

UNIT 3

BEGINNING THE SUSTAINED INVESTIGATION

OBJECTIVES:

After completing this chapter, you will be able to:

- Developing Ideas and Subject Matter
- Understanding Sustained Investigation
- Understand Appropriation and Plagiarism

WORDS YOU WILL LEARN:

Investigation

Theme

Concepts

Appropriation

Body of Work

Exploration

Plagiarism

Artist Statement

Subject Matter

MEANING:

Understandings

- Artists' and designers' work is often driven by inquiry. Artists and designers generate questions related to their experiences. They select materials, processes, and ideas to investigate, guided by their questions. They make work through practice, experimentation, and revision using selected components, developing skills in connecting materials, processes, and ideas within their work.
- Artists work in series to think deeply about a topic or issue and explore it from many angles.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions

- What informs why, how, and what artists and designers make?
- How do artists create evocative work?
- Why do artists choose to work in series?
- How can an artist create a "style," and what is "artistic voice?"

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What role does persistence play in revising, refining, and developing work?

ACQUISITION:

Knowledge: *Students will know...*

- A sustained investigation thought art and design is an inquiry-based, in-depth study of materials, processes, and ideas done over time. Sustained investigation expands artists' and designers' awareness of possibilities for making. Investigation includes asking questions about materials, processes, and ideas within and beyond the disciplines of art and design. A question is words used to find information. Questions can be as simple as asking who, what, when, where, why, how, what if, and why not.
- Sustained investigation is guided by questions. It involves research: discovering or verifying information. Investigation includes perception, curiosity, examination, discovery, imagination, interpretation, description, and conversation. Investigation can confirm and challenge thinking, revealing connections and opportunities.
- Artists use a variety of criteria to select and guide their idea generation and exploration.
- Questions are continually formulated, documented (visually and with writing), developed, and evaluated throughout a sustained investigation. Investigation and making often inspire more questions. Learning and discovery during the investigation can lead to refinement of questions.

Skills: *Students will be able to...*

- Generate lists of potential ideas.
- Formulate and select questions to guide practice, experimentation, and revision.
- Reflect on experiences to generate inquiry questions.
- Navigate between closed and open-ended questions.
- Evaluate the feasibility of different topics.
- Create planning sketches.
- Conduct experiments using different artistic media.
- Conduct artistic research.
- Present a variety of artistic ideas to their peers.

UNIT 3 CHAPTER 1

SUSTAINED INVESTIGATION

FOCUSING ON A BODY OF WORK

There is no single correct approach to explaining the Sustained Investigation (Concentration) section of the AP Studio Art Portfolio. However, this definition can serve as a guide. Sustained Investigation is the concept of producing a series of sequential visual forms—forms growing from forms—to explore in greater depth a particular visual concern. Here are some strategies to make sure your students understand the concept.

It is important to research and look at AP Studio Arts portfolios from former students. When looking at the images of work, note the following:

- Similarities of concepts and ideas evident in the works
- Ways the same concepts and ideas could be approached
- Ways identical materials could be explored

This exploration will give students some concrete structures to apply when approaching ideas for the Sustained Investigation.

It's also helpful research and look at work of artists whose work follows a theme. Students can identify ideas, subject matter, working techniques, concepts being explored, multiple approaches to a body of work, varieties of visual form, and ways the same material could be expanded upon.

It's also very important to be able to describe ideas, subject matter, elements, and principles of art being used, as well as working techniques when looking at art work. Analyze the structure(s) of the related pieces, and interpret any concepts being presented.

DEVELOPING STUDENT IDEAS

Once students understand the concept of a Sustained Investigation, it's time to start developing their own ideas.

Students should brainstorm ideas, identify their personal interests, passions, and likes and dislikes. In the beginning, the responses may be simple—single words or sentences in a list. As students explore further, they can expand on these initial ideas. Students should be able to explain how other influences are brought into, or become part of, the idea they wish to pursue. Eventually, students will be able to argue why this idea can serve as the basis of an in-depth exploration.

