



Grades 7-8 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, a 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 5 to 7 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)

Task #3 - Portfolio

Artists will record themselves presenting a portfolio of artistic work that demonstrates what they are passionate about in their own art. The objective of the task is to demonstrate the artist's overall artistic ability and creative process.

The middle school portfolio (grades 7-8) must include at least 5 artworks: 1 portrait (people), 1 landscape (places), 1 still life (things), 2 artworks of your choice (1 free choice art work may be digital art).

Details

- Students may include artworks created for school assignments or on their own within the last two years
- Students may also choose to show any 3-D artworks they have made - jewelry, fibers, clay, found objects or metal
- Students may **not** include drawings/tracings of copyrighted material (i.e., Disney or Anime characters)
- The portfolio video must show the student holding each of the required pieces so that they can be seen clearly. If the work is in a portfolio bag or sketchbook, the student may hold the portfolio or sketchbook to flip through the pages, but ensure the artist's works can be seen clearly in the video. Students should not narrate or talk about their art in the video

Grades 7-8 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 & Personal Expression | 4 | 3 | 2 | 1 | 0 | |
| Connection to Prompt | 4 | 3 | 2 | 1 | 0 | |
| Use of Studio Time | 4 | 3 | 2 | 1 | 0 | |
| Task #3 - Portfolio | | | | | | |
| Composition & Technical Skills | 4 | 3 | 2 | 1 | 0 | |
| Creative Ideas & Personal Expression | 4 | 3 | 2 | 1 | 0 | |
| Craftsmanship & Presentation | 4 | 3 | 2 | 1 | 0 | |
| Panelist Initials | | | Total Score | | | |
| Rising Grade _____ | Total Score / 36 X 100 = Best possible score 36/36 | | 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 |

Task #3 - Portfolio

Middle School - 1 portrait, 1 landscape, 1 still life, 2 artworks of your choice

| 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 Technical Skills | 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. | 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, color) 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, color) are used with varying degrees of success. | The work demonstrates minimal success creating interesting compositions. The 2-D design elements (line, shape, form, color) are emerging or undeveloped. | No Evidence |
| Creative Ideas and Personal Expression | The composition is original, imaginative or inventive; experimentation and/or risk-taking; confident and evocative; it engages the viewer with visual qualities (for example, expressive verve or nuanced subtlety). | The composition of the work is generally imaginative or inventive; work may show successful experimentation and/or risk-taking; Some of the work has evocative qualities that engage the viewer, though confidence is not obvious; conversely, the work may display confidence but not be engaging. | The composition of the work includes some imaginative ideas; shows engagement with experimentation and/or risk-taking, but with uneven success. One or two works may be evocative or engaging; confidence is questionable. | The composition of the work lacks originality or imagination. Negligible experimentation or risk-taking or it is unsuccessful. The work does not engage the viewer; no confidence is evident. | No Evidence |
| Craftsmanship/ Presentation | Attention to detail; purposeful, completed artworks; the technical competence of the work is strong; materials and media are used well to express ideas. | Most works show attention to detail and purposeful completed artworks; the technical competence of each work is strong, materials and media are used well to express ideas. | Many to most works show lack of attention to detail or purposeful completed artworks. The work is uneven, but overall it demonstrates emerging technical competence and use of materials and media. | Clearly lacks presentation quality. Use of materials is naïve and is lacking skill or technical competence. | No Evidence |