

2022 AP[®] 2-D Art and Design

Sustained Investigation and Selected Works

Written Evidence

Writing Prompt #1:

Identify the question(s) or inquiry that guided your sustained investigation.

Writing Prompt #2:

Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your question(s) or inquiry.

Student Response

My sustain investigation is about a character dealing with her autism at school and at home. I created an autistic character to represent me because I have autism. She has weaknesses such as communication, socializing, and daydreaming whenever she is uninterested in what she hears or sees. Creativity is her main strength. Art is her special interest. Quinn is always a loner which she prefers.

On SI(sustain investigation) #1, it shows Quinn walking on the hallway alone while daydreaming. People are chatting together in background while Quinn doesn't have anyone to talk to.

On SI #2, Quinn gets irritated when people cut the line are is close to her. This mostly happens in lunch time. Quinn hates it when people are pushy and wishes that she would scream or yell at everybody.

On SI #3, starting a conversation is hard for autistic people. It makes it even harder for two autistic people to communicate with each other with they don't have similar interests.



Image 1

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 2

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 3

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 4

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 5

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 6

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.

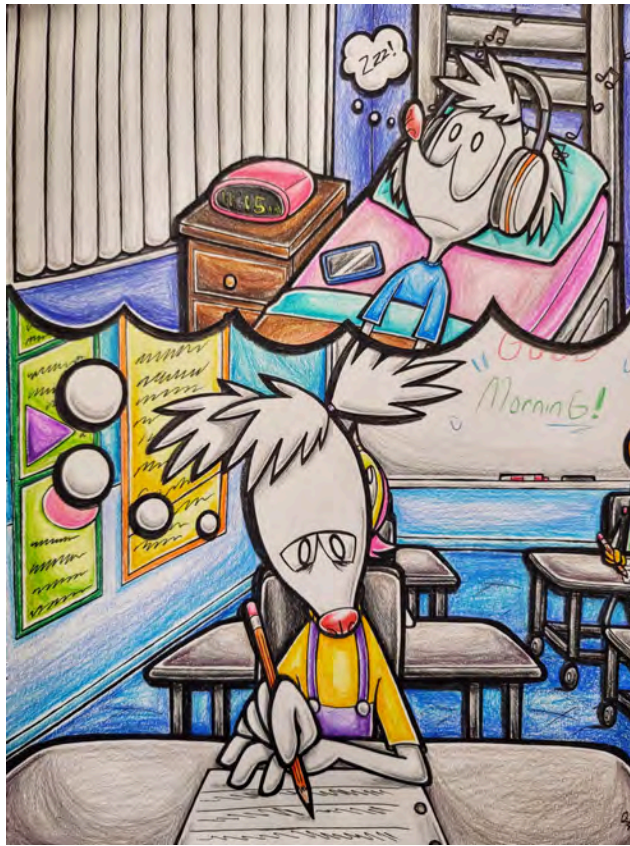


Image 7

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 8

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.

