



## **AP ART & DESIGN/DRAWING 2024-2025:**

### **Course And Exam Description**

*I will be sharing with you a brand new fresh AP Digital Portfolio that includes the Summer Assignments in the slides*

## **PORTFOLIO INFORMATION - SUMMER ASSIGNMENTS - SEPTEMBER PLAN – IDEAS/ MAP**

### **PORTFOLIO INFORMATION:**

*The AP Art and Design portfolios consist of two sections and an Artist Statement. Students focus on in-depth, inquiry-based art and design making; on skillful **synthesis** of materials, processes, and ideas; and on articulating in writing, via an artist statement, information about your artwork, focused on Practice, Experimentation, and Revision. In summary, for the AP Exam, students will be submitting **5 Selected Artworks** demonstrating Quality, 15 Artworks illustrating the **Sustained Investigation**, and an **Artist Statement** that explains the Sustained Investigation.*

*Students will choose between two different portfolios, the Drawing Portfolio and the 2D Art and Design Portfolio:*

### **For the AP 2-D Art and Design portfolio:**

#### **AP 2-D Art and Design Portfolio**

- *Your work should focus on the use of two-dimensional (2-D) elements and principles of art and design, including 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, and hierarchy.*
- *Think about how materials, processes, and ideas can be used to make work that exists on a flat surface.*
- *There's no preferred or unacceptable content or style.*
- *Here are some formats you can submit: graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking.*
- *Don't submit video clips—they're not allowed. You may submit still images from videos or film and composite images.*

### **For the AP Drawing Portfolio: AP Drawing**

- *The Drawing Portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition.*
- *Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas.*
- *Students can work with any materials, processes, and ideas.*
- *Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission.*
- *Still images from videos or films are accepted. Composite images may be submitted.*

## What is the difference between 2D Art and Design and Drawing:

### [The Differences Between AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing](#)

#### AP Drawing Portfolio and 2D Art and Design Exam Requirements and Prompts:

##### **1. Selected Works: 5 actual works | 40% of portfolio score**

For this section of the AP Drawing Portfolio Exam, students must submit five works that are judged on **Quality** and demonstrate:

- Drawing skills
- Synthesis of materials, processes, and ideas

For each work, students must 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)

##### **2. Sustained Investigation: 15 digital images | 60% of portfolio score**

For this section of the AP Drawing Portfolio Exam, students must submit 15 digital images that demonstrate:

- Sustained investigation through practice, experimentation, and revision
- Sustained investigation of materials, processes, and ideas
- Synthesis of materials, processes, and ideas
- Drawing skills

**3. Artist Statement:** Students must state the following in writing for their Artist Statement, two paragraphs (*600 characters maximum for each paragraph prompt, including spaces*):

- Identify the questions that guided your sustained investigation
- Describe how your sustained investigation shows evidence of **practice, experimentation, and revision** guided by your questions Identify the following for each image:

##### **4. Exam Text 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 [p. 34 of the guide book for more details](#)). For digital and virtual work, students should enter the size of the intended visual display.

**STUDY THESE SAMPLES of student work**

- For the AP Drawing portfolio that can be found on AP Central:

[AP Drawing Portfolio | AP Central – The College Board](#)

- For the AP 2D Art and Design Portfolio:

[AP 2-D Art and Design | The Portfolio | AP Central](#)

AP 2-D Art	AP 3-D Art	AP Drawing
<ul style="list-style-type: none"> <li>• Graphic design</li> <li>• Digital imaging</li> <li>• Photography</li> <li>• Collage</li> <li>• Fabric design</li> <li>• Weaving</li> <li>• Fashion design</li> <li>• Illustration</li> <li>• Painting</li> <li>• Printmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative or nonfigurative sculpture</li> <li>• Architectural models</li> <li>• Metal work</li> <li>• Ceramics</li> <li>• Installation</li> <li>• Performance</li> <li>• Assemblage</li> <li>• 3-D fabric/fiber arts</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing (analog or digital)</li> <li>• Painting</li> <li>• Printmaking</li> <li>• Mixed media work</li> </ul>

