

Week 22

AP 2-D Art and Design

Homework bundle for this week

本周作业合集

exercises.lol

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5. Make: Practice, Experimentation, and Revision Starter Quiz · 课前小测

AP 2-D Art and Design

Name: _____ Score: _____

1. The 2-D portfolio's sustained investigation section contains how many images?
 - ☐ 5
 - ☐ 15
 - ☐ 30
 - ☐ 100
2. Repeated work to build skill and understanding is called...
 - ☐ practice
 - ☐ revision
 - ☐ evaluation
 - ☐ collage
3. When materials, processes, and ideas combine into one unified effect, a work shows...
 - ☐ synthesis
 - ☐ balance
 - ☐ scale
 - ☐ edition
4. The portfolio section (5 works) that most directly judges 2-D skills is...
 - ☐ Sustained Investigation
 - ☐ Selected Works
 - ☐ the sketchbook
 - ☐ the written statement
5. The skilful, controlled handling of materials is called...
 - ☐ craft
 - ☐ inquiry
 - ☐ format
 - ☐ edition
6. A sustained investigation should show practice, experimentation, and revision.
 - ☐ True ☐ False

7. It is valuable to include failed experiments in your portfolio.

☐ True ☐ False

8. Synthesis usually appears only after investigation, not in the first attempt.

☐ True ☐ False

9. A loose, expressive piece can still show high 2-D skill.

☐ True ☐ False

10. Good craft always means a smooth, highly polished finish.

☐ True ☐ False

AP 2-D Art and Design

1. **15**

The sustained investigation is **15 images** plus written evidence.

2. **practice**

Practice builds skill through repetition.

3. **synthesis**

Synthesis is the integration of components into one effect.

4. **Selected Works**

Selected Works (5 works) judges 2-D skills most directly.

5. **craft**

Craft (craftsmanship) is the quality of making.

6. **True**

It must show the *journey*, not just finished pieces.

7. **True**

Evidence of **experimentation**, including failures, is rewarded.

8. **True**

Synthesis develops by trying combinations and keeping what works.

9. **True**

Skill is purposeful control, not neatness or realism.

10. **False**

Craft is *controlled* handling; rough can be right for the idea.

5.1 The Sustained Investigation

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS practice 练习 • experimentation 实验 • revision 修改 • sustained investigation 持续探究
• coherence 连贯性

Objective

Build the skills to plan a **sustained investigation** 持续探究.

You must be able to:

- define the **sustained investigation** 持续探究
- explain that it develops one inquiry over time
- plan a body of related works, not one-offs
- connect each work to the guiding question

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The sustained investigation

The **sustained investigation** is a body of related works exploring ONE inquiry through **practice, experimentation, and revision** over time.

■ A body of work

It is not a set of unrelated pictures — each piece builds on the last, developing the same **guiding question**.

■ Coherence

Every work should visibly connect to the inquiry, so a viewer sees a clear line of development.

2 Practice

2.1 A sustained investigation is best described as

[1]

- **A** one finished masterpiece
- **B** a body of related works exploring one inquiry over time
- **C** five unrelated pictures
- **D** a written essay

2.2 Explain how a sustained investigation differs from a set of unrelated works. [2]

2.3 State what should link every piece in the investigation. [1]

3 Studio & portfolio tasks

3.1 Plan the **arc** of an investigation.

(a) Write your guiding question, then thumbnail 4 works that develop it in sequence. [3]

3.2 Show the connection.

(a) For each thumbnail, note one word for how it advances the inquiry. [3]

Solutions

2.1 B. it is a coherent, evolving body of work around one inquiry.

2.2 its works all explore one guiding question and build on each other over time.

2.3 the guiding question / central inquiry.

3.1 Look for: one clear question (1); four thumbnails showing genuine development, not repetition (2).

3.2 Look for: each work tied to a distinct step in the inquiry (3).

5.2 Practice, Experimentation, and Revision

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS revision 修改 • practice 练习 • experimentation 实验

Objective

Build the skills of **practice** 练习, **experimentation** 实验, and **revision** 修改.

