

Chief Reader Report on Student Responses: 2017 AP® Studio Art Free-Response Questions

The following comments on the 2017 free-response questions for AP® Studio Art were written by the Chief Reader, Paul Jeanes. They give an overview of each free-response question and of how students performed on the question, including typical student misunderstandings. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Be sure to connect the general observations and recommendations presented here with the detailed information of the 2017 AP Studio Art Standard Setting Samples with commentary:

2-D: <https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design/portfolio>

3-D: <https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio>

Drawing: <https://apcentral.collegeboard.org/courses/ap-studio-art-drawing/portfolio>

Please note: Each section of the AP Studio Art Portfolio Exams is considered a free-response question. Students respond to requirements of the Selected Works/Quality section, Sustained Investigation/Concentration section, and Range of Approaches/Breadth section. Artwork and written statements submitted for the Portfolio Exams are student responses.

2-D Design

2-D Design			
• Number of Students Scored	32,732		
• Number of Readers	162		
• Score Distribution	Exam Score	N	%At
	5	6,331	19.3
	4	10,201	31.2
	3	11,334	34.6
	2	4,273	13.1
	1	593	1.8
• Global Mean	3.53		

Section #1	Task: Selected Works/Quality
	Max. Points: 18 Mean Score: 11.29
Section #2	Task: Sustained Investigation/Concentration
	Max. Points: 12 Mean Score: 6.80
Section #3	Task: Range of Approaches/Breadth
	Max. Points: 12 Mean Score: 6.78

2-D Design Selected Works/Quality

What were responses expected to demonstrate in relation to this section?

- Students are expected to present five physical (actual) works of art showing understanding of and engagement with 2-D design
- The group of works should demonstrate confident decision making, experimentation, invention, and technical competence through application of 2-D design elements and principles

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- In general, 2-D Design Selected Works sections most effectively demonstrated competence in technical skills such as the use of design elements and principles to create compositions.
- Less common were demonstrations of the application of technical skills to experiment and/or take risks within the realm of 2-D Design.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • The responses as a whole suggest that students were less aware of the importance of developing ideas, materials, processes, and forms based on their personal artistic vision. 	<ul style="list-style-type: none"> • The most successful Selected Works sections showed strong technical competence used to express ideas and/or inventive processes, resulting in engaging 2-D compositions.

- A predominance of conventional representational imagery created with traditional media and techniques suggests that students were wary of risk-taking and experimentation.

- The more successful Selected Works responses showed engagement with experimentation and risk taking with effective application of design elements and principles.

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?

- Show students how contemporary artists use research to develop ideas and processes that are personally meaningful.
- Observe and discuss diverse examples of 2-D compositions that exemplify innovative uses of materials and processes in support of ideas.
- Help students practice and strengthen thinking skills along with technical skills.

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

- Leading Critiques in AP Studio Art Classes <https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-drawing>
- AP Studio Art Exhibit with Commentary from Students and Teachers <https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit>
- AP Studio Art Portfolio Requirements Brochure <https://apcentral.collegeboard.org/pdf/ap17-18-studio-art-brochure.pdf>
- AP Studio Art Scoring Guidelines <https://secure-media.collegeboard.org/ap/pdf/ap17-studio-art-sg.pdf>

2-D Design Sustained Investigation/Concentration

What were responses expected to demonstrate in relation to this section?

- Students are expected to show 12 digital images (some of which may document process or details) of works they have created that show a sustained investigation of an idea in 2-D Design.
- Digital images and written commentary are submitted to demonstrate integration of the idea that is investigated and the work that is created.

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- In general, student responses demonstrated moderate to good proficiency in the investigation of an idea through 2-D Design.
- In a vast majority of student works, demonstration of technical competence was more sophisticated than demonstration of conceptual competence as it related to the investigation.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Both low- and high-scoring responses suggested that students believe demonstration of technical skills with materials and media is more important than concept development.	<ul style="list-style-type: none">Successful responses demonstrated effective use of 2-D design elements and principles while showing evidence of growth, transformation, and change, indicating students' experimentation with the interrelation of ideas and processes of the investigation.
<ul style="list-style-type: none">Many responses indicated a lack of sustained focus on ideation and conceptual investigation.	<ul style="list-style-type: none">The most successful responses utilized written articulation of ideas that directly correlated with the visual imagery. There was a clear integration of the idea that investigated and the work presented.

