



Grades 3-6 Visual Art Audition Overview and Requirements

Task #1 - Still Life Drawing (Rising Grades 3 through 6)

Artists will demonstrate technical skills by drawing from observation, a still life containing a variety of simple three dimensional objects. The objective of the task is to accurately render the forms in the composition and to add some different values by shading and blending.

Details

- Students will participate in a mini lesson about observational drawing with a visual arts instructor.
- Students will create a composition using observation to draw objects that represent basic forms

Task #2 - Creative Expression (Rising Grades 3 through 6)

Given an art theme or idea, artists will demonstrate their creativity and personal art making style by creating an original composition. The objective of the task is to show the student artist's personal art style and unique way of seeing the world.

Details

- Students will be able to choose a medium that they are most comfortable using (Crayons, pencils, markers or watercolor paints)
- Students will be given 25 minutes to create a composition that represents their personal art style.
- Students will be able to explain their creation and the message behind their work as they are creating their piece during the audition. They will be asked what they are making and what it means to them.

Grades 3-6 Visual Art Audition Score Sheet

Audition # _____ Rising Grade _____

| Technical Skills | | Accomplished (Above Standard) | Proficient (At Standard) | Developing (Near Standard) | Novice (Below Standard) | No Evidence | Total |
|--|--|---|------------------------------------|--------------------------------------|-----------------------------------|-------------|-------|
| Accuracy/Proportion | | 4 | 3 | 2 | 1 | 0 | |
| Shading/Value | | 4 | 3 | 2 | 1 | 0 | |
| Following Directions | | 4 | 3 | 2 | 1 | 0 | |
| Creative Skills | | | | | | | |
| Creative Ideas and Personal Expression | | 4 | 3 | 2 | 1 | 0 | |
| Coloring Skills | | 4 | 3 | 2 | 1 | 0 | |
| Use of Studio Time | | 4 | 3 | 2 | 1 | 0 | |
| Artist Statement | | 4 | 3 | 2 | 1 | 0 | |
| Panelist Initials | | | | Total Score | | | |
| Total Score /28 X 100 = | | | | Adjusted to 100 Point Scale = | | | |
| Best possible score 28/28 | | | | | | | |

Technical Skills (3-6)

| 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 |
|---------------------------------|---|---|---|---|-------------------------------------|
| Accuracy/ Proportion | Rendering forms in proper relation to each other and to the space on the page. Demonstrates mastery of technical competence and use of materials/medium | Applied guidelines of proportion but some proportions are not realistically accurate. Demonstrates technical competence and use of materials/medium | Work shows lack of attention to detail or accuracy; Work is uneven, demonstrates emerging technical competence and use of materials and media | No attention to detail; proportion/accuracy is not realistically accurate and is lacking skill or technical competence. | No Evidence |
| Shading/Value | 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 choppy gradations. Limited range of values. | No blending or muddy/messy blending. None or very little use of values, contouring. | No Evidence |
| Following Directions | The artist follows all directions given and all steps of the process are followed | Mostly followed process but skipped some steps | Some steps of the process followed. Skipped most steps | Steps of process not followed. | No Evidence |

Creative Skills (3-6)

| 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; shows some experimentation and/or risk-taking, but with uneven success; emotion and/or personal meaning. | The composition of the work lacks originality or imagination. Experimentation or risk-taking or it is unsuccessful; emotion and/or personal meaning are rarely evident in the artwork. | No Evidence |
| Coloring Skills | Artist uses solid coloring that is visually appealing to the piece. No blank spaces show within the colored lines and mastery of the medium is shown in the composition | Composition is mostly colored within the lines. Strokes vary in size and direction and are limited and slightly noticeable | Composition lacks solid coloring. Strokes are varying in length with noticeable blank marks between. | Little to no awareness or media use and coloring. The strokes are varying in length with large spaces of blank spaces between. Marks stray across paper. | 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 the 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 |
| Artist Statement | Artist explains the artwork fully and with enthusiasm. They are able to identify process and interpret a clear message to viewers. | Artist is able to mostly explain the process and meaning. Few follow-up questions required | Artist cannot fully explain the process and needs to be prompted to explain work. They are unable to articulate the meaning behind their work. | Artist is unable to explain any process or meaning behind artwork. | No Evidence |