You must be able to:

- define **practice** 练习, **experimentation** 实验, and **revision** 修改
- explain how each shows growth
- revise a work based on critique
- value productive failure

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three engines of growth

Practice repeats to build skill; **experimentation** tries new materials/ideas; **revision** changes a work to improve it. All three are scored evidence.

■ Revision

Revision is not fixing mistakes only — it is rethinking a work after reflection or critique to make it stronger.

■ Productive failure

A failed experiment that teaches you something is valuable — document it as evidence of inquiry.

2 Practice

2.1 Reworking a piece after a critique to make it stronger is

[1]

- A practice
- B revision
- C documentation

- D framing

2.2 State the difference between practice and experimentation. [2]

2.3 Explain why a failed experiment can still be valuable. [1]

3 Studio & portfolio tasks

3.1 Run an **experiment**.

(a) Try one new technique on a small study and note what worked and what did not. [3]

3.2 Plan a revision.

(a) Take one existing work, list a critique point, and thumbnail the revised version. [3]

Solutions

2.1 B. rethinking/changing a work to improve it = revision.

2.2 practice = repeating to build skill; experimentation = trying new materials/approaches.

2.3 it shows learning/inquiry and can be documented as evidence.

3.1 Look for: a genuinely new technique attempted (2); an honest note of results (1).

3.2 Look for: a specific critique point (1); a revision that clearly addresses it (2).

5.3 Synthesis of Materials, Processes, and Ideas

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS synthesis 综合 • practice 练习

Objective

Build the skills to achieve **synthesis** 综合 in your work.

You must be able to:

- define **synthesis** 综合
- explain how synthesis differs from decoration
- align material and process with meaning
- recognise strong vs weak synthesis

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Synthesis

Synthesis is when **materials**, **processes**, and **ideas** merge so the how and the what are inseparable — a high mark of quality.

■ Not decoration

A technique used just to look good is decoration; the same technique used *because it carries the meaning* is synthesis.

■ Alignment

Choose and handle materials so they embody the idea — then the work feels unified and intentional.

2 Practice

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

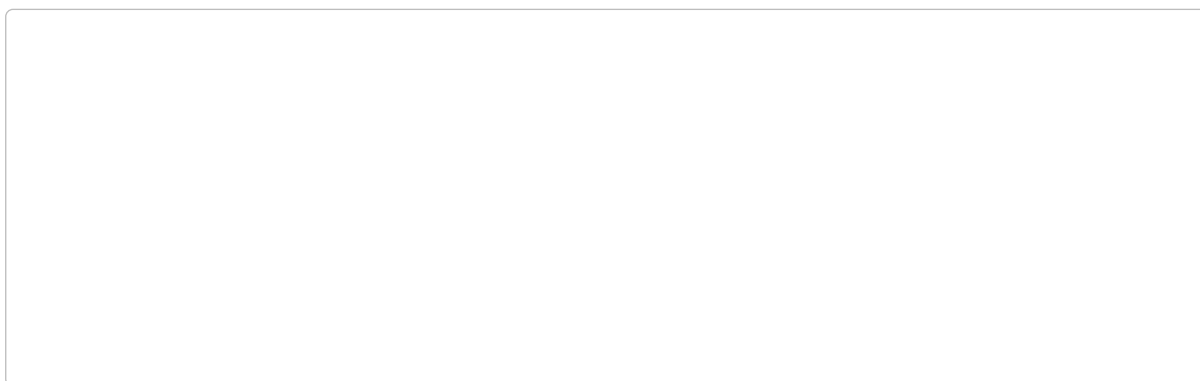
2.2 Explain how synthesis differs from decoration. [2]