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?

- Show students how designers and artists throughout history use design and art making as a means to investigate an idea, topic and/or as a process of inquiry.
- Help students to correlate visual imagery with words. Guide students in exploring the relationship of verbal language and the visual world.
- Help students to practice clear, concise, writing about works of design and art. Give students examples of and practice with writing about ideas, processes, and visual form.

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

- Taking Field Trips to Develop Sustained Investigations
<https://apcentral.collegeboard.org/courses/resources/taking-field-trips-develop-sustained-investigations-concentration?course=ap-studio-art-drawing>
- Using a Sketchbook in AP Studio Art <https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-latin>
- Aesthetics and the Development of the Sustained Investigation (Concentration) Section of the Portfolio
<https://apcentral.collegeboard.org/courses/resources/aesthetics-development-sustained-investigation-concentration-section-portfolio?course=ap-studio-art-drawing>
- Thinking About Art Making: Questions for Reflection
<https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection>

2-D Design Range of Approaches/Breadth

What were responses expected to demonstrate in relation to this section?

- Students are expected to submit 12 digital images of works they have created that demonstrate application of 2-D Design principles to a broad range of design problems. The range of approaches to 2-D Design can be conceptual and/or material/process -based.

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- Overall, responses demonstrated moderate to good competence in exploring a broad range of approaches to 2-D Design. Skills required for this section include creation, selection, and presentation of 2-D forms to show a variety of conceptual and/or technical approaches.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Many responses showed a tendency to simply present a visual example of design principles rather than demonstrating integration of design principles with a broad range of problems. 	<ul style="list-style-type: none"> • Successful student responses demonstrated an excellent application of 2-D design principles to a variety of problems, displaying a range of intentions, innovative thinking, and personal vision.
<ul style="list-style-type: none"> • There was a propensity toward showing technical skills with materials, with less focus on creative problem-solving within 2-D compositions. 	<ul style="list-style-type: none"> • Student responses in the high range of scores demonstrated technical skills by showing use of media and processes to effectively express ideas, intent, and vision.

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?

- Show students how contemporary designers and artists work with a variety of media and approaches as they respond to a range of 2-D design concepts.
- Help students analyze examples of works created by designers/artists who use technical skill to explore a design idea or problem from multiple approaches.
- Give students opportunities to explore possibilities of a vast array of ideas, materials, and processes in relation to their potential for making meaning. Help students discover associations of media and technique with meaning within their own work and in the work of others.

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

- Range of Approaches/Breadth in the AP Portfolios <https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-drawing>
- Developing Student Voice in Breadth <https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-drawing>
- Sample Portfolios and Scoring Information – 2-D Design <https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design/portfolio?course=ap-studio-art-2-d-design>
- AP Studio Art Course Description <https://apcentral.collegeboard.org/pdf/ap-studio-arts-course-description.pdf?course=ap-studio-art-drawing>

3-D Design

3-D Design			
• Number of Students Scored	5,571		
• Number of Readers	162		
• Score Distribution	Exam Score	N	%At
	5	671	12.0
	4	1,226	22.0
	3	2,092	37.6
	2	1,404	25.2
	1	178	3.2
• Global Mean	3.15		

Section #1	Task: Selected Works/Quality
	Max. Points: 18 Mean Score: 9.58
Section #2	Task: Sustained Investigation/Concentration
	Max. Points: 12 Mean Score: 6.34
Section #3	Task: Range of Approaches/Breadth
	Max. Points: 12 Mean Score: 6.19

3-D Design Selected Works/Quality

What were responses expected to demonstrate in relation to this section?

