Selected Works

REQUIREMENTS AND PROMPTS
Submit five works that demonstrate:

- 2-D/3-D/drawing skills (depending on type of portfolio submitted)
- Synthesis of materials, processes, and ideas

For each work, state the following in writing:

- Idea(s) visually evident (100 characters maximum, including spaces)
- Materials used (100 characters maximum, including spaces)
- Processes used (100 characters maximum, including spaces)

For specific details on how works or images of works are submitted for each portfolio type, see page 35 of the *AP Art and Design Course and Exam Description, Effective Fall 2019.*
## Scoring Rubric for Selected Works

### General Scoring Note
When applying the rubric, the response does not need to meet all three criteria for each score point. You should award the score according to the preponderance of evidence; however, if the written evidence is completely unrelated to the work, the maximum possible score is 2.

### Scoring Criteria

<table>
<thead>
<tr>
<th>A. 2D/3D/Drawing Art and Design Skills:</th>
<th>B. Materials, Processes, and Ideas:</th>
<th>C. Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2D</td>
<td>2C</td>
<td>3C</td>
</tr>
</tbody>
</table>

#### The body of work demonstrates:

| 5  | A. Visual evidence of **advanced** 2D/3D/Drawing skills.  
   | B. Visual relationships among materials, processes, and ideas are **clearly evident** and **demonstrate synthesis**.  
   | C. Written evidence **identifies** materials, processes, and ideas. |
| 4  | A. Visual evidence of **good** 2D/3D/Drawing skills.  
   | B. Visual relationships among materials, processes, and ideas are **clearly evident**.  
   | C. Written evidence **identifies** materials, processes, and ideas. |
| 3  | A. Visual evidence of **moderate** 2D/3D/Drawing skills.  
   | B. Visual relationships among materials, processes, and ideas are **evident** but may be **unclear** or **inconsistently demonstrated**.  
   | C. Written evidence **identifies** materials, processes, and ideas. |
| 2  | A. Visual evidence of **rudimentary** 2D/3D/Drawing skills.  
   | B. Little to no evidence of visual relationships among materials, processes, or ideas.  
   | C. Written evidence **may identify** materials, processes, and ideas. |
| 1  | A. Little or no visual evidence of 2D/3D/Drawing skills.  
   | B. Little to no evidence of visual relationships among materials, processes, or ideas.  
   | C. Written evidence **may identify** materials, processes, and ideas. |
AP Art and Design Selected Works Rubric Terminology
(in order of appearance in rubric)

Written Evidence: the written components that accompany the student's works of art and design
Visual Evidence: the visual components that make up the student's works of art and design
Skills: abilities
Rudimentary: emerging or undeveloped
Moderate: adequate
Good: proficient
Advanced: highly developed
2D skills: use of two dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy
3D skills: use of three dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy
Drawing skills: use of mark-making, line, surface, space, light and shade, composition
Materials: physical substances used to make works of art and design
Processes: physical AND conceptual activities involved with making works of art and design
Ideas: concepts used to make works of art and design (that can be evident visually or in writing)
Relationships: connections
Unclear: not easily observable, discernable, or legible
Inconsistent: not demonstrated in the same way or to the same degree across works of art and design
Identify: Indicate or provide information
Synthesis: coalescence/integration of materials, processes, AND ideas
Sustained Investigation

REQUIREMENTS AND PROMPTS
Submit 15 images that demonstrate:

- Sustained investigation through practice, experimentation, and revision
- Sustained investigation of materials, processes, and ideas
- Synthesis of materials, processes, and ideas
- 2-D/3-D/drawing skills (depending on type of portfolio submitted)

State the following in writing:

- Identify the inquiry or question(s) that guided your sustained investigation
- Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your inquiry or question(s) (1200 characters maximum, including spaces, for response to both prompts)

Questions that guide the sustained investigation are typically formulated at the beginning of portfolio development. Students should formulate their inquiry or question(s) based on their own experiences and ideas. These guiding questions should be documented and further developed by students throughout the sustained investigation.

