

AP STUDIO ART DISTANCE LEARNING ASSIGNMENTS:

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INSTRUCTIONS:

1. BREATHE, WE WILL GET THROUGH THIS TOGETHER! I AM HERE IF YOU NEED ME. AS I FIND OUT WHAT WILL HAPPEN WITH THE AP EXAM, I WILL LET YOU KNOW. FOR NOW, WE KNOW WE WILL BE SUBMITTING.
2. Join the AP Art remind if you haven't already: Text @phsapart to 81010, so I do not worry myself sick, please send me a photo or 2 of your process/work from your sketchbook or finished pieces, something to show you are working/progressing.
3. Continue with what you are working on for your portfolio. On the following pages you will see an overview of the requirements AND the College Board grading rubric as a reminder.

WATCH THIS VIDEOS FROM AP FOR A REMINDER:

- <https://www.youtube.com/watch?v=JO5fyYWw2w8&list=PLT2SYumef9C0bhWEcbjtfvsr4U-2Gt4yX&index=56&t=0s>

WATCH THIS VIDEO FOR HELP WITH YOUR SKETCHBOOK PROCESS:

- <https://www.youtube.com/watch?v=K1C0balZ-xM&list=PLT2SYumef9C0bhWEcbjtfvsr4U-2Gt4yX&index=59>

4. If you are submitting, go ahead and log into the AP site and take a look around the submissions page. There are several tutorials on the AP college board site.
<https://apstudents.collegeboard.org/>
<https://myap.collegeboard.org/login>
5. If you have ANY QUESTIONS, email me or text me via remind.

HELPFUL VIDEO FROM AN AP STUDENT:

- <https://youtu.be/T4N9suCMW34>

SAMPLE PORTFOLIO EXAMPLES FROM COLLEGE BOARD TO LOOK AT:

- <https://apstudents.collegeboard.org/courses/ap-2d-art-and-design/sample-portfolios-by-year>
- <https://apstudents.collegeboard.org/courses/ap-3d-art-and-design/sample-portfolios-by-year>
- <https://apstudents.collegeboard.org/courses/ap-drawing/sample-portfolios-by-year>

AP[®] Art and Design

Selected Works and Sustained Investigation Rubrics

Effective Fall 2019

Selected Works

REQUIREMENTS AND PROMPTS

Submit five works that demonstrate:

- 2-D/3-D/drawing skills (depending on type of portfolio submitted)
- Synthesis of materials, processes, and ideas

For each work, state the following in writing:

- Idea(s) visually evident (100 characters maximum, including spaces)
- Materials used (100 characters maximum, including spaces)
- Processes used (100 characters maximum, including spaces)

For specific details on how works or images of works are submitted for each portfolio type, see page 35 of the *AP Art and Design Course and Exam Description*, Effective Fall 2019.

40% of total score

2-d/drawing:

These will be the 5 actual pieces you will send in sealed in a portfolio to the College Board.

3-d: you will upload images of these 5 Pieces/2 views each= 10 images

Scoring Rubric for Selected Works

General Scoring Note

When applying the rubric, the response does not need to meet all three criteria for each score point. You should award the score according to the preponderance of evidence; however, if the written evidence is completely unrelated to the work, the maximum possible score is 2.

Scoring Criteria

A. 2D/3D/Drawing Art and Design Skills: **2.D**

B. Materials, Processes, and Ideas: **2.C**

C. Writing: **3.C**

The body of work demonstrates:

5

- A. Visual evidence of **advanced** 2D/3D/Drawing skills.
- B. **Visual relationships** among materials, processes, and ideas are **clearly evident** and **demonstrate synthesis**.
- C. Written evidence **identifies** materials, processes, and ideas.

4

- A. Visual evidence of **good** 2D/3D/Drawing skills.
- B. **Visual relationships** among materials, processes, and ideas are **clearly evident**.
- C. Written evidence **identifies** materials, processes, and ideas.