2.3 State one way to strengthen synthesis in a work. [1]

3 Studio & portfolio tasks

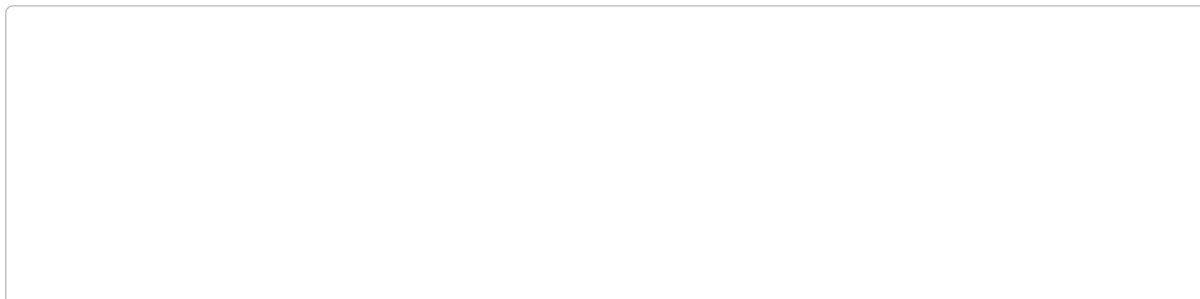
3.1 Diagnose synthesis.

(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]



Solutions

2.1 B. technique serving meaning (not just looks) = synthesis.

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

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).

5.4 Demonstrating 2-D Skills

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS 2-d skills 二维技能 • selected works 精选作品 • demonstrate 2-d skills 展示二维技能
• synthesis 综合 • craft 工艺

Objective

Build the skills to **demonstrate 2-D skills** 展示二维技能 at a high level.

You must be able to:

- identify core **2-D skills** 二维技能 (mark-making, value, colour, composition)
- show control of the chosen medium
- select works that best display skill
- push beyond a beginner level

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Core 2-D skills

2-D skills include controlled mark-making, accurate **value** and **colour**, and strong **composition** — the craft that makes an idea land.

■ Control

Demonstrating skill means visible **control** of the medium: deliberate marks, smooth transitions, confident edges.

■ Choosing evidence

For **Selected Works**, pick pieces that most clearly display this control and synthesis, wherever they come from.

2 Practice

2.1 Which best demonstrates strong 2-D skills?

[1]

- **A** a rushed, muddy sketch
- **B** controlled value, confident marks, and strong composition
- **C** a blank page
- **D** an untransformed copy

2.2 Name two core 2-D skills. [2]

2.3 State how you would choose a work for Selected Works. [1]

3 Studio & portfolio tasks

3.1 Do a **skills demonstration** study.

(a) Render a small subject showing controlled value AND a confident composition. [4]

3.2 Select for skill.

(a) List three of your works and rank which best shows 2-D skill, with a reason. [2]

(b) Note one way to push the top one further. [1]

Solutions

2.1 B. control of value, mark, and composition demonstrates skill.

2.2 any two of: mark-making, value control, colour handling, composition, rendering form.

2.3 pick the piece that most clearly shows skill and synthesis.

3.1 Look for: a full, controlled value range (2); a deliberate, strong composition (2).

3.2 Look for: a reasoned ranking by skill (2); a concrete improvement (1).

5.5 Composition and Craft in Making

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS composition 构图 • craftsmanship 匠艺 • craft 工艺 • practice 练习

Objective

Build the skills to unite **composition** 构图 and **craft** 工艺 when making.

You must be able to:

- define **craft** 工艺 / **craftsmanship** 匠艺
- explain how composition and craft together raise quality
- plan composition before making
- keep craft consistent to the edges

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Craft

Craft (craftsmanship) is the care and control in making — clean edges, deliberate marks, sound technique. Poor craft undercuts a good idea.

■ Composition + craft

A strong **composition** plans the arrangement; good **craft** executes it well. Together they make a work read as intentional and skilled.

■ Consistency

Craft should hold across the whole surface — a strong centre with a careless edge weakens the piece.

