



Grades 3-6 Visual Art

Audition Overview and Requirements

Auditions for the 2022-2023 school year will be in an online format where student artists will view an instructional video and then record themselves completing the required tasks. Your student should watch the full **Audition Instructional Video** from beginning to end before starting their audition recording.

Task #1 - Still Life Drawing

Artists will demonstrate technical skills by drawing from a still life containing a variety of simple three dimensional objects found at home. The objective of the task is to accurately render the forms (not including product logos or labels) in the composition and to add some different values by shading and blending.

Details

- Students will set up a still life display of objects that represents basic geometric forms (sphere, cube, cone, cylinder, prism, etc.).
- The still life could include a bowl of fruit, potted plant, vase of flowers, soup or cola can, glass bottle, teapot, mug or stemmed glass, cleaning or beauty supply containers or bottles. Artists can use any available household item to create a composition of different forms.
- The **Audition Instructional Video** demonstrates ways to set up the still life and contains several examples of still life drawings.
- Use 3 to 5 objects.

Supplies

- Graphite pencil
- Large sheet of drawing paper, mixed media paper, or even a poster board (18x24 is a good size)

Task #2 - Creative Problem Solving

Given a universal art theme or idea, artists will demonstrate creative problem solving and personal art making style by creating an original artwork that visually communicates a big idea in art. The objective of the task is to show the student artist's personal art style and unique way of seeing the world.

Details

- The universal art theme/idea will be included in your **Audition Instructional Video** the day of the audition. Examples include: identity, humans and the environment, relationships, families and communities, feelings and emotions, or freedom and social change.
- Students should select art supplies they have used before so they are comfortable with their use before the audition.

Supplies

- Students may choose to use watercolor paint, colored pencils, tempera or acrylic paint, oil pastels, crayons, markers, etc.
- Large sheet of drawing paper, mixed media paper, or even a poster board (18x24 is a good size)

Grades 3-6 Visual Art Audition Score Sheet

Audition Number: _____ Rising Grade: _____ Audition Date: _____

Task #1 -Still Life Drawing						
Key Look-Fors	Accomplished (Above Standard)	Proficient (At Standard)	Developing (Near Standard)	Novice (Below Standard)	No Evidence	Total
Composition	4	3	2	1	0	
Value/Shading/Blending	4	3	2	1	0	
Proportion/Accuracy	4	3	2	1	0	
Task #2 - Universal Art Theme/Idea						
Creative Ideas and Personal Expression	4	3	2	1	0	
Connection to Prompt	4	3	2	1	0	
Use of Studio Time	4	3	2	1	0	
Panelist Initials				Total Score		
Rising Grade _____	Total Score /24 X 100 = Best possible score 24/24		Adjusted to 100 Point Scale			

Task #1 - Still Life Drawing

KEY LOOK-FORS	Accomplished (Above Standard) 4 points	Proficient (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 point	No Evidence 0 points
Composition	Well thought out composition. Clear that the artist has a sense of composition strategies such as balance of space; highly successful use of elements of design such as line, shape, and form.	There is visual evidence of good to advanced composition skills such as balance of space. The work is purposefully using a range of 2-D design elements (line, shape, form) to guide the creative process. Moderate to good use of elements of design.	There is visual evidence of rudimentary composition skills. The use of 2-D design elements (line, shape, form) are used with varying degrees of success.	The work demonstrates minimal success creating interesting compositions; the 2-D design elements (line, shape, form) are emerging or undeveloped.	No Evidence
Value/Shading/ Blending	Artist uses a full range of values from darkest dark to lightest light including mid- tones.	Blending needs some improvement, with some choppy gradations in value. Range of values used.	Blending needs a great deal of improvement, shapes appear grainy and there are choppy gradations. Grooves are etched into the paper. Limited range of values.	No blending or muddy/messy blending. Blending is not repairable. Grooves are etched into the paper. None or very little use of values, contouring.	No Evidence
Proportion/ Accuracy	Rendering forms in proper relation to each other and to the space on the page.	Applied guidelines of proportion but some proportions are not realistically accurate.	Work shows lack of attention to detail or purpose/accuracy; the work is uneven, but overall it demonstrates emerging technical competence and use of materials and media.	No attention to detail; proportion/accuracy is naïve and is lacking skill or technical competence.	No Evidence

Task #2 - Universal Art Theme/Idea

KEY LOOK-FORS	Accomplished (Above Standard) 4 points	Proficient (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 point	No Evidence 0 points
Creative Ideas and Personal Expression	The composition is original, imaginative or inventive; experimentation and/or risk-taking is clearly evident. Intentional use of technique to show emotion and/or personal meaning.	The composition of the work is generally imaginative or inventive; work may show successful experimentation and/or risk-taking; emotion and/or personal meaning are evident.	The composition of the work includes some imaginative ideas; show engagement with experimentation and/or risk-taking, but with uneven success; emotion and/or personal meaning are occasionally evident in the work.	The composition of the work lacks originality or imagination. Negligible experimentation or risk-taking or it is unsuccessful; emotion and/or personal meaning are rarely evident in the artwork.	No Evidence
Connection to Prompt	Employs higher level thinking that connects to big, universal ideas and larger personal vision; well-informed decision making and intention.	Employs some higher level thinking that connects to a universal idea and expresses the student's individual ideas; clear decision making and intention are evident.	Lacks strong connection to a universal idea or theme; the student's vision is minimal; decision making and intention are questionable.	Little to no awareness or connection to a universal idea or theme; little to no student vision; the work appears to be unconsidered and to lack discernible intention.	No Evidence
Use of Studio Time	Purposeful engagement with the work; scanning artwork for quality, artistic viewpoint, revision and editing of the work. Passionate focus; demonstrates innovative solutions and resourcefulness.	Consistent focus on work; awareness of artistic process.	Inconsistent focus on work and/or shows resistance when work is challenging; developing awareness of artistic process.	Does not sustain focus on work for more than 5 minutes and/or refuses when work is challenging; beginning awareness of artistic process.	No Evidence