

VISUAL ART AUDITION REQUIREMENTS

To be accepted into the Visual Arts Program, students must complete the following audition requirements.

1. Students must submit **1 visual art recommendation** form in a sealed envelope with the evaluator's signature written across the seal.
2. Students must present a copy of the most recent report card. **It is expected that students will have a minimum GPA of 2.0** to maintain eligibility for competitions.
3. Students must submit an art portfolio of 7-10 original works of art.
4. Students must attend and complete all portions of the **Visual Art Audition** which consists of 5 parts:
 - a. Dropping off your portfolio and recommendation letter for review while you audition
 - b. Drawing from observation-30 minutes
 - c. Creating a 2-dimensional design from a prompt-30 minutes
 - d. Creating a 3-dimensional design from a prompt-30 minutes
 - e. One on one interview with a Visual Arts faculty member and return of portfolio-20 minutes

What to include in the Portfolio

There is no need to purchase an expensive portfolio. A simple handmade portfolio made of stiff cardboard, securely fastened with ties is adequate. Do not mat works; our focus is the quality of the works, not the mats. Please DO NOT bring your work in frames.

On the outside of the portfolio place a label clearly lettered with your name, age, grade, and present school. YOUR PORTFOLIO SHOULD INCLUDE A MINIMUM OF 7 PIECES AND A MAXIMUM OF 10 PIECES OF ARTWORK. *Sketchbooks are encouraged and do not count in the maximum number of works.*

- A. Two dimensional works (drawings, paintings, collages, etc.)
 - a. Select your strongest work. You may also include examples of other media that demonstrate the diversity of your talent.
 - b. Show original work rather than slides or photographs of the work.
 - c. Bring drawings done from observation instead of drawings based on photos or other art work. We strongly discourage portfolios consisting solely of cartoons, anime, or superhero images.
 - d. If you are including photography in your portfolio, please label them as follows:
 - i. Digital photography- “original subject matter photographed by me”
 - ii. Digital manipulation-“manipulated imagery from my original photos”
 - iii. Digital manipulation-“manipulated imagery using appropriated (internet) sources”* **internet sources should be Public Domain images*
- B. Three-dimensional works (sculptures, ceramics, mobiles, etc.)
 - a. Small sculptures and ceramics can be brought to the audition.
 - b. If sculpture is large or bulky, a photograph of it taken against a contrasting background is acceptable.

The Visual Art Audition will involve:

- i. Dropping off your portfolio for review while you audition
 - ii. Drawing from observation- 30 minutes
 - iii. 2-D design from a prompt- 30 minutes
 - iv. 3-D design from a prompt- 30 minutes
 - v. One on one interview with a Visual Arts faculty member
- All students will receive their portfolio at the end of the interview.

MEDIA AND SUBJECT MATTER TO INCLUDE IN THE PORTFOLIO:

It is expected that all the requirements for a portfolio are part of the traditional art curriculum and would be satisfied by the normal classroom assignments. Students are expected to provide **at least 7** pieces of original artwork. Photographs of artwork are accepted only when transportation of the artwork is limited by size or weight.

While no student is required to have examples of everything, the following guidelines are used to establish a graded portfolio competitive with others at the same grade level. It is the nature of our program to select those portfolios that would best be prepared for the competitive environment of the Visual Art Department.

STUDENTS WITH LITTLE OR NO ART BACKGROUND ARE GRADED WITH THE SAME RUBRIC AS THOSE WHO HAVE HAD A STRENUOUS ART CURRICULUM.

Please include examples of the following:

Wet media:

Watercolor
Ink
Ink wash
Acrylic
Oil
Tempera

Dry media:

Pencil
Color pencil
Charcoal
Ballpoint pen
Oil pastels
Oil sticks

Three Dimensional Works:

Ceramics
Sculpture: wood, welded metal, stone, glass, wire, etc.
Masks
Paper Mache
Jewelry
Weavings

Subject Matter: *The emphasis should be on direct observation.* No work should be copied from photographs or other artists' works. Cartoons and anime are highly discouraged. Possible examples include:

Self portraits	Interiors of rooms, buildings
Portraits	Exteriors of buildings
Landscapes	Designs using geometric or amorphic shapes
Cityscapes	Collage (not montage)
Still life	Photography (original subject matter)
Animals	Machinery
Industrial sites	Fantasy pieces may be included but should be limited

Parkview Arts/Science Magnet High School

Teacher Recommendation Form for 8th Grade Applicant

To the Student: Please print your name and the name of your current school in the spaces below and give this form to your art teacher to complete. DO NOT WRITE BELOW THE BROKEN LINE.