**ADDITIONAL INFORMATION ABOUT THE SUSTAINED INVESTIGATION SECTION**

*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.*

*Process documentation images included in the portfolio should show evidence of practice, experimentation, and revision using materials, processes, and ideas and/or of skillful synthesis of materials, processes, and ideas, providing insight on students’ inquiry, thinking, and making. Detail images should be submitted only when it is important to see a close-up view of a work as evidence of practice, experimentation, and revision or of skillful synthesis of materials, processes, and ideas.*

When submitting work for the Sustained Investigation section, students should carefully consider the sequence of their images. There is no required order; images should be presented to best demonstrate sustained investigation through practice, experimentation, and revision using materials, processes, and ideas. Students should also consider the relationship of their images with the written information they submit.

## **SUMMER 2024 AP STUDIO ART -- PREPARATION!**

**All of the following will go into your AP Digital Portfolio**

### **SKETCHBOOKS**

**Sketchbook work is a very important visual artists' tool. A sketchbook is to be composed of visual ideas, descriptive writing, designs, photos, doodles, plans, poems, phrases, thoughts, quick drawings, preliminary designs/drawings, and practice of various techniques. To be prepared for your AP Studio Art course, it is strongly encouraged that you do the following exercises over the summer. Be prepared to share your ideas and sketchbook explorations with your teacher and classmates the first week of school - Fall 2024! It's going to be a Great Year!!**

#### **1. Exploring & Choosing Your Sustained Investigation "Big Idea" - Do the following (most of this is also found in your AP Digital Slideshow with a slide for each assignment):**

- A. **Brainstorm Ideas** (Start with ten ideas)
  - B. **Review** College Board Information regarding Sustained Investigation Ideas – AP Art and Design Drawing Sustained Investigation 2020-2023 with Scoring Commentaries. REALLY READ THE DESCRIPTIVE EXPLANATION FOR THE SCORES!! The more you understand all the moving pieces, the better!
    - a. [AP Drawing Portfolio Examples](#) with scoring
    - b. [2D Art and Design Portfolio Examples](#) with Scoring
  - C. **Explore** the Sustained Investigation **Idea Sheets** included in this packet to help find ideas! In your sketchbooks be as descriptive as possible to expand your "Big Idea" for your Sustained Investigation!
2. Create a **Mind Map** Based on all of this Exploring and Brainstorming of ideas, see where the mind map takes you. Link to my [MIND MAP 102 Slideshow](#) and another [Mind Map Resource/Ideas](#)

- a. **Sketchbook Idea Pages:** *In a fresh sketchbook, explore your Sustained Investigation by developing 10 pages of ideas using any media and manner of documentation. Your research should be ready when we meet the last week of August!*

#### **3. Contemporary Artist Research: 3 Artists!** *In your sketchbook, explore the work of three different Contemporary Artists of your choice – research and document each artist's background, describe the artist's work (medium, style etc.,) and your reaction to the Artist's work. Include any descriptive sketching of the artist's work you are describing. Explore contemporary artists at these art museums to get started:*

- *10 of the Best Contemporary Art Museums to Visit Around the World:*  
<https://mymodernmet.com/best-contemporary-art-museums-in-the-world/>
- *6 of the Best Modern Art Museums in the World:*  
<https://mymodernmet.com/best-modern-art-museums-in-the-world/>
- *Wikipedia - List of contemporary art museums:*  
[https://en.wikipedia.org/wiki/List\\_of\\_contemporary\\_art\\_museums](https://en.wikipedia.org/wiki/List_of_contemporary_art_museums)

4. **Museum Assignment:** (very similar to your Art III Quarterly Museum Assignments) In your Sketchbook - explore an art Museum Exhibition or an Art Gallery Exhibition of your choice and share the following (preference is for you to **GO IN PERSON**, take a friend, and take a selfie at the museum/gallery):

- List: Location (Museum or Gallery), Name of Exhibition, and the Artist' Name
- List and Describe 3 or more specific artworks from the exhibition and why you chose them!
- Reflect on the overall body of work of the artist and share your experience in your sketchbook. *Include any printed images or Brochure from your visit - use at least 2 or more pages!*

