

2020 AP[®] Art and Design

2-D Art and Design Selected Works, *Score 5*

Scoring Criteria

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

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

Rationale for Score

The visual evidence in this portfolio demonstrates advanced 2-D skills. The skillful use of the elements and principles of design is highly evident throughout all three works. In work 1, this is apparent in the student's use of line—drawn line but also the use of text as line and the use of the baby's breath flowers as line. The student uses shape—the shape of the figure's portrait, especially the drawing of the girl's hair as an extension of the shape of her form, and the shape of the doves echoing the outline of the figure's hair. The student uses color—sticking to a muted palette of mostly whites and earth tones, pulling in colors from the landscape images on the Polaroid photos situated at the left side of the work, creating contrast with the figure's dark hair, as well as the subtle addition of a partial soft green border echoing the stem of the flowers. The student uses repetition skillfully using three Polaroid photos (to create a border effect on the left) and two doves (placed above and below the main figure) to create visual movement in the composition. The use of the figure as the emphasis creates hierarchy. This is evidenced through the use of color, contrast, placement, and size. The student creates connections between the text and the visual images by purposefully placing the text around the figure's head, almost as a halo effect. The line quality of the text also connects to the subtle lines drawn within the mostly painted face of the main figure.

In work 2, the advanced 2-D skill level of the student is evident in the use of layering and opacity. Figures are painted on the surface of an envelope, the paint is applied in thin layers allowing the viewer to see the subtle addition of fine lines the student has added to parts of the figures, as well as the text that has been applied in the background. The student has selected a softly muted and harmonious color scheme; the background of soft purples, grays and browns is repeated throughout the composition. There are slight red highlights applied to the lips of the figures and very lightly to the figure placed on the top of the composition (the mother figure); her fingertips hover just over the other female figure, making connections back to the stamp and lettering in red that are part of the envelope. The use of space is highly developed. The student juxtaposes the figures—one on the top (the mother figure) and one on the bottom (the daughter figure) of the work. The figure at the top is placed upside down, with her arm slightly extended towards (and almost touching) the other female figure at the bottom, creating a visual relationship between the two. The addition of a broken border to unify the composition as well as creating visual movement for the viewer is sophisticated. The student has skillfully evidenced time in the composition through the use of the envelope; the envelope references the passage of time and distance between the two figures. The text refers back to the idea of letter writing and the relationship between the two female figures who are mother and daughter.

In work 3, the advanced 2-D design skills of the student are evidenced in the elegant use of text as background. The text is fully integrated in the figure/ground relationship, reading as both text and pattern at the same time. The student is successfully using movement and repetition within the composition. This is evidenced in the creation of bands of color and text in the background that appear almost as a woven surface. The text echoes that idea of "weaving" as it is carefully interwoven with both vertical and horizontal bands in the background. The figure/ground relationship is fully integrated with the student's use of color, movement, repetition, opacity, and text as line quality. The central figure is shown twice, upside down and right side up, connected visually with ribbons of butterflies and yellow lines that subtly wrap the figures into one form. The student creates visual harmony with the skillful use of the elements and principles of 2-D design.

Materials, Processes, and Ideas

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

Visual relationships among materials, processes, and ideas are clearly evident and demonstrate synthesis in all three works. In work 1, the student is creating connections between the idea, (“I feel connected to her songs, so I added my own photography and my impression of her song”) with the materials (“Illustrator, Photoshop, found images, scanned Polaroids that I took and edited”). The use of found images and scanned Polaroids add the student’s personal voice and connection to the concept of the work. The digital media allows the student to create layers with images and color, and to add text and found objects that relate to the idea of the song as well as the personal expression of the student. The process of creating the portrait combined with the idea of the expression of the song, is clearly evident in the finished work. All three areas—materials, processes, and ideas—are skillfully integrated.

In work 2, the student’s written idea is related to the materials and processes used. (“Collage, adjusted, added layer styles and modes in Ps.”) The addition of the student’s letter/envelope from her mother allows the student to personalize the artwork, making connections between the physical relationship she shares with her mother as well as the emotional context of a mother and daughter, to the creation of the physical work. The process of combining ideas and materials through digital media enables the student to show connections by layering content, context, and 2-D design skills.