- Students are expected to present 10 digital images (2 views of 5 works they have created) showing understanding of and engagement with 3-D design
- The group of works should demonstrate confident decision making, experimentation, invention, and technical competence through application of 3-D design elements and principles

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- In general, 3-D Design Selected Works sections demonstrated moderate to good competence in using design elements and principles of design.
- Overall, demonstration of technical skills with media and processes that are needed to design and create successful 3-D forms was somewhat limited.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • In many 3-D Design Selected Works sections, there appeared to be more emphasis placed on building/constructing a sculptural form than on inventive application of 3-D design principles related to space. 	<ul style="list-style-type: none"> • Most high-scoring sections focused on 3-D design issues that encompassed the form and the space/unoccupied space it inhabits. These successful responses demonstrated a strong understanding of 3-D design concerns through presentation of innovative relationships of form and space.

<ul style="list-style-type: none"> • There was a predominance of work that relied on conventional materials and traditional additive and subtractive sculptural techniques without showing experimentation or risk-taking with materials and processes. 	<ul style="list-style-type: none"> • Successful student responses demonstrated effective use of design elements and principles while engaging with experimentation and risk-taking using materials and media, some of which were unconventional, or were used and presented in inventive ways.
--	---

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?

- Help students analyze and understand how the process of making a 3-D form is similar to, and different from the process of making a 2-D form. Build understanding of the qualities of form in space, and of space within form.
- Emphasize the importance of decision-making in the selection of ideas, materials, and processes. Show how these decisions relate directly to the form that is created, and how they can convey artistic vision.
- Through observation, experience, and discussion, encourage students to focus on spatial qualities of ideas, materials, form, and composition. Have students identify, describe, and create space ~~created~~ within 3-D forms; and space that a form engages with and/or inhabits. Both are of equal importance.
- Guide students in researching and analyzing examples of 3-D design created by contemporary artists/designers who are inventive in their use of media and processes to express ideas. Mix media and create installations

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

- Leading Critiques in AP Studio Art Classes <https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-drawing>
- AP Studio Art Exhibit with Commentary from Students and Teachers <https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit>
- AP Studio Art Portfolio Requirements Brochure <https://apcentral.collegeboard.org/pdf/ap17-18-studio-art-brochure.pdf>
- AP Studio Art Scoring Guidelines <https://secure-media.collegeboard.org/ap/pdf/ap17-studio-art-sg.pdf>

3-D Design Sustained Investigation/Concentration

What were responses expected to demonstrate in relation to this section?

- Students are expected to show 12 digital images (some of which may document process or details) of works they have created that show a sustained investigation of an idea in 3-D Design.
- Digital images and written commentary are submitted to demonstrate integration of the idea that is investigated and the work that is created.

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- In general, student responses demonstrated moderate to good competence in the investigation of a topic/idea through 3-D design.
- Demonstration of technical competence was generally more sophisticated than demonstration of conceptual competence related to the chosen investigation.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Commonly, student responses suggested there is more emphasis placed on the developing technical skill with materials and processes than on using materials and processes effectively to present a sustained investigation of an idea	<ul style="list-style-type: none">In successful responses, the focus of the investigation and the work presented was clearly integrated. The work demonstrated ability with the skills needed to carry out and show the investigative process. This suggested that students investigated an idea while choosing and using materials and processes to help them in their investigation.
<ul style="list-style-type: none">Often in the 3-D Design Sustained Investigation section, students chose a form to investigate as opposed to an idea in relation to 3-D form. As an example, a student stated in the commentary that they wanted to investigate a form such as a “vessel.” However, the vessel alone is not inherently an idea, and producing lots of them isn’t necessarily an investigation.	<ul style="list-style-type: none">Successful student work showed a sustained investigation of an underlying idea, and the development of the investigation is evidenced in the work. The student commentary described the nature of the investigation and explained the relationship of the idea, investigation, and work shown. Continuing the example of a vessel, a student could investigate multiple functions of a particular type of vessel while researching the history of the vessel’s forms. The materials and processes the student chose to use could then correlate with the investigation of the vessel and how its form relates to its context.

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?

