

Exercise walk-through

5.3

Synthesis of Materials, Processes, and Ideas

AP 2-D Art and Design

Synthesis of materials, processes and ideas

Synthesis means the components are **integrated** so the whole is **more than its parts**.

- the material should **support** the idea
- the process should serve **both**
- viewers then read **one clear message**, not separate parts

Synthesis develops **through investigation** – trying combinations and **keeping what works**.

Demonstrating 2-D skills

2-D skills are the skilful use of the **elements** and the **principles** to organise a flat surface. Skilful work shows **control** of value, colour, composition and mark-making across **many** works.

The **Selected Works** section is where 2-D skills are judged **most directly**.



*Van Gogh: expressive line, colour and rhythm
as 2-D skill*

Composition and craft

Craftsmanship is controlled handling of materials and processes. **Composition** applies principles to organise the **picture plane**.

Craft should **serve the idea** – sometimes a rough handling is the **right** choice.



Hokusai: composition guides the eye across the plane

Exercises 2.1·2.2

2.1 Synthesis is best shown when a technique is used because it

[1]

☐

A looks impressive only

B carries the work's meaning

C was quick

D copies a famous artist

2.2 Explain how synthesis differs from decoration.

[2]

Exercises 2.1·2.2

2.1 Synthesis is best shown when a technique is used because it

[1]

☐

A looks impressive only

B carries the work's meaning

C was quick

D copies a famous artist

2.1 B

- technique serving meaning (not just looks) = synthesis

2.2 Explain how synthesis differs from decoration.

[2]

2.2

- decoration adds surface appeal only; synthesis uses material/process because it embodies the idea

Setup for exercise 2.3

2.3 State one way to strengthen synthesis in a work.

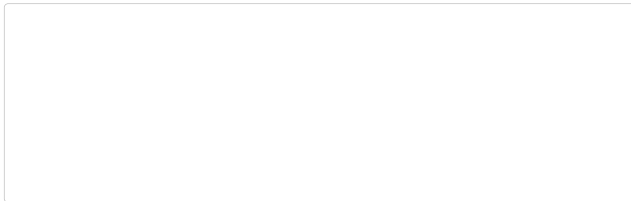
[1]

Exercise 2.3

3 Studio & portfolio tasks

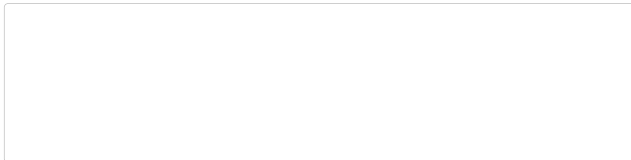
3.1 Diagnose synthesis.

(a) Sketch a work where the technique is only decorative, then a version where it carries meaning. [3]



3.2 Plan for synthesis.

(a) For your investigation, note how material + process will embody the idea. [3]



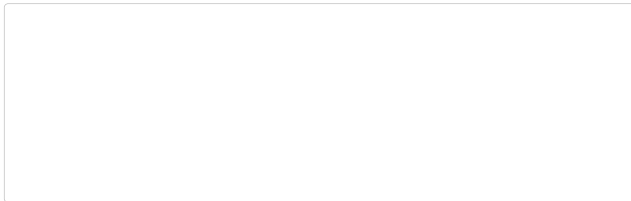
3.3 A student investigates repair by drawing an unbroken object and adding a decorative border. Propose a material/process revision, explain how it makes repair visible, and identify evidence to compare before and after revision. [4]

Exercise 2.3

3 Studio & portfolio tasks

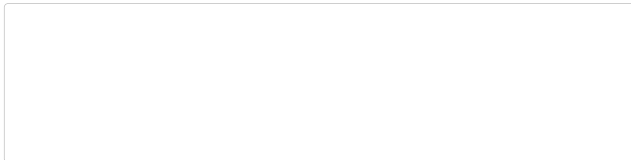
3.1 Diagnose synthesis.

(a) Sketch a work where the technique is only decorative, then a version where it carries meaning. [3]



3.2 Plan for synthesis.

(a) For your investigation, note how material + process will embody the idea. [3]



3.3 A student investigates repair by drawing an unbroken object and adding a decorative border. Propose a material/process revision, explain how it makes repair visible, and identify evidence to compare before and after revision. [4]

2.3

- choose a material/process that embodies the idea, not a random attractive one

3.1

- Look for: first version's technique is arbitrary (1); second version's technique clearly

Full solution on next slide

Full solution 2.3

2.3

- choose a material/process that embodies the idea, not a random attractive one

3.1

- Look for: first version's technique is arbitrary (1); second version's technique clearly serves the idea (2)

3.2

- Look for: a specific, meaningful material/process-to-idea link (3)

3.3

A specific material choice; a specific change in handling or process; an explained visible connection to repair; a before/after comparison of that connection, such as the visibility of damage and repair, rather than a claim that all decoration is weak.