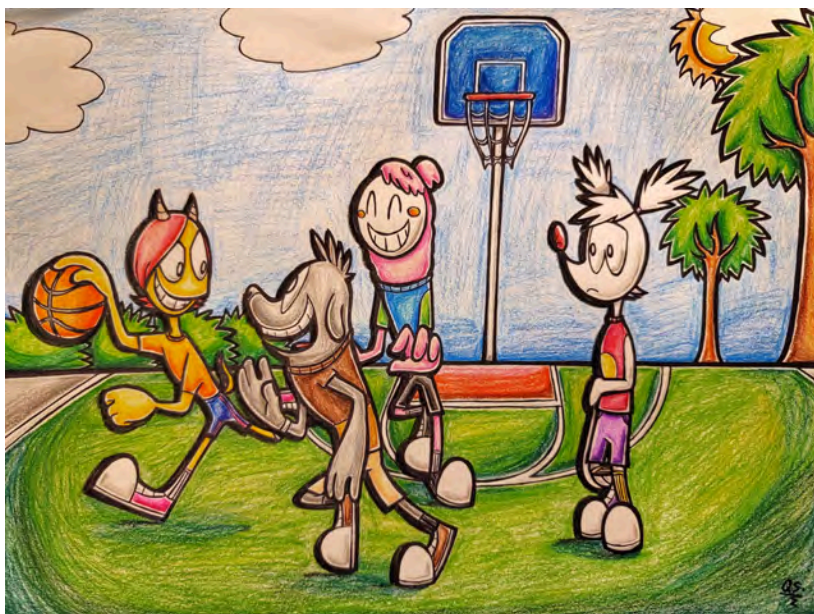


Image 9

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 10

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.

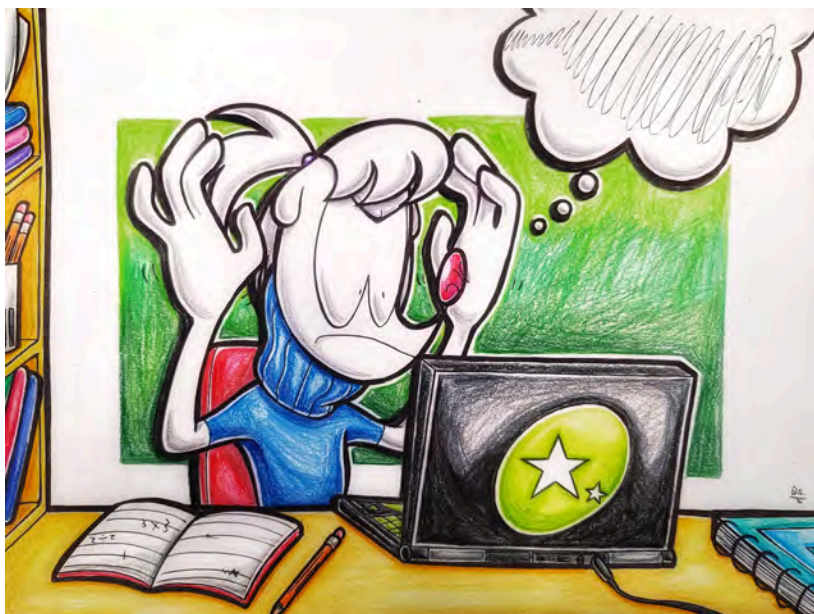


Image 11

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 12

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 13

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Ballpoint pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 14

Sustained Investigation

Height: 12 inches

Width: 8 inches

Material(s): Sharpie pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Image 15

Sustained Investigation

Height: 8 inches

Width: 12 inches

Material(s): Sharpie pens and color pencils

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.

Sustained Investigation—Score 3/3/3/3

Scoring Criteria

Score Rationale

Row A: **Inquiry**

Score: **3**

Written evidence **identifies** an inquiry that **guides** the sustained investigation.

AND

Visual evidence **demonstrates** the sustained investigation.

In this portfolio, the development of a “character dealing with her autism at school and at home” guides the investigation. The visual evidence supports this inquiry in illustrating the difficulties one with autism may experience—including “weaknesses such as communication, socializing, and daydreaming.” The student’s personal experience with autism leads the viewer through an intimate journey of situations. The student thoughtfully approaches each image with various compositional arrangements further unified by the competent use of line, line variation, and color.

The development of the spatial environment illustrates the concept of isolation/friendlessness/loneliness. The foreground emphasizes the main character, with the secondary characters further behind. While those behind are engaged in social conversation, the main character has thoughts about various disparate subjects represented in the thought bubbles. Image 9 highlights this isolation of being left out of the basketball game.

In image 2, the diagonal arrangement of desks and the line of characters creates a more dynamic organization of the elements than if they had been lined up horizontally across the page. The irritation the main character experiences when “people cut the line” is successfully conveyed by illustrating the line of crowded figures and the casual intermingling of those passing by. The main character’s internal reaction to “scream or yell at everybody” is captured within the thought bubble.