3

- A. Visual evidence of **moderate** 2D/3D/Drawing skills.
- B. **Visual relationships** among materials, processes, and ideas are **evident** but **may be unclear** or **inconsistently demonstrated**.
- C. Written evidence **identifies** materials, processes, and ideas.

2

- A. Visual evidence of **rudimentary** 2D/3D/Drawing skills.
- B. **Little to no** evidence of **visual relationships** among materials, processes, or ideas.
- C. Written evidence **may identify** materials, processes, and ideas.

1

- A. **Little or no** visual evidence of 2D/3D/Drawing skills.
- B. **Little to no** evidence of **visual relationships** among materials, processes, or ideas.
- C. Written evidence **may identify** materials, processes, and ideas.

AP Art and Design Selected Works Rubric Terminology (in order of appearance in rubric)

Written Evidence: the written components that accompany the student's works of art and design

Visual Evidence: the visual components that make up the student's works of art and design

Skills: abilities

Rudimentary: emerging or undeveloped

Moderate: adequate

Good: proficient

Advanced: highly developed

2D skills: use of two dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

3D skills: use of three dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

Drawing skills: use of mark-making, line, surface, space, light and shade, composition

Materials: physical substances used to make works of art and design

Processes: physical AND conceptual activities involved with making works of art and design

Ideas: concepts used to make works of art and design (that can be evident visually or in writing)

Relationships: connections

Unclear: not easily observable, discernable, or legible

Inconsistent: not demonstrated in the same way or to the same degree across works of art and design

Identify: Indicate or provide information

Synthesis: coalescence/integration of materials, processes, AND ideas

Sustained Investigation

REQUIREMENTS AND PROMPTS

Submit 15 images that demonstrate:

- Sustained investigation through practice, experimentation, and revision
- Sustained investigation of materials, processes, and ideas
- Synthesis of materials, processes, and ideas
- 2-D/3-D/drawing skills (depending on type of portfolio submitted)

State the following in writing:

- Identify the inquiry or question(s) that guided your sustained investigation
- Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your inquiry or question(s) (1200 characters maximum, including spaces, for response to both prompts)

Questions that guide the sustained investigation are typically formulated at the beginning of portfolio development. Students should formulate their inquiry or question(s) based on their own experiences and ideas. These guiding questions should be documented and further developed by students throughout the sustained investigation.

Identify the following for each image:

- Materials used (100 characters maximum, including spaces)
- Processes used (100 characters maximum, including spaces)
- Size (height × width × depth, in inches)

For images that document process or show detail, students should enter "N/A" for size (see Additional Information About the Sustained Investigation Section on the following page for more details). For digital and virtual work, students should enter the size of the intended visual display.

60% of your total score

2-D/Drawing AND 3-D:

Upload 15 images that shows your sustained investigation

You must finish at least 10 pieces that **CLEARLY SHOW** your theme AND have 5 images of **AWESOME exploration/problem solving shown in sketchbook images.**

Scoring Rubric for Sustained Investigation

General Scoring Note

When applying the rubric, the score for each row should be considered independently from the other rows. Student work may receive different scores for each row.

When applying the rubric for each individual row, you should award the score for that row based solely upon the criteria indicated for that row, according to the preponderance of evidence.

