

Chief Reader Report on Student Responses: 2022 AP[®] Art and Design Free-Response Questions

The Chief Reader, Dale Clifford, Dean of Academic Services, Savannah College of Art and Design, wrote the following comments on the 2022 AP[®] Art and Design Portfolio Exams.

The Chief Reader's comments give an overview of the artwork and written evidence submitted for the two portfolio components, Sustained Investigation and Selected Works, and typical student errors observed in each. In addition, the commentary provides some suggestions for improving student performance. Teachers are encouraged to attend College Board workshops to learn teaching strategies to improve student performance in specific areas.

2-D Art and Design

2-D Art and Design			
• Number of Students Scored	37,045		
• Number of Readers	260		
• Score Distribution	Exam Score	N	% At
	5	4,011	10.8
	4	13,140	35.5
	3	14,942	40.3
	2	4,749	12.8
	1	203	0.5
• Global Mean	3.43		

Section 1

Task: Selected Works

Max Score: 10

Mean Score: 6.44

What were the responses to the Selected Works expected to demonstrate?

- Students were expected to present five (5) physical images of works of art and design that demonstrate their understanding and engagement with 2-D art and design, as well as written statements that describe the ideas used to make the work.
- The group of works should demonstrate skillful synthesis of materials, processes, and ideas, as well as technical competence through application of 2-D art and design elements and principles.

How well did the responses address the Selected Works course content? How well did the responses integrate the required skills?

- In general, 2-D Art and Design Selected Works sections most effectively demonstrated competence in technical skills, such as the use of design elements and principles to create compositions.
- The written commentary provided valuable insight into the ideas that the students were pursuing and how their selection of materials, along with the processes they employed, enhanced the development of those ideas.

What common student misconceptions or gaps in knowledge were seen in the Selected Works responses?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Connections between materials, processes, and ideas were unclear.	<ul style="list-style-type: none">• Successful works demonstrated synthesis when the selection of materials and processes was clear. For example, instead of focusing on developing technical skills with the use of a material, successful works addressed why the material was selected, as it related to the idea.
<ul style="list-style-type: none">• Work should focus on the use of 2-D art and design elements and principles to create compositions.	<ul style="list-style-type: none">• Successful responses demonstrated an engagement with 2-D art and design issues, including the application of design principles to guide the manipulation of design elements.

Section 2

Task: Sustained Investigation

Max Score: 24

Mean Score: 14.74

What were the responses to the Sustained Investigation expected to demonstrate?

- Students were expected to present fifteen (15) digital images (some of which should document process and may include details) of works of art and design that demonstrate a sustained investigation of an idea in 2-D Art and Design, as well as written statements that identify the inquiry that guided the sustained investigation and descriptions of the practice, experimentation, and revision that was guided by the questions.
- The images and written commentary should demonstrate a sustained investigation through practice, experimentation, and revision; that synthesizes materials, processes, and ideas; and skillful application of 2-D art and design elements and principles.

How well did the responses address the Sustained Investigation course content? How well did the responses integrate the required skills?

- In general, 2-D Art and Design Sustained Investigation sections most effectively demonstrated competence in technical skills, such as the use of design elements and principles to create compositions.
- Students embraced the freedom to pursue ideas that were meaningful to them, and when the content was in response to personal concerns or events in the world, the perspectives were refreshing and insightful.

What common student misconceptions or gaps in knowledge were seen in the Sustained Investigation responses?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many students did not identify an inquiry. Statements of inquiry were merely questions or descriptions of themes. 	<ul style="list-style-type: none"> Successful statements of inquiry include an overarching idea that ignites creation. It addresses what a student is interested in learning or discovering by creating works of art and design. As the student responds to the initial statement, they should be prepared for the inquiry to evolve. Good questions will lead to additional questions. Instead of focusing on a technique or a material, the statement of inquiry addresses how the idea was explored.
<ul style="list-style-type: none"> Works in many portfolios demonstrated relationships between materials, process, or ideas but few achieved synthesis. 	<ul style="list-style-type: none"> Successful responses included written evidence clarifying the intent of the choice of materials and processes to support the idea. Clarified statements, in addition to images, demonstrate how the student is integrating materials, processes, and ideas.
<ul style="list-style-type: none"> Statements on process were limited to describing the physical techniques used. 	<ul style="list-style-type: none"> Successful responses included the physical techniques as well as the thought processes employed to develop ideas.

Based on your understanding of student responses evaluated at this year's AP[®] Reading, what advice do you offer to teachers to help them improve student performance for this section of the exam?

- Regular and early emphasis on writing.
- Integrate writing in brainstorming and creative problem-solving exercises.
- Writing should occur throughout the process of creating, not just when one work or a body of work is completed.
- Develop prompts that encourage students to write about why they made decisions and how those decisions address materials, processes and ideas.
- When developing the statement of inquiry, narrow overly broad ideas, such as emotions or mental health, so that it specifies the individual student's interest.
- If a student is pursuing photography or sequential art, ensure they are fully considering the elements and principles of 2-D art and design.