Applicant's name: _____ Current School: _____

To the Art Teacher: The student named above is a candidate for admission to Parkview Arts/Science Magnet High School. The selection committee places considerable weight on the academic and personal qualifications of each student. Your recommendation is vital to our process. We would appreciate your most candid and thoughtful responses. Please complete this form and return it to the student in an sealed envelope with your signature across the seal.

Teacher name: _____ Position/title: _____

School: _____

Daytime phone: _____ Email: _____

How long and in what capacity have you known the applicant? _____

And what art courses/grade level have you taught her or him? _____

Please place checkmarks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught or advise. If you have no fair bases for judgment, do not hesitate to say so.

	One of the Top Few I Have Ever Encountered	Excellent (Top 10% This/Last Year)	Good (Above Average)	Average	Below Average	No Basis for Judgement
Academic potential						
Academic achievement						
Intellectual curiosity						
Ability to work independently						
Organization						
Creativity						
Willingness to take intellectual risks						
Concern for others						
Honesty/integrity						
Self esteem						
Maturity						
Responsibility						
Respect accorded by teachers						
Respect accorded by peers						
Overall evaluation as a person						
Overall evaluation as a student						

Do you have any concerns about the student's classroom behavior? _____ If so, please elaborate: _____

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the candidate's application. All information you provide will be held in confidence and disclosed only to the selection committee and others deemed necessary by the administrators of the program.

Signature: _____

Printed Name: _____

Title: _____

Date: _____

VISUAL ART AUDITION RUBRIC: DRAWING EVALUATION

STUDENT NAME _____ GRADE: _____ DATE: _____

CRITERION	5 PTS	4PTS	3PTS	2PTS	1PTS	POINTS EARNED	POINTS AVAILABLE
TONE	At least five different tones used to create contrast	At least four different tones used to create contrast	At least three different tones used to create contrast	Only two different tones used to create contrast	Only one tone used to create contrast		5
FORM	Excellent use of light and shade to create the illusion of depth	Good use of light and shade to create the illusion of depth	Average use of light and shade to create the illusion of depth	Weak use of light and shade to create the illusion of depth	No evidence of use of light and shade to create the illusion of depth		5
PERSPECTIVE	Excellent use of perspective devices to create depth and space	Good use of perspective devices to create depth and space	Average use of perspective devices to create depth and space	Weak use of perspective devices to create depth and space	No evidence of perspective devices to create depth and space		5
USE OF PICTURE PLANE	Excellent use of picture plane, with creative inclusion of objects outside the still life, objects running off the page	Good use of picture plane, with creative inclusion of objects outside the still life, objects running off the page	Average use of picture plane, with creative inclusion of objects outside the still life, objects running off the page	Weak use of picture plane, with either no creative inclusion of objects outside the still life, or no objects running off the page	Little evidence of use of picture plane, with no inclusion of objects outside the still life, and/or no objects running off the page		5
					TOTAL POINTS		20

VISUAL ART AUDITION RUBRIC: 2-D DESIGN EVALUATION

STUDENT NAME _____ GRADE: _____ DATE: _____

CRITERION	5 PTS	4PTS	3PTS	2PTS	1PTS	POINTS EARNED	POINTS AVAILABLE
REPETITION OF SHAPE AND COLOR	Excellent use of repetition of shape and color	Strong use of repetition of shape and color	Good use of repetition of shape and color	Superficial use of repetition of shape and color	Very little use of repetition of shape and color		5
COMPOSITION: SOLUTION TO DESIGN PROMPT	Original solution to design prompt; confident and evocative	Creative solution to design prompt; mostly engages the viewer	Acceptable solution to design prompt; student voice is discernable	Attempt at a solution to design prompt; some original ideas emerging	Little to no connection to design prompt; generally awkward		5
CREATIVITY RISK TAKING	Purposeful decision making and risk taking	Some purposeful decision making and risk taking	Evidence of an Attempt at Risk taking	Moderate attempt at risk taking	Little to no risk taking or evidence of Decision making		5
CRAFTSMANSHIP	Technically excellent, clean with no smears or fingerprints	Technically strong, clean with little to no smears or fingerprints	Good technical competence, some glue smears or fingerprints	Moderate technical competence, glue smears or fingerprints	Marginal technical competence, messy		5
					TOTAL POINTS		20