- Show students how designers and artists throughout history use 3-D design and art making as a means to investigate an idea, topic and/or as a process of inquiry.
- Help students to correlate visual form and space with words. Guide students in exploring the relationship of verbal language and three-dimensional form.
- Help students to practice clear, concise, writing about three-dimensional works of design and art. Give students examples of and practice with writing about ideas, materials, processes, and forms that exist in space.
- Guide students in researching and analyzing examples of 3-D art and design. Develop understanding of how designers and artists create utilitarian forms that show their investigation of ideas, materials, and/or processes. Encourage students to consider conceptual aspects of functional forms, as well as goals and purposes for creating more conceptual 3-D forms.

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

- Taking Field Trips to Develop Sustained Investigations
<https://apcentral.collegeboard.org/courses/resources/taking-field-trips-develop-sustained-investigations-concentration?course=ap-studio-art-drawing>
- Using a Sketchbook in AP Studio Art <https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-latin>
- Aesthetics and the Development of the Sustained Investigation (Concentration) Section of the Portfolio
<https://apcentral.collegeboard.org/courses/resources/aesthetics-development-sustained-investigation-concentration-section-portfolio?course=ap-studio-art-drawing>
- Thinking About Art Making: Questions for Reflection
<https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection>

3-D Design Range of Approaches/Breadth

What were responses expected to demonstrate in relation to this section?

- Students are expected to submit 16 digital images (2 views of 8 different works they created) that demonstrate application of 3-D Design principles to a broad range of design problems. The range of approaches to 3-D Design can be conceptual and/or material/process -based.

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- Overall, students demonstrated moderate to good competence in exploring a broad range of approaches to 3-D Design. Skills required for this section include creation, selection, and presentation of 3-D forms to show a variety of conceptual and/or technical approaches.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Many 3-D Design Range of Approaches sections showed little experimentation with a range of materials and media, indicating students' misunderstanding of what was expected: a variety of conceptual and/or technical approaches to creating 3-D form in and with space. 	<ul style="list-style-type: none"> • Successful 3-D Design Range of Approaches sections included images that showed a variety of innovative ideas and risk-taking with 3-dimensional materials and processes.
<ul style="list-style-type: none"> • A large number of sections contained images of very similar forms. Students may be unaware of the importance of inventive thinking and creating, and of showing their personal artistic vision. 	<ul style="list-style-type: none"> • Even when dealing with similar forms, outstanding sections of this type presented images that conveyed students' inventive thinking and creating. Materials and processes were used effectively to show a strong personal vision, resulting in more engaging and diverse forms, with subtle yet meaningful differences.

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?

- Show students how contemporary designers and artists work with a variety of media and approaches as they respond to a range of 3-D design concepts.
- Help students analyze examples of works created by designers/artists who use technical skill to explore a spatial design idea or problem from multiple approaches.
- Give students opportunities to explore possibilities of a vast array of ideas, materials, and processes in relation to their potential for making meaning in a three-dimensional context. Help students discover associations of media and technique with meaning within their own work and in the work of others.

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

- Range of Approaches/Breadth in the AP Portfolios <https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-drawing>
- Developing Student Voice in Breadth <https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-drawing>
- Sample Portfolios and Scoring Information – 2-D Design <https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design/portfolio?course=ap-studio-art-2-d-design>
- AP Studio Art Course Description <https://apcentral.collegeboard.org/pdf/ap-studio-arts-course-description.pdf?course=ap-studio-art-drawing>
- Sample Portfolios and Scoring Information – 3-D Design <https://apcentral.collegeboard.org/courses/ap-studio-art-3-d-design/portfolio?course=ap-studio-art-3-d-design>

Drawing

Drawing			
• Number of Students Scored	19,957		
• Number of Readers	162		
• Score Distribution	Exam Score	N	%At
	5	4,378	21.9
	4	5,535	27.7
	3	7,148	35.8
	2	2,578	12.9
	1	318	1.6
• Global Mean	3.56		

Section #1

Task: Selected Works/Quality

Max. Points: 18

Mean Score: 11.25

Section #2

Task: Sustained Investigation/Concentration

Max. Points: 12

Mean Score: 6.83

Section #3

Task: Range of Approaches/Breadth

Max. Points: 12

Mean Score: 6.63

Drawing Selected Works/Quality

What were responses expected to demonstrate in relation to this section?

