

## Chief Reader Report on Student Responses: 2024 AP<sup>®</sup> Art and Design Free-Response Questions

### 2-D Art and Design

• Number of Students Scored	47,902		
• Number of Readers	363		
• Score Distribution	Exam Score	N	%At
	5	5,361	11.2
	4	13,794	28.8
	3	20,519	42.8
	2	6,710	14.0
	1	1,518	3.2
• Global Mean	3.31		

### 3-D Art and Design

• Number of Students Scored	9,180		
• Number of Readers	363		
• Score Distribution	Exam Score	N	%At
	5	573	6.2
	4	2,232	24.3
	3	3,801	41.4
	2	2,146	23.4
	1	428	4.7
• Global Mean	3.04		

### Drawing

• Number of Students Scored	22,882		
• Number of Readers	363		
• Score Distribution	Exam Score	N	%At
	5	3,460	15.1
	4	7,117	31.1
	3	8,600	37.6
	2	3,080	13.5
	1	625	2.7
• Global Mean	3.42		

The Chief Reader, Dale Clifford, Dean of Academic Services, Savannah College of Art and Design, wrote the following comments on the 2024 AP<sup>®</sup> 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.

## Section 1

### Task: Selected Works

#### 2-D Art and Design

**Max Score:** 10

**Mean Score:** 6.02

#### 3-D Art and Design

**Max Score:** 10

**Mean Score:** 5.88

#### Drawing

**Max Score:** 10

**Mean Score:** 6.34

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

- Students were expected to present five (5) works of art and design that demonstrate their understanding and engagement with 2-D art and design/3-D art and design/drawing, as well as written statements that describe the ideas used to make the work.
- For 2-D Art and Design and Drawing, students submitted five (5) digital images. For 3-D Art and Design, students were expected to present ten (10) digital images (two views of the five works they created.)
- 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/3-D art and design elements and principles or drawing practices.

### ***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.
- In general, 3-D Art and Design Selected Works sections demonstrated good competence in using design elements and principles to activate space.
- In general, Drawing Selected Works sections effectively demonstrated competence with technical skills, such as the use of traditional drawing materials and processes.

- In Drawing Selected Works, where students utilized digital tools, their ability to demonstrate competence with skills such as line quality and rendering of form, were good.
- In all three portfolios, technical skills with media and the relationship to ideas were good.
- In all three portfolios, students' ability to effectively communicate the relationship between materials, processes and ideas improved from 2023.
- The written commentary provided a valuable insight to 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"> <li>• Regardless of the discipline, media or ideas, the work should focus on the application of 2-D art and design/3-D art and design/Drawing skills to create visual statements.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2-D Art and Design portfolios, 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 to create engaging compositions.</li> <li>• In 3-D Art and Design portfolios, 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.</li> <li>• In Drawing portfolios, successful responses demonstrated an engagement with drawing issues, such as line quality, rendering of form, the illusion of depth, mark-making and surface manipulation.</li> </ul>
<ul style="list-style-type: none"> <li>• Even though there was an overall improvement in the quality of writing, there were still portfolios where the connections between materials, processes and ideas were unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Section 2

### Task: Sustained Investigation

#### 2-D Art and Design

**Max Score:** 24

**Mean Score:** 13.91

#### 3-D Art and Design

**Max Score:** 24

**Mean Score:** 14.27

#### Drawing

**Max Score:** 24

**Mean Score:** 14.67

#### ***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/3-D art and design/Drawing, 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 group of works and written commentary should demonstrate a sustained investigation through practice, experimentation, and revision; that synthesizes materials, processes, and ideas; as well as purposeful application of 2-D art and design/3-D art and design/drawing skills.

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

- In general, the work in 2-D Art and Design Sustained Investigation sections most effectively demonstrated good competence in technical skills, such as the use of design elements and principles to create compositions.
- In general, the work in 3-D Art and Design Sustained Investigation sections demonstrated moderate to good competence in using design elements and principles to activate space.
- In general, the work in Drawing Sustained Investigation sections demonstrated moderate to good competence in the investigation of an idea through drawing.
- Students shared refreshing and insightful perspectives when pursuing ideas that were meaningful to them.
- In all three portfolios, students' ability to effectively identify an inquiry in the first writing prompt improved from 2023.

**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"> <li>• Even though the overall quality of writing improved, many students still did not identify an inquiry. Statements of inquiry were merely questions or descriptions of themes or concentrations.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• Evidence of practice, experimentation and revision must be presented in the images and described in writing prompt 2.</li> </ul>	<p>Successful responses described how students practiced, experimented and revised individual works and/or their ideas. The descriptions included how the experimentation and revision informed what they created in their practice, in turn, how it guided the development of their sustained investigation.</p>
<ul style="list-style-type: none"> <li>• Works in many portfolios demonstrated relationships between materials, process and ideas, but few achieved synthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful responses included written evidence clarifying the intent of the choice of materials and processes to support the idea. Clear, concise statements, in addition to images, demonstrate how the student is integrating materials, processes and ideas,</li> </ul>
<ul style="list-style-type: none"> <li>• Statements on process were limited to describing the physical techniques used.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful responses included the physical techniques as well as the thought processes employed to develop ideas.</li> </ul>

**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, sequential art, etc. ensure they are fully considering the elements and principles of 2-D art and design.
- 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 on AP Central which include 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.