2 Practice

2.1 Clean edges, deliberate marks, and controlled technique are signs of good [1]

- **A** craft
- **B** negative space
- **C** saturation
- **D** hierarchy

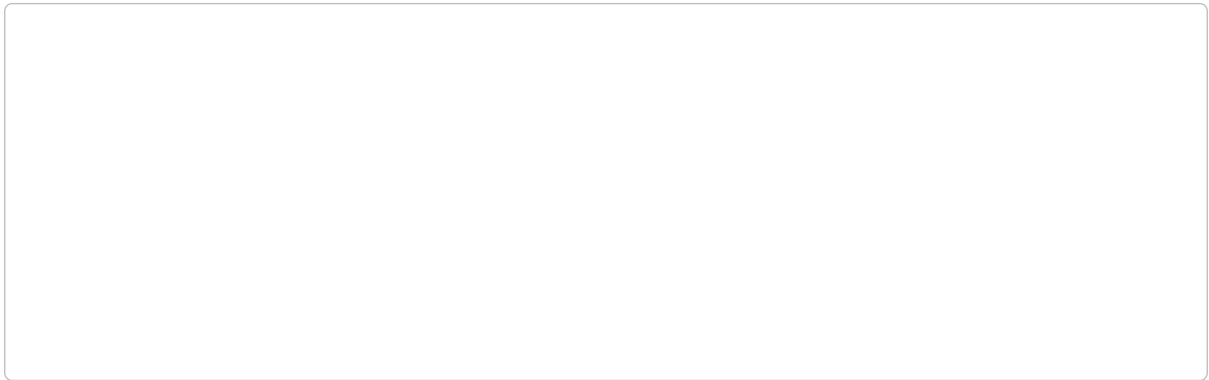
2.2 Explain how composition and craft together raise a work's quality. [2]

2.3 State one sign of weak craft. [1]

3 Studio & portfolio tasks

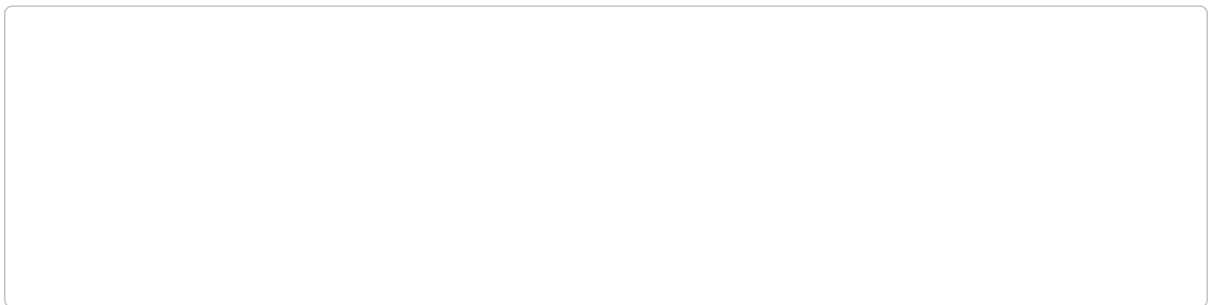
3.1 Plan then make with craft.

(a) Thumbnail the composition, then render a small section with careful craft to the edges. [4]



3.2 Craft check.

(a) List three craft points you will check before calling a piece finished. [3]



Solutions

2.1 A. care and control in making = craft/craftsmanship.

2.2 composition plans a strong arrangement; craft executes it cleanly so the result looks intentional and skilled.

2.3 messy edges, careless marks, uneven finish, or an ignored edge/corner.

3.1 Look for: a planned composition (1); clean, controlled execution including the edges (3).

3.2 Look for: three specific, sensible craft checkpoints (3).

5.6 Developing Ideas Over Time

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS development 发展 • develop ideas over time 逐步发展想法 • sustained investigation 持续探究
 • experimentation 实验 • practice 练习

Objective

Build the skills to **develop ideas over time** 逐步发展想法.

You must be able to:

- explain how an idea evolves across works
- show a clear line of **development** 发展
- let earlier works inform later ones
- avoid repeating the same work

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Idea development

A sustained investigation shows an idea **evolving** — early works raise questions that later works answer or push further.