Remember:

A Sustained Investigation is not a series of work involving cats, cars, emotions, and so on, appropriated from appealing images found online. The Sustained Investigation idea is not discovered one week prior to the submission of a portfolio by searching for commonalities in a group of divergent works.

A Sustained Investigation is under way when students come to "own" their imagery, whether objective or non-objective, based on personal observation, experience, ideas, research, and experimentation, or a combination of these.

By feeling comfortable and involved with their Sustained Investigation, students can continue to explore approaches to the concepts being developed.

WRITTEN STATEMENTS

Students will submit a written commentary, called a Sustained Investigation statement, with this section of their portfolio. When writing this statement, students will have to identify the goals and objectives they have for their portfolio. They must also answer the following prompts:

1. Clearly and simply state the central idea of their sustained investigation. (500-character maximum)
2. Explain how the work demonstrates their intent and the sustained investigation of your idea. They may refer to specific images as examples. (1,350-character maximum).

ETHICS OF IMAGE USE & STUDENT VOICE

There are two sources that can provide you with guidelines for what is considered "original" artwork: AP® Guidelines

Terminology:

Appropriation		The use of another person's images or ideas.
Plagiarism	NOT LEGAL	The authorized or unauthorized use of another person's images or ideas without clear citation of the originator in conjunction with the appropriated idea or image.
Satire	NOT LEGAL	The unauthorized use of another person's images or ideas for a commentary not directly related to the appropriated image or idea.
Parody	LEGAL	The authorized or unauthorized use of another person's images or ideas for a commentary directly related to the appropriated image or idea. (When an image or artwork is used in order to poke fun at, or comment on, the image or work itself.)

80% Transformation	LEGAL	US law provides for the use of appropriated images and ideas if they are used in a composition that is judged to be 80% different (or transformed) from the original intent of the original image or idea.
Copyright		The legal establishment of origination and ownership of an image or composition. Applies to visual images, music, plays, written compositions, and characters, riffs, plots, and sequences contained therein.
Fair Use		Factors involve in establishing fair use: "1. The purpose and the character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes; 2. The nature of the copyrighted work. 3. The amount and sustainability of the portion used in relation to the copyrighted work as a whole (80% rule) Transformative. 4. The effect of the use upon the potential market for or value of, the copyrighted work." (Russel, That's not funny! Parody, Satire and fair use, part I., 2006, January p. 8).

AP® GUIDELINES:

No artwork submitted in the portfolio was derived solely as a direct copy of another person's image. All compositions submitted in the portfolio were originated and constructed by the named submitting student. Works that do not meet highest AP® Exam Levels include:

- Copyright violations
- Satire
- Cliché (Trite; overused; betraying a lack of original thought)
- Direct copies of logos & trademarks without parody
- Plagiarism (Direct copies, authorized or unauthorized, of published or photographic sources, or the work of other artists)

SUSTAINED INVESTIGATION TOPIC PROPOSAL

SKETCHBOOK ASSIGNMENT 3-1

Students need to create a digital presentation of their Sustained Investigation Topic Proposal. See example: www.strujillo.ca under AP Workbook. Once completed, students will present their proposal to each other.

Plan A must include:

- Answer: Identify the **inquiry statement or question** that will guide your sustained investigation

- Answer: How does, or how will, the work in your sustained investigation demonstrate the
- exploration of your idea?
- At least two inspiration artists with discussion of their connection to your work
- A mind map leading to potential directions of inquiry
- Include photographs of work already completed or sketches of proposed pieces:
Total 5 images,
- drawings or photographs. Drawings should be half-sheet, detailed sketches with labels and color.
- 3 photo references (and the potential to easily create many more)

Plans B and C must include:

- Answer: Identify the **inquiry statement or question** that will guide your sustained investigation.
- A mind map leading to potential directions of inquiry
- Include photographs of work already completed or sketches of proposed pieces:
Total 3 images,
- drawings or photographs. Drawings should be half-sheet, detailed sketches with labels and color.
- Optional (recommended): inspiration artist(s), photo references

SKETCHBOOK ASSIGNMENT 3-2

When deciding which topic to choose for the investigation, students should explore a mini-series of three art works (must be larger than 8"X10"). An assignment such as this can help gauge students' understanding of the concept of a series and their comfort with finding and pursuing topics of interest. What is your prior knowledge, skill levels and potential misconceptions.

