information and Examples](#)

[What AP Stands For](#)

Accommodations:

If a student needs any accommodations, please contact me as soon as possible.

Teacher Contact Info: [azak@stjohnschs.org](mailto:azak@stjohnschs.org)

Please sign both parent and student to acknowledging you have read this syllabus

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Signature of Student Date

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Signature of Parent Date

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Parent e-mail

# Artistic Integrity and Plagiarism

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Although the use of appropriated images is common in the art and design world today, AP Art and Design students who use images made by others as a basis for AP Art and Design Portfolio Exam work must show substantial and significant development beyond duplication.

The work you submit must entirely be your original creation and reflect your own unique vision. Any submission that makes use of pre-existing photographs, images, or works of any kind must

1. Provide proper attribution and/or citation of all pre-existing material in the sustained investigation written prompt responses and the written evidence accompanying visual images.
2. Extend beyond mere duplication. Along with your developed images and works, you must provide and cite the pre-existing visual images to demonstrate your substantial, significant, and transformative development through materials, processes, and ideas.

**For the sake of clarity, the use of Artificial Intelligence tools is categorically prohibited at any stage of the creative process.**

It is unethical, constitutes plagiarism, and often violates copyright law simply to copy another work or image (even in another medium) and represent it as one's own. If College Board determines in its sole discretion that you have violated any part of this plagiarism policy, such as by failing to properly attribute preexisting works, using Artificial Intelligence tools, or attempting to pass off another's work as your own, College Board may cancel your score.

Teachers and their students are strongly encouraged to become knowledgeable about copyright laws and to maintain reference citations for all resources used to develop student work. Teachers are expected to monitor students' use of resources and to ensure that students understand and demonstrate integrity in making art and design. Students are encouraged to create works based on their own experiences, knowledge, and interests. Universities, colleges, and art schools have rigorous policies regarding plagiarism.

Digital images of student work may be edited. However, the goals of image editing should be to present the clearest, most accurate representation of the student's work and to ensure that images meet the requirements of the AP Digital Portfolio. When submitting their portfolios, students must attest: "I hereby affirm that all works in this portfolio were done by me and that these images accurately represent my actual work."

College Board reserves the right to cancel an AP Art and Design Portfolio Exam when misconduct occurs, such as copying another artist's work.