■ A line of development

A viewer should trace a clear path: each work responds to the last, deepening the inquiry rather than restarting it.

■ Not repetition

Making the same picture five times is not development; changing approach, material, or focus in response to what you learned is.

2 Practice

2.1 A sustained investigation shows development when each work

[1]

- **A** repeats the previous one exactly
- **B** responds to and pushes the previous one further
- **C** ignores the others
- **D** is unrelated

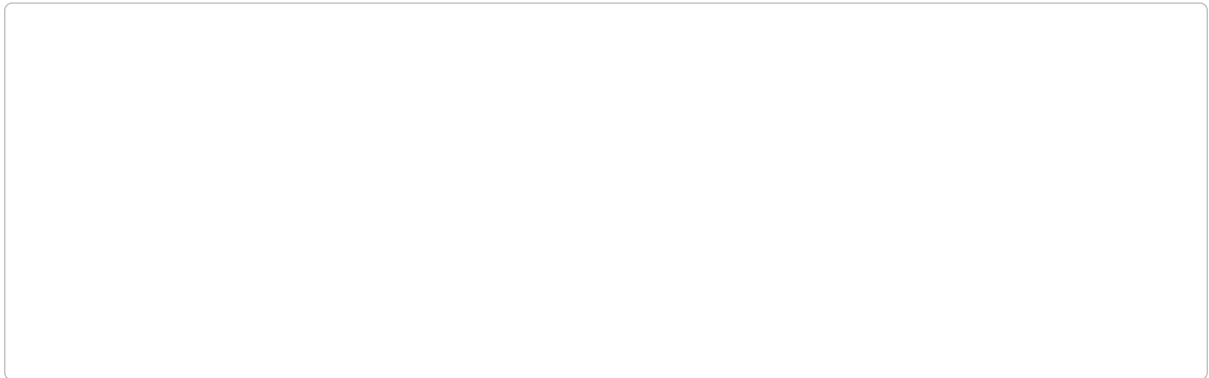
2.2 Explain how earlier works should inform later ones. [2]

2.3 State why making the same work repeatedly is not development. [1]

3 Studio & portfolio tasks

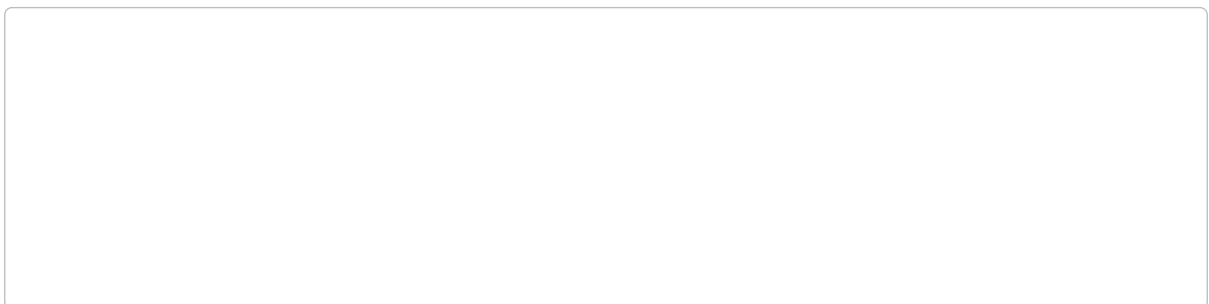
3.1 Show a **development sequence**.

(a) Thumbnail three works in order and note how each advances from the one before. [3]



3.2 Plan the next step.

(a) Given your latest work, note the question it raises and thumbnail the next work. [3]



Solutions

2.1 B. development = each work builds on the last.

2.2 what you learn/experiment in one work shapes the choices and questions of the next.

2.3 it shows no growth, experimentation, or new thinking.

3.1 Look for: three works in a clear evolving order (2); each advance explained (1).

3.2 Look for: a genuine question drawn from the last work (1); a next work that responds to it (2).