PEER FEEDBACK OF SUSTAINED INVESTIGATION PROPOSAL

Presenter:	
Topic:	
Aspect	Comments/Feedback
Scope/Focus	
Personal	
Interest	
Feasibility	
Originality	
Other feedback and suggestions:	

SUSTAINED INVESTIGATION PROPOSAL RUBRIC

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Visual Planning Evidence (Creating)	<ul style="list-style-type: none"> -Very minimal visual evidence of thinking is shown. -Visual evidence is either not original work, missing, or unrelated to inquiry topic. 	<ul style="list-style-type: none"> -Sketches/completed works demonstrate some exploration of inquiry topic. -Sketches and photos demonstrate some understanding of principles of design. -Some sketches or photos may be missing or unrelated to topic of inquiry 	<ul style="list-style-type: none"> -Sketches/completed works demonstrate cohesive, unified exploration of inquiry topic. -Sketches and photos demonstrate good understanding of principles of design. -A peer viewer can infer good potential stemming from the student-created photo source material. -Sketches and photos demonstrate experimentation. 	<ul style="list-style-type: none"> -Sketches/completed works demonstrate cohesive, unified exploration of inquiry topic. -Sketches and photos demonstrate excellent understanding of principles of design. -A peer viewer can infer excellent potential stemming from the student-created photo source material. -Sketches and photos demonstrate evolution of the idea through experimentation.
Presenting	<ul style="list-style-type: none"> -Understanding of topic is clearly lacking/incomplete. -Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) detracts from audience comprehension AND engagement. 	<ul style="list-style-type: none"> -Oral and written explanations contain multiple instances where topic understanding evidenced to be incomplete. -Visual design elements of presentation and Performance techniques (e.g. eye contact/vocal variety) detracts from audience comprehension AND/OR engagement. 	<ul style="list-style-type: none"> -Fluency of topic understanding is mostly reflected through oral and written explanations, but there are times when the student departs from the topic without cause. -Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) do not detract from audience comprehension. 	<ul style="list-style-type: none"> -Fluency of topic understanding is reflected through oral and written explanations. -Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) enhance audience comprehension and engagement.
Depth of Inquiry (Responding)	<ul style="list-style-type: none"> -Inquiry statement/question is incomplete -Mind maps and written descriptions are incomplete or missing. -Inquiry topic is not meaningful to the student or seems chosen at random. 	<ul style="list-style-type: none"> -Inquiry statement/question is mostly coherent. -Mind maps and written descriptions show minimal exploration of potential topic evolutions. -Inquiry topic is somewhat personally meaningful 	<ul style="list-style-type: none"> -Inquiry statement/question is coherent and aligns with presented material. -Mind maps and written descriptions evidence exploration of potential topic evolutions. -Inquiry topic is personally meaningful to the student. 	<ul style="list-style-type: none"> -Inquiry statement/question is refined, coherent, and aligns with presented material. -Mind maps and written descriptions evidence extensive exploration of potential topic evolutions. -Inquiry topic is personally meaningful to the student.
Artistic Research (Connecting)	<ul style="list-style-type: none"> -Artist research is missing and/or unrelated to topic of inquiry. 	<ul style="list-style-type: none"> -Artists referenced are somewhat relevant to student's topics. -Little rationale for selection provided. 	<ul style="list-style-type: none"> -Artists referenced are relevant to student's topics and connections are partly explained. -Some rationale for choosing these artists is clear. 	<ul style="list-style-type: none"> -Artists referenced are clearly relevant to student's topics and connections are explicitly explained. -Rationale for choosing these artists is clear.

