

**2022 AP<sup>®</sup> 2-D Art and Design****Sustained Investigation****Row A—Score 3****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

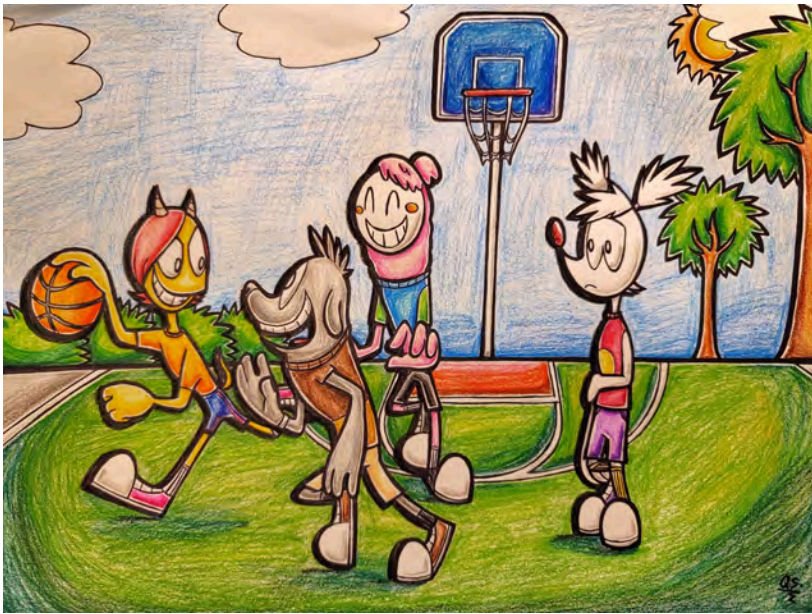
Sustained Investigation

**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

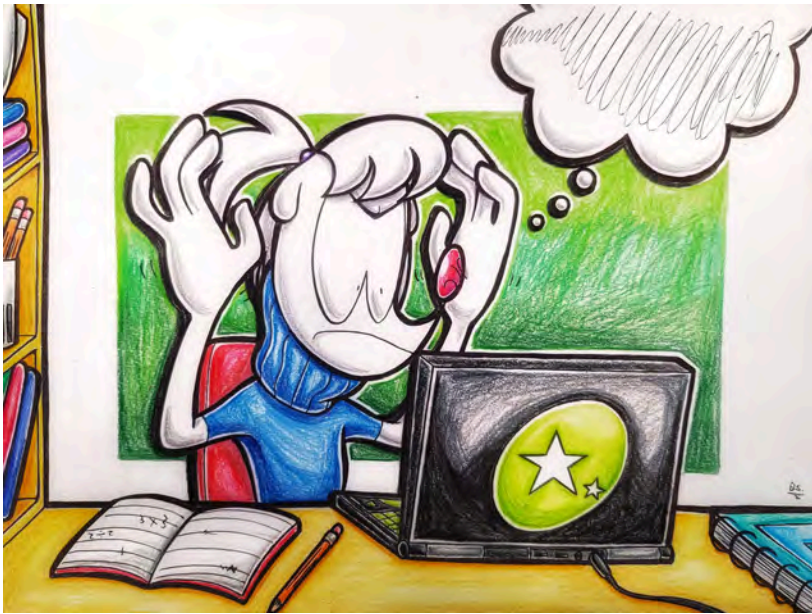
Sustained Investigation

**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: Analytic Scoring Rubric and Score Rationale

## Row A–Score 3

Analytic Scoring Rubric Row A: <b>Inquiry</b>		
<b>Writing Prompt 1:</b> <i>Identify the question(s) or inquiry that guided your sustained investigation.</i>		
<b>1</b>	<b>2</b>	<b>3</b>
<p>Written evidence <b>identifies</b> an inquiry, but visual evidence <b>does not relate</b> to that inquiry.</p> <p><b>OR</b></p> <p>Written evidence <b>does not identify</b> an inquiry.</p>	<p>Written evidence <b>identifies</b> an inquiry that <b>relates</b> to the sustained investigation.</p> <p><b>AND</b></p> <p>Visual evidence <b>demonstrates</b> the sustained investigation.</p>	<p>Written evidence <b>identifies</b> an inquiry that <b>guides</b> the sustained investigation.</p> <p><b>AND</b></p> <p>Visual evidence <b>demonstrates</b> the sustained investigation.</p>

## Score Rationale

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 concept of isolation/friendlessness/loneliness is evident in image 1 in the development of the spatial environment. 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.

In image 2, the diagonal arrangement of desks and the line of characters creates a more dynamic organization of elements than if they had been arranged 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.



Image 1



Image 2

Sustained Investigation Score: **Row A: Score 3** • Row B: Score 3 • Row C: Score 3 • Row D: Score 3