Identify the following for each image:

- Materials used (100 characters maximum, including spaces)
- Processes used (100 characters maximum, including spaces)
- Size (height × width × depth, in inches)

For images that document process or show detail, students should enter “N/A” for size (see Additional Information About the Sustained Investigation Section on the following page for more details). For digital and virtual work, students should enter the size of the intended visual display.
## Scoring Rubric for Sustained Investigation

### General Scoring Note
When applying the rubric, the score for each row should be considered independently from the other rows. Student work may receive different scores for each row.

When applying the rubric for each individual row, you should award the score for that row based solely upon the criteria indicated for that row, according to the preponderance of evidence.

<table>
<thead>
<tr>
<th>Row</th>
<th>Inquiry</th>
<th>Practice, Experimentation, and Revision</th>
<th>Materials, Processes, and Ideas</th>
<th>2D/3D/Drawing Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td>2</td>
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<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2.A</td>
<td>Written evidence identifies an inquiry but visual evidence does not relate to that inquiry. OR Written evidence does not identify an inquiry.</td>
<td>Visual evidence of practice, experimentation, OR revision; however, visual evidence does not relate to a sustained investigation.</td>
<td>Little to no evidence of visual relationships among materials, processes, OR ideas.</td>
</tr>
<tr>
<td></td>
<td>3.A</td>
<td>Written evidence identifies an inquiry that relates to the sustained investigation. AND Visual evidence demonstrates the sustained investigation.</td>
<td>Visual evidence of practice, experimentation, OR revision relates to the sustained investigation. AND Written evidence relates to the visual evidence of practice, experimentation, OR revision.</td>
<td>Visual relationships among materials, processes, OR ideas are evident.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written evidence identifies an inquiry that guides the sustained investigation. AND Visual evidence demonstrates the sustained investigation.</td>
<td>Visual evidence of practice, experimentation, AND revision demonstrates development of the sustained investigation. AND Written evidence describes how the sustained investigation shows evidence of practice, experimentation, OR revision.</td>
<td>Visual relationships among materials, processes, AND ideas are clearly evident and demonstrate synthesis.</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2.B</td>
<td>Visual evidence of practice, experimentation, OR revision; however, visual evidence does not relate to a sustained investigation.</td>
<td>Visual evidence of practice, experimentation, OR revision relates to the sustained investigation.</td>
<td>Visual evidence of rudimentary and moderate 2D/3D/Drawing skills.</td>
</tr>
</tbody>
</table>
**AP Art and Design Sustained Investigation Rubric Terminology**
*(in order of appearance in rubric)*

**Sustained Investigation**: an inquiry-based and in-depth study of materials, processes, and ideas over time

**Inquiry**: the process of asking questions in order to seek, to search, and to discover

**Written Evidence**: the written components that accompany the student’s works of art and design

**Visual Evidence**: the visual components that make up the student’s works of art and design

**Identify**: Indicate or provide information

**Relates**: having relationships and/or connections between

**Demonstrate**: to make evident

**Indicate**: to show, suggest, point out

**Guides**: the Inquiry leads the process of making works of art and design

**Practice**: the repeated use of materials, processes, and/or ideas

**Experimentation**: testing materials, processes, and/or ideas

**Revision**: making a purposeful change, correction, or improvement

**Development**: the furthering or advancing of an inquiry in a sustained investigation (through in-depth exploration of materials, processes, and ideas)

**Materials**: physical substances used to make works of art and design

**Processes**: physical AND conceptual activities involved with making works of art and design

**Ideas**: concepts used to make works of art and design (that can be evident visually or in writing)

**Relationships**: connections

**Synthesis**: coalescence/integration of materials, processes, AND ideas

**Skills**: abilities

**Rudimentary**: emerging or undeveloped

**Moderate**: adequate

**Good**: proficient

**Advanced**: highly developed

**2D skills**: use of two dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

**3D skills**: use of three dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

**Drawing skills**: use of mark-making, line, surface, space, light and shade, composition