

2020 AP[®] Art and Design

2-D Art and Design Selected Works, *Score 4*

Scoring Criteria

Rationale for Score

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

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

The visual evidence in this portfolio demonstrates good 2-D skills. The elements and principles of 2-D design are evident and used well. There is a consideration of color, value, opacity, unity and variety, and figure/ground relationships in each work. In work 1, the student developed a warm color scheme to unify the composition, and creates rhythm and movement through the repetition of color. For example, the color created for the blood orange is used in the figure's hair, the eye of the snake, and additionally deepened for use in the background. The student deftly created a nearly monochromatic palette with slight variations in shades and tones, suggesting connections between the subject matter (the figure, the snake, and the orange).

In work 2, the student uses linear perspective to create the illusion of 3-D space on a flat surface. A complementary color scheme (reds and greens along with oranges and blues) creates a vibrant and harmonious street scene.

In work 3, the student manipulates opacity and transparency in the objects that make up the still life. The complementary color scheme creates a dynamic, abstracted still life, and the red ring encircling the 99 cent symbol creates emphasis. Red is further repeated in the peaches, cherries, and soda can, creating visual harmony.

Materials, Processes, and Ideas

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

These works display good visual relationships through the use of materials and processes, and the ideas are evident. In work 1, the student states, "I wanted to create a religiously inspired artwork combined with a self-portrait." The work creates a clear connection to the Biblical story in Genesis of Eve and the temptation in the garden of Eden. The student has replaced Eve with herself, the apple with a blood orange, and retains the snake. In work 2, the student states, "I wanted to create a nostalgic, colorful scene of the urban area of my childhood." The student's choice of color palette—ranges of teals and turquoise—give it the feel of the 1950s, even though the scene is contemporary (evidenced by the current model car featured in the painting). In work 3, the student states, "I wanted to create a still-life that details a key part of my childhood which was grocery shopping." The painting shows grocery bags with items placed onto the table as if someone is unpacking their grocery haul. The student has done a proficient job of making connections among materials, processes, and ideas.

Writing

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

Written evidence identifies materials, processes, and ideas. The student has identified materials (oil paint on canvas), processes (sketching and painting), and ideas for each work (creating a religiously inspired piece, a view of their childhood town, and a still life from childhood memories).



Work 1

Selected Works

Height: 24 inches

Width: 18 inches

Idea(s): I wanted to create a religiously inspired artwork combined with a self portrait.

Material(s): Oil paint on canvas.

Process(es): I sketched Blood Orange on canvas and then painted with oil paint.



Work 2

Selected Works

Height: 24 inches

Width: 18 inches

Idea(s): I wanted to create a nostalgic, colorful scene of the urban area I spent most of my childhood in.

Material(s): Oil paint on canvas.

Process(es): Using outdoor painting technique, I sketched Allentown on canvas and then painted with oil paint.



Work 3

Selected Works

Height: 24 inches

Width: 18 inches

Idea(s): I wanted to create a still life that details a key part of my childhood which was grocery shopping.

Material(s): Oil paint on canvas.

Process(es): I made a still life reference and sketched 99 Cents on canvas, then painted it with oil paint.