Row	Scoring Criteria		
A 2.A 3.A	Inquiry		
	1	2	3
	Written evidence identifies an inquiry but visual evidence does not relate to that inquiry. OR Written evidence does not identify an inquiry.	Written evidence identifies an inquiry that relates to the sustained investigation. AND Visual evidence demonstrates the sustained investigation.	Written evidence identifies an inquiry that guides the sustained investigation. AND Visual evidence demonstrates the sustained investigation.
B 2.B 3.B	Practice, Experimentation, and Revision		
	1	2	3
	Visual evidence of practice, experimentation, OR revision; however, visual evidence does not relate to a sustained investigation.	Visual evidence of practice, experimentation, OR revision relates to the sustained investigation. AND Written evidence relates to the visual evidence of practice, experimentation, OR revision.	Visual evidence of practice, experimentation, AND revision demonstrates development of the sustained investigation. AND Written evidence describes how the sustained investigation shows evidence of practice, experimentation, OR revision.
C 2.C	Materials, Processes, and Ideas		
	1	2	3
	Little to no evidence of visual relationships among materials, processes, OR ideas.	Visual relationships among materials, processes, OR ideas are evident .	Visual relationships among materials processes, AND ideas are clearly evident and demonstrate synthesis .
D 2.D	2D/3D/Drawing Art and Design		
	1	2	3
	Visual evidence of rudimentary and moderate 2D/3D/Drawing skills.	Visual evidence of moderate and good 2D/3D/Drawing skills.	Visual evidence of good and advanced 2D/3D/Drawing skills.

AP Art and Design Sustained Investigation Rubric Terminology (in order of appearance in rubric)

Sustained Investigation: an inquiry-based and in-depth study of materials, processes, and ideas over time

Inquiry: the process of asking questions in order to seek, to search, and to discover

Written Evidence: the written components that accompany the student's works of art and design

Visual Evidence: the visual components that make up the student's works of art and design

Identify: Indicate or provide information

Relates: having relationships and/or connections between

Demonstrate: to make evident

Indicate: to show, suggest, point out

Guides: the Inquiry leads the process of making works of art and design

Practice: the repeated use of materials, processes, and/or ideas

Experimentation: testing materials, processes, and/or ideas

Revision: making a purposeful change, correction, or improvement

Development: the furthering or advancing of an inquiry in a sustained investigation (through in-depth exploration of materials, processes, and ideas)

Materials: physical substances used to make works of art and design

Processes: physical AND conceptual activities involved with making works of art and design

Ideas: concepts used to make works of art and design (that can be evident visually or in writing)

Relationships: connections

Synthesis: coalescence/integration of materials, processes, AND ideas

Skills: abilities

Rudimentary: emerging or undeveloped

Moderate: adequate

Good: proficient

Advanced: highly developed

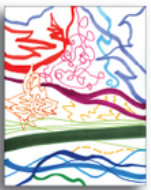
2D skills: use of two dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

3D skills: use of three dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

Drawing skills: use of mark-making, line, surface, space, light and shade, composition

Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



Line

A mark made by a pointed tool such as a brush, pen or stick; a moving point.



Shape

A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.



Color

Is one of the most dominant elements. It is created by light. There are three properties of color; Hue (name,) Value (shades and tints,) and Intensity (brightness.)



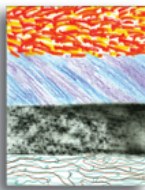
Value

Degrees of lightness or darkness. The difference between values is called value contrast.



Form

Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.



Texture

Describes the feel of an actual surface. The surface quality of an object; can be real or implied.



Space

Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

Principles of Design

These are the standards or rules to be observed by Artists in creating works of Art; they are how to create and organize Artwork. When elements are utilized with the principles in mind, outstanding Artwork is created.



Balance

A distribution of visual weight on either side of the vertical axis. Symmetrical balance uses the same characteristics. Asymmetrical uses different but equally weighted features.



Contrast

The arrangement of opposite elements (light vs. dark, rough vs. smooth, small vs large, etc...) in a composition so as to create visual interest.



Emphasis

Used to make certain parts of an Artwork stand out. It creates the center of interest or focal point. It is the place in which an Artist draws your eye to first.



Movement

How the eye moves through the composition; leading the attention of the viewer from one aspect of the work to another. Can create the illusion of action.



Pattern

The repetition of specific visual elements such as a unit of shape or form. A method used to organize surfaces in a consistent regular manner.



Rhythm

Regular repetition of, or alternation in elements to create cohesiveness and interest.



Unity

Visually pleasing agreement among the elements in a design; It is the feeling that everything in the work of Art works together and looks like it fits.