VISUAL ART AUDITION RUBRIC: 3-D DESIGN EVALUATION

STUDENT NAME _____ GRADE: _____ DATE: _____

CRITERION	5 PTS	4PTS	3PTS	2PTS	1PTS	POINTS EARNED	POINTS AVAILABLE
SCULPTURE IN THE ROUND	Sculpture is resolved from every angle of view and is free standing	Sculpture is resolved from most angles, some stronger than others, free standing	Sculpture is resolved from 2 points of view, other views are awkward or incomplete; sculpture wobbles but stands	Sculpture is resolved from one point of view, other views are weak or incomplete-structure needs support to stand	Sculpture is flat- little or no attempt to create a three dimensional art work		5
COMPOSITION: SOLUTION TO DESIGN PROMPT	Original solution to design prompt; confident and evocative	Creative solution to design prompt; mostly engages the viewer	Acceptable solution to design prompt; student voice is discernable	Attempt at a solution to design prompt; some original ideas emerging	Little to no connection to design prompt; generally awkward		5
CREATIVITY RISK TAKING	Purposeful decision making and risk taking	Some purposeful decision making and risk taking	Evidence of an attempt at risk taking	Moderate attempt at risk taking	Little to no risk taking or evidence of decision making		5
CRAFTSMANSHIP	Technically excellent, clean or intentionally textured edges, stable	Technically strong, mostly clean or intentionally textured edges, stable	Good technical competence, some messy edges and areas of instability	Moderate technical competence, messy edges, weak stability	Marginal technical competence, very messy and unstable-will not stand		5
					TOTAL POINTS		20

VISUAL ART AUDITION FINAL SCORE SHEET:

STUDENT NAME _____

AUDITION DATE _____

critrion	points possible	student score
TEACHER RECOMMENDATION	8	
GPA 2.0 AND ABOVE	4	
INTERVIEW	8	
PORTFOLIO REVIEW	20	
DRAWING PROMPT	20	
2-D PROMPT	20	
3-D PROMPT	20	
TOTAL	100	

Parkview Visual Art Audition: Portfolio Rubric - Points Possible 20

	Art #1 Describe	Art #2 Describe	Art #3 Describe	Art #4 Describe	Art #5 Describe	Art #6 Describe	Art #7 Describe
<p>Excellent 5 points</p> <p>An excellent application of art elements and principles of design</p> <p>Clearly demonstrates original vision, innovative ideas and or risk taking</p> <p>Confident and evocative; it engages the viewer with visual qualities</p> <p>Technically excellent, materials and media are used effectively to express the idea</p> <p>Overall it is at an excellent level</p>							
<p>Strong 4 points</p> <p>Shows a strong application of art elements and principles of design</p> <p>Demonstrates an original, innovative idea and affective manipulation of the art elements and principles of design</p> <p>Mostly engages the viewer with expressive and evocative qualities, suggest confidence</p> <p>Overall at a strong level</p>							
<p>Good 3 points</p> <p>Shows good application of art elements and principles of design</p> <p>Demonstrate some originality, some innovative thinking, and purposeful manipulation of the elements and principles of design</p> <p>Some discernable evocative or engaging qualities, though confidence is not strongly apparent</p> <p>Good technical competence and use of materials and media, technical aspects and articulation of idea do not always work together</p>							
<p>Moderate 2 points</p> <p>Superficial application of art elements and principles of design</p> <p>Some attempt at innovation with the elements and principles of design is evident</p>							

<p>Emerging in terms of potential engaging qualities, confidence is questionable Moderate technical competence and some knowledgeable use of materials and media The use of appropriated images appear to be a direct reproduction, student "voice" is minimal</p>							
<p>Weak 1 point Weak application of art elements and principles of design Unoriginal; does not show inventive use of elements of art and principles of design Awkward, marginal technical competence and awkward use of materials and media Within the use of appropriated images, work is a direct copy; little to no student "voice" Little evidence of accomplishment</p>							