Row B: **Practice, Experimentation, and Revision**

Score: **3**

Visual evidence of practice, experimentation, **AND**

While there are no specific documentary/process images among these works, there is visual evidence of practice, experimentation, and revision in developing the fifteen individual situations. In addition, the written evidence indicates that each of the images evolved through erasing/correcting and revising sketches.

revision **demonstrates development** of the sustained investigation.

AND

Written evidence **describes how** the sustained investigation shows evidence of practice, experimentation, **OR** revision.

As this portfolio reflects the student's personal experiences, image 8 provides insight into practice and experimentation. Here, the main character, Quinn, sits in a room either at home or in the art studio, surrounded by sketches on the wall and floor. These sketches give the viewer insight into the practice of developing a wide range of characters.

Row C: **Materials, Processes, and Ideas**

Score: **3**

Visual relationships among materials, processes, **AND** ideas are **clearly evident** and **demonstrate synthesis**.

Visual relationships between materials, processes, and ideas are clearly evident and demonstrate synthesis. The stated intent to illustrate some of the daily challenges of autism has been successfully conveyed throughout these works. Even without a specific narrative to accompany each of the images, the viewer is able to understand what the student is attempting to communicate. Throughout all the illustrations, the choice and manipulation of color pencil as a medium works.

Row D: **2-D/3-D/Drawing Art and Design Skills**

Score: **3**

Visual evidence of **good and advanced** 2-D/3-D/Drawing skills.

Visual evidence of good and advanced 2-D Design skills is apparent throughout these works. Each illustration exhibits careful consideration of compositional issues. For example, while some images, such as 1, 2, and 4, are organized with a diagonal emphasis, images 8, 9, and 11 are horizontally arranged. Additionally, the student creates convincing spatial environments by correctly demonstrating linear perspective. Line and line variation are deftly employed to emphasize aspects within each piece. While there are some areas where the use of the colored pencil could have been more conscientiously/subtly applied, such as in the red area in image 10, for the most part, the contrast between the pressure helps to create value shifts within colors.



Work 1

Selected Works

Height: 16 inches

Width: 12 inches

Idea(s): A robot and an anthropomorphic wild boar gardening trees together. They are close friends.

Material(s): Color pencils, Sharpie pens, and a blending pencil

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Work 2

Selected Works

Height: 12 inches

Width: 8 inches

Idea(s): Quinn is in the conversation room with other kids who have difficulties with social skills.

Material(s): Color pencil and ballpoint pens

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Work 3

Selected Works

Height: 12 inches

Width: 8 inches

Idea(s): Quinn who has ASD is having a hard time keeping a conversation going with another person with ASD.

Material(s): Color pencils and ballpoint pens

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Work 4

Selected Works

Height: 12 inches

Width: 8 inches

Idea(s): Quinn is doing what she likes, drawing. She sometimes avoid doing homework and draws instead.

Material(s): Color pencils and ballpoint pens

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.



Work 5

Selected Works

Height: 12 inches

Width: 8 inches

Idea(s): Quinn makes clumsy mistakes like accidentally hit a cup with her elbow at work.

Material(s): color pencils and sharpie pens

Process(es): Sketch and line art the characters, sketch and line art the background, erase, coloring and shading.

Selected Works—Score 4/5

Scoring Criteria

Score Rational

2-D/3-D/Drawing Art and Design Skills

Visual evidence of **advanced** 2-D/3-D/Drawing **skills**.

There is evidence of good to advanced 2-D skills presented in these works. In each, the student has created convincing spatial environments by successfully applying devices such as linear perspective and value modulation. Balance is evident in each composition, and color harmonizes with darker values creating emphasis in certain compositional areas emphasizing the individual characters. The use of line and line variation also helps to create variety and emphasis.

Materials, Processes, and Ideas

Visual relationships among materials, processes, and ideas are **clearly evident** and **demonstrate synthesis**.

The student explicitly states the idea behind each image and delineates the processes used in their creation. Visually the illustrations achieve synthesis in the integration between the chosen materials and the working processes.

Writing

Written evidence **identifies** materials, processes, and ideas.

The written evidence identifies materials, processes, and ideas.