5. **BOOK READING**, Choose One:

- a.) *Find Your Artistic Voice* by Lisa Congdon
- b.) *The Blank Canvas* by Anna Held Audette
- c.) *Point and Line to Plane* by Wassily Kandinsky
- d.) *Visual Intelligence* by Amy E. Herman
- e.) (HBW only:) *RED*, a play by John Logan

6. **Three Artworks or more (these can vary in size)**

*(The more of a headstart you take now, the less stressed you will be in April.*

- Inspired by your research and brainstorming
- Practicing a Sustained InvestigationPre-AP Art Class Assignment:  
[The ATC Cards](#)
- Artworks from any summer art class, Art Camp, etc.
- From the [Art Assignment](#) Slideshow

**September 2024** Students will do the following:

1. Begin (in the summer) your APSA Google SlideShow (shared with you by your teacher)
2. Review AP Art and Design Course
3. Share Summer Assignment of your Sustained Investigation with teacher & peers
4. Explore and Experiment with materials, ides, techniques and
5. Create 1<sup>st</sup> Sustained Investigation Artwork + Group Critique
6. Set up your Student AP online Account
7. Start your 2nd Sustained Investigation Artwork + Group Critique

**AP Studio Art Complete this Assignment, September 2024**  
**This will be a Canvas assignment**

NAME: \_\_\_\_\_

**DEFINING YOUR SUSTAINED INVESTIGATION - 100 Points**

**Directions:** *Students break into groups of 5 to share their Summer Assignment sketchbook documentation of notes, sketches and artist research for peer feedback and collaboration of ideas. You and your group should be respectful and thoughtful in all interactions - be prepared to give feedback to each other's ideas! Students will document the results of their planning on this worksheet: (Use back or additional sheets if needed)*

**1. List the 5 students in your peer group:**

---

---

**2. List the three Contemporary Artists that you researched. Explain WHY you choose these three artists and HOW they are important to your Sustained Investigation idea:**

---

---

---

---

---

---

---

**3. What Museum Exhibition did you visit?**

---

**Who was the Artist and what was the Title/Date of their artwork?**

---

**Describe the impact this artist might have on your Sustained Investigation idea:**

---

---

**4. Discuss and review with your group your idea/s for your Sustained Investigation. Share your sketchbook notes and drawings with your group. Then, complete the following:**

My S.I. Idea:

---

---

---

---

---

Possibilities for development: \_\_\_\_\_

---

---

---

---

---

---

**5. Describe the first artwork you plan to do in your Sustained Investigation:**

● Subject/Idea: \_\_\_\_\_

---

● Medium/s: \_\_\_\_\_

---

**6. After completing this plan, you will present/share your Sustained Investigation idea/s with the class and then submit this worksheet assignment to your teacher – in Canvas.**

**7. You are now ready to create the first artwork for your S. I. : As you are working on your 1<sup>st</sup> artwork please take photos during the process of making the piece as well as any sketchbook brainstorming. When it is completed, you will photograph the final piece, and upload all of this documentation to your APSA Digital Portfolio. You will also answer the two questions below:**

- A. Identify the questions that guided your Sustained Investigation.
- B. Describe how your Sustained Investigation shows evidence of **practice, experimentation, and revision** guided by your questions (1200 characters and spaces, maximum).

**1<sup>st</sup> Quarter Assignments:** When we come back in September we will be spending the month exploring materials and ideas. In general, students will create four-five artworks per quarter. What I recommend is to think of it in terms of creating 12-15 artworks within seven months. Another way to think of it is 2 artworks per month. I recommend that you have one artwork at home and one artwork at school that you are always working on. Artwork will be based on the student's Sustained Investigation (S.I.) plan. All artwork needs to be completed by Spring Break, end of the 3rd Quarter. When we come back from Spring Break the focus is on taking photos and writing and editing the text/artist statement.