Which resources do you recommend to teachers to help them better prepare students for demonstrating content knowledge and skill(s) required for this section?

- Teachers should use the AP Art and Design teaching resources available to them. The AP Central resources include the *Course and Exam Description* (CED), student samples, digital exhibits, and webinars. AP Classroom provides assignable AP Daily videos to support teaching and learning. The College Board Online Teacher Community is moderated by highly qualified AP Art and Design teachers and houses a wealth of information for teacher use.

3-D Art and Design

3-D Art and Design

• Number of Students Scored	5,377		
• Number of Readers	260		
• Score Distribution	Exam Score	N	% At
	5	346	6.4
	4	1,539	28.6
	3	2,070	38.5
	2	1,281	23.8
	1	141	2.6
• Global Mean	3.12		

Section 1

Task: Selected Works

Max Score: 10

Mean Score: 5.99

What were the responses to the Selected Works expected to demonstrate?

- Students were expected to present ten (10) digital images (two views of five works they created) that demonstrate their understanding and engagement with 3-D art and design, as well as written statements that describe the ideas used to make the work.
- The group of works should demonstrate skillful synthesis of materials, processes, and ideas, as well as technical competence through application of 3-D art and design elements and principles.

How well did the responses address the Selected Works course content? How well did the responses integrate the required skills?

- In general, 3-D Art and Design Selected Works sections demonstrated good competence in using design elements and principles to activate space.
- Technical skills with media and the relationship to ideas were moderate to good.
- Overall, the commentary provided insight into the ideas that the students were pursuing.

What common student misconceptions or gaps in knowledge were seen in the Selected Works responses?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Connections between materials, processes, and ideas were unclear. 	<ul style="list-style-type: none"> • Successful works demonstrated synthesis when the selection of materials and processes was clear. For example, instead of focusing on developing technical skills with the use of a material, successful works addressed why the material was selected, as it related to the idea.
<ul style="list-style-type: none"> • Regardless of the media or ideas, the work should focus on 3-D art and design issues. 	<ul style="list-style-type: none"> • Successful responses demonstrated an engagement with 3-D art and design issues, including the use of occupied and unoccupied space and how the form exists in a place and/or a contextual environment.

Section 2

Task: Sustained Investigation

Max Score: 24

Mean Score: 15.46

What were the responses to the Sustained Investigation expected to demonstrate?

- Students were expected to present fifteen (15) digital images (some of which should document process and may include details) of works of art and design that demonstrate a sustained investigation of an idea in 3-D Art and Design, as well as written statements that identify the inquiry that guided the sustained investigation and descriptions of the practice, experimentation, and revision that was guided by the questions.
- The images and written commentary should demonstrate a sustained investigation through practice, experimentation, and revision; that synthesizes materials, processes, and ideas; and skillful application of 3-D art and design elements and principles.

How well did the responses address the Sustained Investigation course content? How well did the responses integrate the required skills?

- In general, 3-D Art and Design Sustained Investigation sections most effectively demonstrated competence in technical skills, such as the use of design elements and principles to engage space.
- Students embraced the freedom to pursue ideas that were meaningful to them and when the content was in response to personal concerns or events in the world the perspectives were refreshing and insightful.

What common student misconceptions or gaps in knowledge were seen in the Sustained Investigation responses?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many students did not identify and inquiry. Statements of inquiry were merely questions or descriptions of themes. 	<ul style="list-style-type: none"> Successful statements of inquiry include an overarching idea that ignites creation. It addresses what a student is interested in learning or discovering by creating works of art and design. As the student responds to the initial statement, they should be prepared for the inquiry to evolve. Good questions will lead to additional questions. Instead of focusing on a technique or a material, the statement of inquiry addresses how the idea was explored.
<ul style="list-style-type: none"> Works in many portfolios demonstrated relationships between materials, process, or ideas, but few achieved synthesis. 	<ul style="list-style-type: none"> Successful responses included written evidence clarifying the intent of the choice of materials and processes to support the idea. Clarified statements, in addition to images, demonstrate how the student is integrating materials, processes, and ideas.
<ul style="list-style-type: none"> Statements on process were limited to describing the physical techniques used. 	<ul style="list-style-type: none"> Successful responses included the physical techniques as well as the thought processes employed to develop ideas.

Based on your understanding of student responses evaluated at this year's AP[®] Reading, what advice do you offer to teachers to help them improve student performance for this section of the exam?

- Regular and early emphasis on writing.
- Integrate writing in brainstorming and creative problem-solving exercises.
- Writing should occur throughout the process of creating, not just when one work or a body of work is completed.
- Develop prompts that encourage students to write about why they made decisions and how those decisions address materials, processes, and ideas.
- When developing the statement of inquiry, narrow overly broad ideas, such as emotions or mental health, so that it specifies the individual student's interest.
- If a student is pursuing fashion, ceramics, jewelry, etc., ensure they are fully considering the elements and principles of 3-D art and design.

