

Exercise walk-through

4.5

Evaluating Art and Design

AP 2-D Art and Design

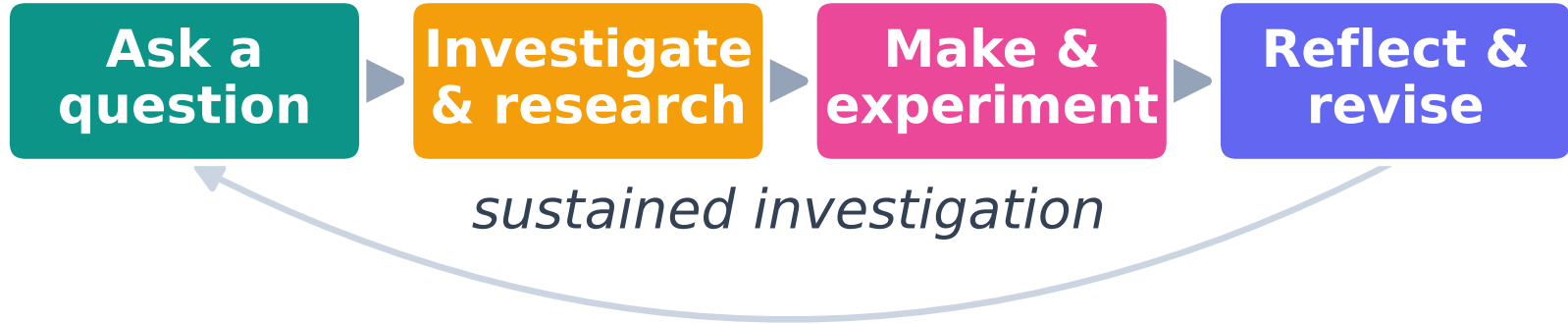
Investigate: Inquiry and Process

AP 2-D Art and Design ■ Topic 4

AP 2-D Art and Design



Worked example – framing an inquiry question, in detail



AP Art 2-D · Investigate · the artistic-process inquiry cycle

Inquiry drives a cycle: ask a question, investigate, make, reflect – and let each answer raise the next question.

Art and design in context

Context is **when, where, how, why** and **by whom** a work was made and viewed.

- artists work **within** or **challenge** traditions worldwide
- comparing works reveals materials, processes and ideas

Acknowledging influences shows **integrity** – never copy without credit.



Hokusai in context: historical works teach composition

Exercises 2.1·2.2

2.1 The most useful critique comment is

[1]

☐

A I like it

B The focal point is weak because contrast is low there – try darkening the background

C It's fine

D Nice colours

2.2 Explain the purpose of a critique.

[2]

Exercises 2.1·2.2

2.1 The most useful critique comment is

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2.1 B

- specific, evidence-based, actionable feedback is most useful

2.2 Explain the purpose of a critique.

[2]

2.2

- to judge a work against its goals/principles and identify concrete improvements

Exercise 2.3

2.3 State one feature of constructive feedback. [1]

3 Studio & portfolio tasks

3.1 Self-critique a piece.

(a) Name one strength and one weakness of a current work, using art vocabulary. [2]

(b) State the revision it suggests. [1]

3.2 Peer-critique frame.

(a) Write two specific, kind feedback sentences you could give a classmate. [3]

Exercise 2.3

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Full solution 2.3

2.3

- specific, evidence-based, and actionable / balances a strength with an improvement

3.1

- Look for: strength and weakness each named with the right terms (2); a concrete revision that follows (1)

3.2

- Look for: two specific, evidence-based, constructive comments (3)