- Students are expected to present five physical (actual) works of art showing understanding of and engagement with Drawing
- The group of works should demonstrate confident decision making, experimentation, invention, and technical competence through application of Drawing skills

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- In general, Drawing Selected Works sections effectively demonstrated competence in technical skills such as use of traditional drawing tools and processes.
- Use of drawing skills to experiment and/or take risks within the realm of Drawing was less common.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Many works focused more on 2-D design issues rather than on drawing concerns (e.g. mark-making, line quality, and surface manipulation). While design elements and principles are important considerations of drawing compositions, there seemed to be an overemphasis on compositional aspects of drawing and under-emphasis of drawing-specific issues.	<ul style="list-style-type: none">• The most successful student responses demonstrated inventive articulation of drawing issues (line, light, shade, rendering of form, surface manipulation, illusion of depth, mark-making, and composition) with clear ideas and excellent technical skills. These sections showed understanding of drawing through presentation of imaginative concepts and effective compositions using drawing materials and processes.
<ul style="list-style-type: none">• A large number of Selected Works sections of the Drawing portfolio consisted mostly of figurative drawing, most of which appeared to reference photographic sources. Students seemed unaware of problems inherent to relying on photographic sources, instead of drawing from life (observation of actual forms and events) and from the imagination.	<ul style="list-style-type: none">• Students should submit works that address the Selected Works scoring criteria dealing with intention, imagination, experimentation and risk-taking, and artistic vision. Successful Range of Approaches responses often included a variety of methods, such as diagrammatic drawings, architectural sketches/plans, technical drafting, abstraction, non-objective drawing and observational, imaginative and conceptual drawing. A variety of processes were also seen, such as traditional analog and digital drawing, painting, printmaking, and combinations of a variety of media and techniques.

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?

- Show students how contemporary artists and designers do research to develop ideas and processes that are personally meaningful.
- Discuss and analyze drawings that show different ways that drawing can be used to express ideas and perceptions, including visual recordings, note-taking, and sketching.
- Observe and critique diverse examples of drawing that exemplify innovative uses of materials and processes in support of ideas.
- Help students practice and strengthen visual thinking skills such as ideation and conceptualization while they strengthen drawing techniques.

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

- Leading Critiques in AP Studio Art Classes <https://apcentral.collegeboard.org/courses/resources/leading-critiques-ap-studio-art-classes?course=ap-studio-art-drawing>
- AP Studio Art Exhibit with Commentary from Students and Teachers <https://apcentral.collegeboard.org/courses/resources/2017-18-ap-studio-art-exhibit>
- AP Studio Art Portfolio Requirements Brochure <https://apcentral.collegeboard.org/pdf/ap17-18-studio-art-brochure.pdf>
- AP Studio Art Scoring Guidelines <https://secure-media.collegeboard.org/ap/pdf/ap17-studio-art-sg.pdf>

Drawing Sustained Investigation/Concentration

What were responses expected to demonstrate in relation to this section?

- Students are expected to show 12 digital images (some of which may document process or details) of works they have created that show a sustained investigation of an idea through drawing.
- Digital images and written commentary are submitted to demonstrate integration of the idea that is investigated and the work that is created.

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- In general, student responses demonstrated moderate to good competence in the investigation of an idea through drawing.
- In a vast majority of student works, demonstration of technical competence was more sophisticated than demonstration of conceptual competence as it relates to the chosen investigation.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • A majority of work shown indicated students believed all drawings in the sustained investigation had to be a “finished product” and that drawings which show thinking and working process are not valued. 	<ul style="list-style-type: none"> • Successful student responses included drawings that were “finished” (resolved, refined, and demonstrating technical skills), along with process drawings that showed in-depth exploration of a particular idea and/or drawing concern. Process drawings may be preparatory sketches that demonstrated how the artist’s intention evolved through the investigation. These inform viewers about how and why the student made decisions about their work.
<ul style="list-style-type: none"> • Students’ works seemed to show that students value technical execution and refinement of drawings more highly than sustained investigation of an idea. 	<ul style="list-style-type: none"> • Integration of the idea investigated and the work presented, demonstration of innovative thinking and creating, and decision making in support of expressed intent, and technical competence were seen in the most effective sections of the Drawing Sustained Investigation.