***We will be meeting one-on-one and in peer groups during the school year using this and other ongoing documentation with your sketchbook process.  
STAY CREATIVE, BE BRAVE – TAKE CHANCES WITH YOUR ART!***



## **ENJOY THE JOURNEY!**

### **THIS WILL BE A GREAT YEAR!**

### **SUSTAINED INVESTIGATION IDEAS!**

Look at your work up to this point. Choose your favorite pieces and try to see what common themes or interests you seem to naturally want to explore. Why are these pieces strong? Think about not only subject matter; but also, technical and compositional devices that you explored.

Your Sustained Investigation is MORE than a simple theme or idea. It is about HOW you develop that idea over time and how your works increase in SOPHISTICATION. (higher level thinking and problem solving.) It should show a journey; one of skill, improvement, point of view, and individual voice. As always, thoughtful composition and exceptional technique is expected. This is your chance to dig deeper than ever before; to discover and hone that spark that makes your art a purely unique and individual reflection of you. With that said, please avoid the “trite” or “overdone” ideas/themes. (Unless you can find a unique and meaningful way to express them that will knock the socks off your viewers!)

**CAUTION:** *there are many lists online of possible sustained investigation ideas. These are not inherently bad to refer to for ideas, but use these as a starting point, not as a means to an end. Do not legit copy these ideas. You need to make it as personal as possible. You are each UNIQUE and SPECIAL people!*

*This is why I recommend tying it into an obsession, an interest, a passion, a career choice of some kind. Your concentration must be your own and you must have ownership of it to find success with it!*

- Abandonment: both places and people.
- How music can shape the individual.
- Evolution of Illness: Example: Student's grandma had Parkinson's disease and so she illustrated through mixed media: collage, painting, stitching and writing the process of that illness on her grandma's memory, physical ability.
- What actually is beauty? Who decides?
- Social Injustice – where and how is it seen?
- Identity: Hiding behind masks and other roles that we play. The student started out photographing/drawing people wearing masks, but eventually move away from this and developed a broader interpretation of how we hide behind our roles as women "masking" who we are.
- Teenage rebellion – what does that look like to you?
- Illustrating a historical farm emphasizing the antiques, tools, etc. of the period.
- Environmental consciousness
- Painting friends in different historical time periods through costumes and settings. Each friend was illustrated in an era and costume that was their current passion like dance, acting, etc.
- Series of works based on heritage places a student visited that her parents had grown up in. Student used mixed media...photography, collage, painting for a drawing portfolio.
- Illustrating a story/play/ using an artistic style like fauvism.
- Portraying events of short duration.

- Painted abstractions derived from microscopic cellular structures.
- Works inspired by a story about the first flower blooming on the site of the Cambodian "killing fields". Life in celebrity culture: Voyeurism into other people's humiliation, pain, weakness, and betrayal.
- Society based on most efficiency: Explore the most efficient system for: living, food, education, birth, transportation, etc.
- Artworks of plant material juxtaposed with man-made objects.
- Abstractions derived from still lives of household objects.
- Mixed-Media works based on photographic portraits that you take
- The body as landscape
- Skeleton/bones put into before and after situations in unusual environments
- Masks (interpreted – how do we hide?)
- War Experiences (inspired by local Viet Nam Vet)
- Large close-ups of insects that evolved into very graphic interpretations
- Water theme. Water as metaphor.
- Documentary style works of local veterans who fought in the Middle East.
- Self-Portraiture in action (at play) from early childhood to later childhood
- Focus on Vermeer (or, other Genre artists of your choice), setting up friends and relatives in the positions of famous paintings and drawings by the artist and then emulating the set ups in the students' own work (dramatic natural light, models involved in daily routines).
- Fauvist style landscapes of places that have personal meaning for you.
- Favorite book/ poem illustrated in a specific style (exaggerated perspective)
- Trip overseas for 2D design, creating posters, flyers, magazine covers to advertise the country (using photos that you have taken yourself)
- Human influences on the environment, using photos the student took of aesthetically unpleasing human made structures (oil rigs, factories, etc.) Student then developed the photos and used them to do hand coloring, collage and experimental mixed media techniques, finding the beauty within the ugliness
- Close Ups of machines – engine parts, factory machines, etc. combined with exaggerated 3D effects and specific usage of color (i.e. warm/cool, analogous, etc.)
- Choose a particular artist/or style and emulate it, setting up your own people/objects/landscapes or abstractions
- Animal shelter drawings
- Self-portraits with grid overlays/ variations within each grid.
- Reflections on a variety of surfaces
- Insects with a colorful and humorous viewpoint
- Expressive landscapes painted using specific color schemes
- Flowers, from realistic evolving to abstraction
- Flight explored through extremely technical drawings including sinking helicopters in the jungle as well as birds on a wire and UFO's over the southwest.
- Winged Creatures- drawn in high detail-moths, bats, bees
- Landscapes/ my neighborhood from my route home from school.
- Illustrating Phobias and Fears
- The Interaction of Man & Nature and the Effect on the Environment
- Recycled objects
- Depicting the lifestyle of the homeless
- Cultural costumes in Celebrations

