



## Visual Arts Audition Packet

The Visual Arts Department at the Barbara Ingram School for the Arts will provide students with a solid foundation in the field of visual arts. If you have a passion for drawing, painting, printmaking, sculpture, ceramics and/or photography; then this program might be a match for you. The visual arts department will provide a rigorous program that focuses on a balance between technical skill acquisition and concept development. The program will offer college-bound students the opportunity for exceptional preparation for entry into art schools or art departments at universities and colleges.

The purpose of the admission process is to assess your abilities and your potential as a visual arts student. We will be looking for your overall use of composition and your ability to successfully integrate the elements and principles of art. We will want to hear your opinions and ideas about your artwork.

### Visual Arts Department Portfolio, Audition, and Interview Process

The audition will consist of four parts:

- Portfolio review (required drawings and student-selected works)
- Written statement review – include a copy of your written statement in your portfolio
- Interview
- On-site drawing (one hour will be spent drawing a still life)

#### 1. Portfolio Review

##### Portfolio Part One: Required Drawings

As part of your portfolio we would like to see works that you have done on your own. Whenever possible these works should be done from direct observation of three-dimensional subjects. These works should be completed within one year prior to the audition. Please include the following:

##### Landscape

We will be looking for use of linear and aerial perspective. The drawing should include at least one building of some kind.

##### Portrait

We will be looking for proportions and overall understanding of the placement of facial features. Draw a realistic picture of a real person, not a cartoon.

##### Still-life

We expect to see an observational drawing of a grouping of inanimate objects. We will be looking at proportion, placement, and use of light and shadow.

##### Animal

We will be looking at proportion and mark-making techniques that show various textures.

## **Portfolio Part Two: Student-Selected Works**

Please bring additional works (at least 10, but no more than 20) that you have completed at home, in school, or in private classes.

Portfolio submissions may be two-dimensional (2D) or three-dimensional (3D) works done in realistic, abstract, and/or non-objective styles. All portfolio selections of drawings and paintings must be actual works. 3D works measuring less than 2 feet in height, width or depth may also be brought to the audition. No slides, photographs or digital reproductions of such works will be evaluated. Printed photographs of 3D works larger than 2 feet in height, width or depth may be included. Photographs (both traditional film and digital) included in the portfolio should be printed out. Students who wish to submit digitally-created works should print them out whenever possible. Students may submit no more than two digitally created works in digital format. Students who wish to submit such works must either bring their own digital device for showing them or contact Dr. Roberts at [roberlte@wcps.k12.md.us](mailto:roberlte@wcps.k12.md.us) in advance, regarding acceptable digital formats.

In addition, you may bring a sketchbook that you have been working in. (Anime may be included in this sketchbook.) During the review of the works you may be asked to tell why you picked these particular works, what you wanted to communicate with these works, and other relevant questions.

### **2. Written Statement Review**

Please include in your portfolio a copy of a personal statement that tells why you want to attend the Barbara Ingram School for the Arts. It is important that this statement be your ideas, written in your own words. You may wish to include information about the following in your statement: when and why you make art, educational experiences in art that you have participated in outside of the classroom, and what you hope to accomplish by attending Barbara Ingram School for the Arts.

### **3. Interview**

Barbara Ingram School for the Arts faculty members will talk briefly with you about the following:

- Your required drawings and other portfolio submissions
- Your written statement
- When or how your work was made

During the interview, you will have an opportunity to ask questions about our program.

### **4. On-Site Drawing**

You will be asked to make a drawing of objects set up on a table in the drawing room. We will be looking for your ability to draw from direct observation. We will provide all materials and we will keep your drawing. You will be given one hour to complete the drawing.

# Visual Arts Audition Sheet

Student Number \_\_\_\_\_

Date \_\_\_\_\_

<p><b>Technique</b> (100 POINTS)</p> <ul style="list-style-type: none"><li>• Texture</li><li>• Proportion</li><li>• Perspective</li><li>• Line</li><li>• Color</li><li>• Value</li><li>• Space</li><li>• Shape</li><li>• Form</li><li>• Range of handling of materials</li><li>• Response to prompt</li><li>• Shows potential, but lacks formal technique</li></ul> <p>POINTS _____</p>
<p><b>Artistry</b> (100 Points)</p> <ul style="list-style-type: none"><li>• Harmony of style and technique</li><li>• Communicates a visual idea</li><li>• Composition – balance – unity – contrast – movement – rhythm</li><li>• Use of elements and principles of design</li><li>• Personal style and originality</li><li>• Response to prompt</li><li>• Level of Achievement</li><li>• Demonstrates artistic promise and potential for trainable growth</li></ul> <p>POINTS _____</p> <p>TOTAL _____</p>