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?

- Show students how designers and artists throughout history use drawing to investigate an idea, topic and/or as a process of inquiry.
- Help students to correlate drawn visual imagery with words. Guide students in exploring the relationship of verbal language and the visual world of drawing.
- Support students' practice of writing in a clear, concise way about drawings. Give students examples of and practice with writing about ideas, processes, and visual forms of drawing.

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

- Taking Field Trips to Develop Sustained Investigations
<https://apcentral.collegeboard.org/courses/resources/taking-field-trips-develop-sustained-investigations-concentration?course=ap-studio-art-drawing>
- Using a Sketchbook in AP Studio Art <https://apcentral.collegeboard.org/courses/resources/using-sketchbook-ap-studio-art?course=ap-latin>
- Aesthetics and the Development of the Sustained Investigation (Concentration) Section of the Portfolio
<https://apcentral.collegeboard.org/courses/resources/aesthetics-development-sustained-investigation-concentration-section-portfolio?course=ap-studio-art-drawing>
- Thinking About Art Making: Questions for Reflection
<https://apcentral.collegeboard.org/courses/resources/thinking-about-art-making-questions-reflection>

Drawing Range of Approaches/Breadth

What were responses expected to demonstrate in relation to this section?

- Students are expected to submit 12 digital images of works that demonstrate a broad range of drawing skills and ideas. The range of approaches to drawing can be conceptual and/or material/process -based.

How effectively did the responses demonstrate understanding of the course content related to this section? How effectively did the responses integrate the skills required for this section?

- Overall, student responses demonstrated moderate to good competence in exploring a broad range of approaches to drawing.

What common student misconceptions were seen in the responses to this section?

<i>Common Misconceptions</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Responses as a whole suggested that students think drawings that use traditional, directly representational approaches are more highly valued than drawings that are investigative and exploratory. Students may be unfamiliar with more contemporary modes of drawing. In other words, the responses suggested that students work within the realm of “what drawing is established to be” instead of exploring “what drawing can be” and the multiple ways that drawing can be used to learn, understand, and express ideas.	<ul style="list-style-type: none">• Successful student works engaged with a broad range of visual concepts, intentions and approaches. Drawings were imaginative and innovative. These works showed ideas and processes informed by research, including experimentation and dialogue. Consideration of a variety of ideas was seen, as well as a sophisticated understanding of drawing materials, processes, and techniques. Works conveyed a sense of confident risk-taking, with drawing used as a way to express ideas.
<ul style="list-style-type: none">• Many works within the Drawing: Range of Approaches section attested to misconceptions that ideation is not as important in this section as it is in the Sustained Investigation.	<ul style="list-style-type: none">• Ideation was clear in the drawings presented, with intentional manipulation of materials to express 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?

- Show students how contemporary designers and artists work with a variety of media and approaches as they respond to a range of drawing issues and concerns.
- Help students analyze examples of works created by designers/artists who use technical skill to explore a drawing idea or problem from multiple approaches.
- Give students opportunities to discover possibilities of a vast array of ideas, materials, and processes in relation to their potential for making meaning through drawing. Help students discover associations of drawing media and technique with meaning within their own work and in the work of others.

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

- Range of Approaches/Breadth in the AP Portfolios <https://apcentral.collegeboard.org/pdf/ap-sf-studioart-breadth-ap-portfolios.pdf?course=ap-studio-art-drawing>
- Developing Student Voice in Breadth <https://apcentral.collegeboard.org/pdf/studio-art-developing-student-voice-cm.pdf?course=ap-studio-art-drawing>
- Sample Portfolios and Scoring Information – 2-D Design <https://apcentral.collegeboard.org/courses/ap-studio-art-2-d-design/portfolio?course=ap-studio-art-2-d-design>
- AP Studio Art Course Description <https://apcentral.collegeboard.org/pdf/ap-studio-arts-course-description.pdf?course=ap-studio-art-drawing>
- Sample Portfolios and Scoring Information – Drawing <https://apcentral.collegeboard.org/courses/ap-studio-art-drawing/portfolio?course=ap-studio-art-drawing>