2-D Design: <u>Concentration</u> Grading Scale

Categories	Excellent (4)	Strong (3.5)	Good (3)	Moderate (2.5)	Weak (2)	Poor (1)
1. <u>Integration of the Topic</u> of Concentration and the Work Presented	The concentration topic and the work presented are unmistakably and coherently integrated.	The concentration topic is successfully integrated with most of the work presented.	The concentration topic and the work presented are closely related.	The connection between the concentration topic and the work is evident, but erratic.	There is a sense of a concentration, but integration of the topic and the work is inadequately considered.	There is very little or no evidence of a concentration topic in the work presented or there is not enough work to represent a concentration.
2. Originality and <u>Innovative Thinking</u>	The concentration clearly demonstrates an original vision and innovative ideas and risk taking, or both.	The work for the concentration generally demonstrates original and innovative ideas.	The concentration demonstrates some originality, and the work shows some innovative thinking.	An idea for a concentration is presented and some original ideas or attempts at innovation with materials and techniques seem to be emerging.	An idea for a concentration is presented, but the ideas in the work are unoriginal or rely mostly on appropriation.	An idea for a concentration may be presented, but the work comprises trite or simplistic solutions that are poorly executed.
3. Understanding and Application of 2-D <u>Design Principles</u>	The work shows a thorough understanding and effective application of 2-D design principles.	Overall the work shows understanding and effective application of design principles; there may be some less successful areas.	The work is inconsistent in quality, but overall the understanding and application of design principles is good.	Some development is evident, but only a moderate understanding and superficial application of design principles are demonstrated.	A concentration is evident, but the work shows a weak understanding or random application of design principles.	The work shows very little or no understanding of design principles and their application.
4. <u>Technical Competence</u> and <u>Skill</u> with Materials and Media	In general, the work is technically excellent; materials and media are used effectively to express ideas.	The work is technically strong; materials and media are used well to express ideas.	The work demonstrates good technical competence and use of materials and media; technical aspects and articulation of ideas do not always work together.	Though uneven, the work demonstrates emerging technical competence and some knowledgeable use of materials and media.	Overall, the work demonstrates marginal technical competence and awkward use of materials and media.	The work shows very little technical competence; it is naïve and lacks skill.
5. Appropriation and the Student <u>"Voice"</u>	Any apparent appropriation of published or photographic sources clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent.	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images.	With the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.	If published or photographic sources or the work of other artists are appropriated, the works appear to be nearly direct reproductions; even if skillfully rendered, the student's "voice" and the individual transformation of the images are minimal.	The works appear to be direct copies of published or photographic sources or the work of other artists; there is little discernible student "voice" or individual transformation.	The works are obviously direct copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation.

2-D Design Portfolio

General information and a few provisos:

· The scoring guidelines for the AP portfolios contains score points from 6 (excellent) through 5 (strong), 4 (good), 3 (moderate), 2 (weak), and 1 (poor).

· Each score point is characterized by a variety of descriptors of work that would receive that score.

· Because there are only six different points on the scale, each score point represents a band or range of accomplishment.

· Some of the descriptors may seem to contradict each other because the range of possibilities for work at a given score point is so great.

· The descriptors are examples; it isn't expected that all the descriptors for a scale point will apply to any one particular portfolio.

· The descriptors intentionally discuss general aspects of artwork at each score point; there is no preferred (or unacceptable) content or style.

· The descriptors (taken as a whole) capture characteristics of work that merits each score.

Principles of Design

· Unit/Variety
· Balance/Emphasis/Contrast
· Rhythm
· Repetition
· Proportion/Scale
· Figure/Ground Relationships

2-D Design Concentration — Section II

A concentration is defined as **"a body of work unified by an underlying idea that has visual coherence."**
In scoring concentrations, there are four major areas of concern.
· **Coherence and development or both**— is the work presented actually a concentration?
· **Quality of the concept/idea represented**— is there evidence of thinking and of focus?
· **Degree of development and investigation that is evident in the work**— including the amount of work or number of pieces represented.
· **Quality of the work in both concept and technique.**

Note:
These four areas will necessarily appear in **shifting relationships of relative strength and weakness.** Where the four are not even in the level of achievement they represent, they will be **considered as a whole** to arrive at the score for the section.

Because this section is concerned with a process of growth and discovery, **the work presented may span a range of levels of achievement.** If this is the case, **the higher level that is reached should be acknowledged** in the score that is given.