Which resources do you recommend to teachers to help them better prepare students for demonstrating content knowledge and skill(s) required for this section?

- Teachers should use the AP Art and Design teaching resources available to them. The AP Central resources include the *Course and Exam Description* (CED), student samples, digital exhibits, and webinars. AP Classroom provides assignable AP Daily videos to support teaching and learning. The College Board Online Teacher Community is moderated by highly qualified AP Art and Design teachers and houses a wealth of information for teacher use.

Drawing

Drawing			
• Number of Students Scored	19,210		
• Number of Readers	260		
• Score Distribution	Exam Score	N	%At
	5	2,802	14.6
	4	7,326	38.1
	3	6,834	35.6
	2	1,972	10.3
	1	276	1.4
• Global Mean	3.54		

Section 1

Task: Selected Works

Max Score: 10

Mean Score: 6.77

What were the responses to this question expected to demonstrate?

- Students were expected to present five (5) physical images of works of art and design that demonstrate their understanding and engagement with drawing issues, as well as written statements that describe the ideas used to make the work.
- The group of works should demonstrate skillful synthesis of materials, processes, and ideas, as well as technical competence through application of drawing skills.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- In general, Drawing Selected Works sections effectively demonstrated competence with technical skills, such as the use of traditional drawing tools and processes.
- Technical skills with media and the relationship to ideas were good.
- The written commentary provided valuable insight into the ideas that the students were pursuing and how their selection of materials, along with the processes they employed, enhanced the development of those ideas.

What common student misconceptions or gaps in knowledge were seen in the Selected Works responses?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Connections between materials, processes, and ideas were unclear.	<ul style="list-style-type: none">• Successful works demonstrated synthesis when the selection of materials and processes was clear. For example, instead of focusing on developing technical skills with the use of a material, successful works addressed why the material was selected, as it related to the idea.
<ul style="list-style-type: none">• Regardless of the media or ideas, the work should focus on Drawing issues.	<ul style="list-style-type: none">• Successful responses demonstrated an engagement with Drawing issues, such as line quality, rendering of form, the illusion of depth, mark making, and surface manipulation.

Section 2

Task: Sustained Investigation

Max Score: 24

Mean Score: 15.97

What were the responses to the Sustained Investigation expected to demonstrate?

- Students were expected to present 15 (fifteen) digital images (some of which should document process and may include details) of works of art and design that demonstrate a sustained investigation of an idea through drawing, as well as written statements that identify the question(s) that guided the sustained investigation and descriptions of the practice, experimentation, and revision that was guided by the questions.
- The images and written commentary should demonstrate a sustained investigation through practice, experimentation, and revision; that synthesizes materials, processes, and ideas; and technical skill through drawing.

How well did the responses address the Sustained Investigation course content? How well did the responses integrate the required skills?

- In general, student responses demonstrated moderate to good competence in the investigation of an idea through drawing.
- Students embraced the freedom to pursue ideas that were meaningful to them, and when the content was in response to personal concerns or events in the world, the perspectives were refreshing and insightful.

What common student misconceptions or gaps in knowledge were seen in the Sustained Investigation responses?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Statements of inquiry were merely questions or descriptions of themes. 	<ul style="list-style-type: none"> Successful statements of inquiry include an overarching idea that ignites creation. It addresses what a student is interested in learning or discovering by creating works of art and design. As the student responds to the initial statement, they should be prepared for the inquiry to evolve. Good questions will lead to additional questions. Instead of focusing on a technique or a material, the statement of inquiry addresses how the idea was explored.
<ul style="list-style-type: none"> Works in many portfolios demonstrated relationships between materials, process, or ideas but few achieved synthesis. 	<ul style="list-style-type: none"> Successful responses included written evidence clarifying the intent of the choice of materials and processes to support the idea. Clarified statements, in addition to images, demonstrate how the student is integrating materials, processes, and ideas.
<ul style="list-style-type: none"> Statements on process were limited to describing the physical techniques used. 	<ul style="list-style-type: none"> Successful responses included the physical techniques as well as the thought processes employed to develop ideas.

Based on your understanding of student responses evaluated at this year's AP[®] Reading, what advice do you offer to teachers to help them improve student performance for this section of the exam?

- Regular and early emphasis on writing.
- Integrate writing in brainstorming and creative problem-solving exercises.
- Writing should occur throughout the process of creating, not just when one work or a body of work is completed.
- Develop prompts that encourage students to write about why they made decisions and how those decisions address materials, processes, and ideas.
- When developing the statement of inquiry, narrow overly broad ideas, such as emotions or mental health, so that it specifies the individual student's interest.

Which resources do you recommend to teachers to help them better prepare students for demonstrating content knowledge and skill(s) required for this section?

- Teachers should use the AP Art and Design teaching resources available to them. The AP Central resources include the *Course and Exam Description* (CED), student samples, digital exhibits, and webinars. AP Classroom provides assignable AP Daily videos to support teaching and learning. The College Board Online Teacher Community is moderated by highly qualified AP Art and Design teachers and houses a wealth of information for teacher use.