In work 3, the student’s idea “(S)ynthesized the song lyrics, imagery, book, and text to illustrate the freedom of a butterfly,” the materials “Illustrator, Photoshop, scanned letter and a book page from I Am Not Your Perfect Mexican Daughter,” along with the process “scanned book pages and letter from my mom. I experimented with text spacing, style, and symmetry,” are skillfully integrated within the finished artwork. The idea that guided this piece, as well as all three works, the interpretation of song lyrics, is connected. This is evidenced in the student’s skillful integration of text—which becomes both the idea and an expression of the elements and principles of 2-D design, creating a visual relationship within each finished work and the works as a whole.

Writing

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

Written evidence identifies materials, processes, and ideas. The student has identified materials (“Illustrator, Photoshop, found images, scanned Polaroids that I took and edited,” “Illustrator, Photoshop, scanned personal letter and envelope from my Mom,” and “Illustrator, Photoshop, scanned letter and a book page from I Am Not Your Perfect Mexican Daughter”), and processes (“Geometric portrait made in Illustrator-Ai,” “Collage and edited in Photoshop-Ps,” and “Geometric portrait made in Ai. Collage, adjusted, added layer styles and modes in Ps”). Ideas are presented with the text, “I scanned book pages and letter from my mom.” “I experimented with text spacing, style, and symmetry,” and “I feel connected to her songs, so I added my own photography and my impression of her song, To illustrate and personalize the song created depth, color scheme, symmetry, and text for emotion, Synthesized the song lyrics, imagery, book, and writing to illustrate the freedom of a butterfly.”



Work 1

Selected Works

Height: 10 inches

Width: 8 inches

Idea(s): I feel connected to her songs, so I added my own photography and my impression of her song.

Material(s): Illustrator, Photoshop, found images, scanned Polaroids that I took and edited.

Process(es): Geometric portrait made in Illustrator-Ai. Collage and edited in Photoshop-Ps.



Work 2

Selected Works

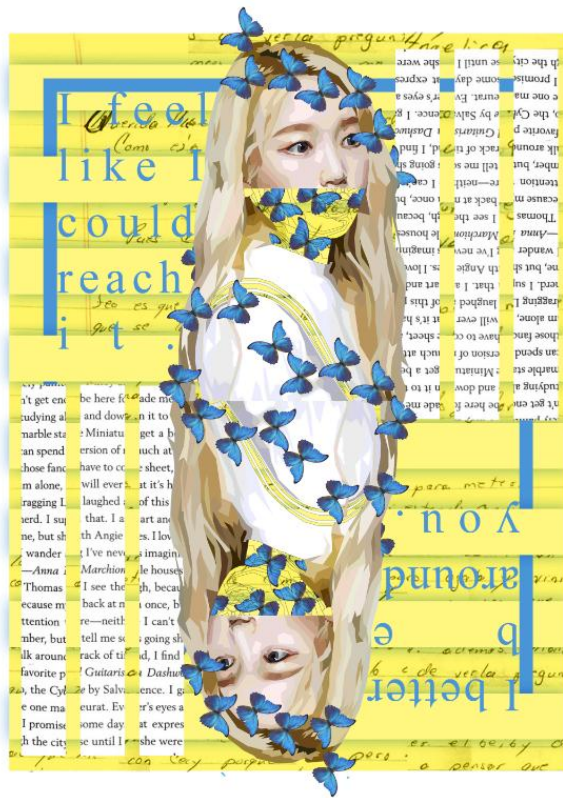
Height: 10 inches

Width: 8 inches

Idea(s): To illustrate and personalize the song created depth, color scheme, symmetry, and text for emotion.

Material(s): Illustrator, Photoshop, scanned personal letter and envelope from my Mom.

Process(es): Geometric portrait made in Ai. Collage, adjusted, added layer styles and modes in Ps.



Work 3

Selected Works

Height: 10 inches

Width: 8 inches

Ideas(s): Synthesized the song lyrics, imagery, book, and text to illustrate the freedom of a butterfly.

Material(s): Illustrator, Photoshop, scanned letter and a book page from *I Am Not Your Perfect Mexican Daughter*

Process(es): I scanned book pages and letter from my mom. I experimented with text spacing, style, and symmetry.