Judge's Signature \_\_\_\_\_

## Visual Arts Audition Criteria

### Technique Level 5                    90-100 Points

Student portfolio **consistently** exhibits **excellent** knowledge and use of technique. Works indicate **superior** use and understanding of line, form, value, texture, and color. Student work demonstrates **excellent** use of space, shape, proportion and perspective. Sketchbook shows **significant experimentation** and long term development. The variety of genre, coupled with a **high level** of performance, **consistently** results in an **excellent** level of technical achievement. **Outstanding technical skills.** The response to the on-sight prompt is **excellent**, reveals strong skills, and is **consistent with the quality of the portfolio.**

### Technique Level 4                    70-89 Points

Student portfolio **frequently** exhibits **very good** knowledge and use of technique. Works indicate **excellent** use and understanding of line, form, value, texture, and color. Student work demonstrates **very good** use of space, shape, proportion, and perspective. Sketchbook shows **some experimentation** and **above average** development. The variety of genre, coupled with a **very good** level of performance, **often** results in a **very good** level of technical achievement. **Very good technical skills.** The response to the on-sight prompt is **very good**, and is **consistent with the quality of the portfolio.** Please indicate below if there is any concern with the last criterion.

### Technique Level 3                    50-69 Points

Student portfolio **usually** exhibits **good** knowledge and use of technique. Works indicate **good** use and understanding of line, form, value, texture, and color. Student work demonstrates **good** use of space, shape, proportion, and perspective. Sketchbook shows the **beginning of experimentation** and **average** development. The variety of genre, coupled with a **good** level of performance, **regularly** results in a **good** level of technical achievement. **Good technical skills.** The response to the on-sight prompt is **good**, and is **consistent with the quality of the portfolio.** Please indicate below if there is any concern with the last criterion.

### Technical Level 2                    30-49 Points

Student portfolio **occasionally** exhibits **fair** knowledge and use of technique. Works indicate fair use and understanding of line, form, value, texture, and color. Student work indicates fair use of space, shape, proportion, and perspective. Sketchbook shows **minimal experimentation** and **below average development.** The variety of genre, coupled with the level of performance, **occasionally** results in a **fair** level of technical achievement. **Fair technical skills.** The response to the on-sight prompt is **fair**, and is **consistent with the quality of the portfolio.** Please indicate below if there is any concern with the last criterion.

### Technical Level 1                    1-29 Points

Student portfolio **rarely** exhibits knowledge and use of technique. Works indicate poor use and understanding of line, form, value, texture, and color. Student work indicates poor use of space, shape, proportion, and perspective. Sketchbook shows no experimentation and poor development indicating **infrequent** practice and **no experimentation.** The variety of genre, coupled with the level of performance, results in a **poor** level of technical achievement. **Poor technical skills.** The response to the on-sight prompt is **poor**, and is **consistent with the quality of the portfolio.** Please indicate below if there is any concern with this criterion.

## Visual Arts Audition Criteria

### Artistry Level 5                      90-100 Points

**Consistent** use of the elements and principles of design **always** results in a **superior** level of artistic achievement. Work indicates a **continuous** harmony of style and technique resulting in a **superior** display of composition that includes a sense of balance, unity, contrast, movement, and rhythm. Student **response to the prompt** demonstrates a **highly developed** sense of personal style and originality and a **superior** ability to communicate a visual idea.

### Artistry Level 4                      70-89 Points

**Above average** use of the elements and principles of design **usually** results in an **excellent** level of artistic achievement. Work indicates an **above average** harmony of style and technique, resulting in an **excellent** display of composition that indicates a sense of balance, unity, contrast, movement, and rhythm. Student response to the prompt demonstrates an **above average** sense of personal style and originality and an **excellent** ability to communicate a visual idea.

### Artistry Level 3                      50-69 Points

**Average** use of the elements and principles of design **sometimes** results in a **good** level of artistic achievement. Work indicates an **average** harmony of style and technique resulting in a **good** display of composition that indicates an **average** sense of balance, unity, contrast, movement, and rhythm. Student response to the prompt demonstrates an **average** sense of personal style and originality and a **good** ability to communicate a visual idea.

### Artistry Level 2                      30-49 Points

**Below average** use of the elements and principles of design **infrequently** results in a **fair** level of artistic achievement. Work indicates a **below average** harmony of style and technique resulting in a **fair** display of composition that indicates a **below average** sense of balance, unity, contrast, movement and rhythm. Student response to the prompt demonstrates a **below average** sense of personal style and originality and a **fair** ability to communicate a visual idea.

### Artistry Level 1                      0-30 Points

**Poor** use of the elements and principles of design **usually** results in a **poor** level of artistic achievement. Work indicates **little** harmony of style and technique resulting in a **poor** display of composition that indicates **little** sense of balance, unity, contrast, movement, and rhythm. Student response to the prompt demonstrates **little** sense of personal style and originality and a **poor** ability to communicate a visual idea.