- Children as consumers and in advertising
- Effects on the American children (age 8 to 18) spending 7.5 hrs. per day using electronic devices.
- Cultural heritage as a resource for exploitation. Instead of producing new works, past works are picked over, recycled, remixed regurgitated or repurposed.
- Subject dealing with fake corporate and commercial meaning in our lives.
- The journey of fruit as it travels thousands of miles by plane and truck and emits 12 lbs. of carbon dioxide into the atmosphere.
- Childhood overconsumption of “anything”
- Altered books based on love gone sour, or other unique themes
- Cultures - began with ethnic cultures expanded to include tourists, homeless, etc.
- Loneliness/estrangement
- Interpretations of famous Fairy Tales
- Micro views - which become abstractions
- body language
- loss of father - the missing person at seminal events
- environmental consciousness
- Cross-country meets of your sport
- Construction, based on photos of sites
- Members of my family through portraits of their feet
- porches in my neighborhood
- Seven deadly sins with additions
- The dramatic figure (figures with theatrical lighting) dance movements from different cultures
- Idiosyncrasies (portraits revealing this in her friends) smaller than normal size
- an examination of what is real or mirage using faces and masks
- illustration of a story about a girl building a sailboat, losing it, and buying it back
- freedom of expression: what it looks like
- Synthetic environment rival's nature as a driving force in our lives
- Breakdown of community/society
- Insecurity of social roles
- Stresses of modernity and globalization
- Chemicals in the air, water and food affecting our brains in unknown ways.
- Digital rewiring of our brains in unhealthy ways.
- Noise used to be rain, wind and people talking, now it is the roar of traffic, drone of fridge, buzz of monitor....and it is constantly being cranked up.
- Stimulation addiction, or constant brain buzz (jog with earphones, sleep with iPhone, work with music, etc.) and its effect
- Corporate advertising as a large psychological experiment on the human race: The average American receives 3,000 marketing messages per day. What is its impact?
- Erosion of empathy, due to overexposure to violence, pseudo-sex, rape, torture, genocide, etc. on prime-time TV.
- Alice in Wonderland theme comparing parts of the story to a teenager's life.
- Roller coasters and their structure turning it into abstract design
- The jungle versus concrete jungle-starting with the jungle and inserting elements of the city life taking over the jungle.

**Unsuccessful sustained investigation ideas used in AP Studio Art: *Because the artist did not explore a specific angle of the theme! How could these be made More Specific and become successful?***

- \* portraits of emotions
- \* people who shape me
- \* nature in general
- \* memories in general
- \* shocking viewers with the bizarre
- \* surrealism
- \* faces
- \* flowers
- \* eyes
- \* reflective surfaces
- \* illustration of inner thoughts
- \* moments I was happy/depressed
- \* self-portraits
- \* music
- \* everyday life objects
- \* goddess/myth
- \* "different cultures"
- \* guitars
- \* reflections
- \* "ideas of beauty"
- \* dance

**MIND MAP YOUR IDEAS - IN YOUR SKETCHBOOK!**



*Your Mind Map of your Sustained Investigation will be shared with teacher and peers – have fun exploring!*

