

BA / DESIGN STUDIES

FRESHMAN, PORTFOLIO. REVIEW.



POINT. LINE. PLANE. OBJECT. MARK. SHAPE. COLOR. TIME.
MASS. LIGHT. SHADE. TEXTURE. FORM. VALUE. PROPORTION.
SCALE. DEPTH. RHYTHM. EMPHASIS. CONTRAST. VARIATION.
BALANCE. ASYMMETRIC. SYMMETRIC. UNITY. HARMONY.
REPETITION. PATTERN. SEQUENCE. FLOW. 2-D. ILLUSION OF
FORM. ILLUSION OF SPACE. 3-D. SEQUENTIAL. ATMOSPHERIC
PERSPECTIVE. LINEAR PERSPECTIVE. FORESHORTENING.
VISUAL LANGUAGE. VOICE. AESTHETIC.

-- A. BA EXAMPLES: <https://drive.google.com/drive/folders/1MNTiHOiZPJTJCSXNX61ZZONXTX6NX790?usp=sharing>

-- B. BA VIDEO INSTRUCTIONS: *TBA*

POINT. LINE. PLANE. OBJECT. MARK. SHAPE. COLOR. TIME. MASS.
LIGHT. SHADE. TEXTURE. FORM. VALUE. PROPORTION. SCALE. DEPTH.
RHYTHM. EMPHASIS. CONTRAST. VARIATION. BALANCE. ASYMMETRIC.
SYMMETRIC. UNITY. HARMONY. REPETITION. PATTERN. SEQUENCE.
FLOW. 2-D. ILLUSION OF FORM. ILLUSION OF SPACE. 3-D. SEQUENTIAL.
ATMOSPHERIC PERSPECTIVE. LINEAR PERSPECTIVE. FORESHORTENING.
VISUAL LANGUAGE. VOICE. AESTHETIC. POINT. LINE. PLANE. OBJECT.
MARK. SHAPE. COLOR. TIME. MASS. LIGHT. SHADE. TEXTURE.
FORM. VALUE. PROPORTION. SCALE. DEPTH. RHYTHM. EMPHASIS.
CONTRAST. VARIATION. BALANCE. ASYMMETRIC. SYMMETRIC. UNITY.
HARMONY. REPETITION. PATTERN. SEQUENCE. FLOW. 2-D. ILLUSION
OF FORM. ILLUSION OF SPACE. 3-D. SEQUENTIAL. ATMOSPHERIC
PERSPECTIVE. LINEAR PERSPECTIVE. FORESHORTENING. VISUAL
LANGUAGE. VOICE. AESTHETIC. POINT. LINE. PLANE. OBJECT.
MARK. SHAPE. COLOR. TIME. MASS. LIGHT. SHADE. TEXTURE.
FORM. VALUE. PROPORTION. SCALE. DEPTH. RHYTHM. EMPHASIS.
CONTRAST. VARIATION. BALANCE. ASYMMETRIC. SYMMETRIC. UNITY.
HARMONY. REPETITION. PATTERN. SEQUENCE. FLOW. 2-D. ILLUSION
OF FORM. ILLUSION OF SPACE. 3-D. SEQUENTIAL. ATMOSPHERIC
PERSPECTIVE. LINEAR PERSPECTIVE. FORESHORTENING. VISUAL
LANGUAGE. VOICE. AESTHETIC. POINT. LINE. PLANE. OBJECT.
MARK. SHAPE. COLOR. TIME. MASS. LIGHT. SHADE. TEXTURE.
FORM. VALUE. PROPORTION. SCALE. DEPTH. RHYTHM. EMPHASIS.
CONTRAST. VARIATION. BALANCE. ASYMMETRIC. SYMMETRIC. UNITY.
HARMONY. REPETITION. PATTERN. SEQUENCE. FLOW. 2-D. ILLUSION
OF FORM. ILLUSION OF SPACE. 3-D. SEQUENTIAL. ATMOSPHERIC
PERSPECTIVE. LINEAR PERSPECTIVE. FORESHORTENING. VISUAL
LANGUAGE. VOICE. AESTHETIC. POINT. LINE. PLANE. OBJECT.

FRESHMAN , PORTFOLIO. REVIEW .

High Point University, School of Art and Design, Department of Art & Design

BA / DESIGN STUDIES

FRESHMAN PORTFOLIO REVIEW PROCESS:

CRITERIA FOR ADMISSION TO THE SCHOOL OF ART & DESIGN

In order to become a major in the School of Art and Design, interested students are required to submit a portfolio for evaluation. High Point University recognizes that many students, for various reasons, chose not to pursue art/design courses or did not have access to art/design courses in high school. Consequently, the School of Art and Design has created diagnostic courses for each of its majors. Upon successful completion, students must submit a portfolio of their work before being formally accepted into their major.

For Portfolio Review, students submit a portfolio of work that consists of selected projects from the freshman-level foundation courses (see below for requirements). Faculty will evaluate the quality of the portfolio of work along with the student's professional behavior (attendance, work ethic, ability to accept constructive criticism) and overall GPA. The program does not have a quota at this time and can accept all students that meet the department's standards. In addition, the goal is not to "weed" students out of the School. We want you to succeed, and we do this by evaluating the skills acquired in your first year, your overall attitude, and your ability

to thrive in a studio culture. It is, however, unlikely that students will pass Portfolio Review if the applicant has below a cumulative GPA of 2.5 or a grade of C- or below is received in any of the required foundational courses. A student who does not pass any one of the foundational courses is not eligible to apply for admission into the major. Students may retake the course and reapply; however, students may not apply to any program more than twice.

Transfer students with existing art and/or design courses should submit a preliminary portfolio directly to the chair of the department. After evaluation, the chair will discuss the student's options and potential paths forward.

SUBMISSION DUE DATE AND PROCESS

Submissions are due by 5pm on Reading Day of the SPRING Semester (Thursday, April 29, 2021). Portfolios submitted after this date and time will not be reviewed and must be resubmitted the following semester! This WILL put you behind in your major coursework! The portfolio is submitted via blackboard as a single pdf file (not to exceed 50MB) consisting of six examples of work taken from the foundation classes (ART 1050, ART 1060). You may not submit work created during high school. The required works for the Blackboard portfolio submission are listed below. The numbers in parentheses relate to the learning outcomes used as criteria to evaluate the portfolio.

- ___ 9 Squares Project (1,2,4)
- ___ Color Theory Project. (1,4)
- ___ Still life drawing based on observation illustrating a minimum of three objects in space and demonstrating strong value, line quality, and proportion. (1,2)
- ___ Drawing or design that demonstrates understanding of two-point perspective. (1,2,4)
- ___ Two works of your own choosing from a college level course that reflect of your personal artistic expression and also reinforce the criteria found in the goals below. We are also evaluating your ability to discern quality in your own work through the pieces you have selected. Faculty are happy to clarify portfolio expectations, terms, concepts, etc. but they will not help you choose the specific pieces for your portfolio. (1,2,3,4)

Students should be diligent in archiving ALL of their work from the foundational courses. Each student will be able to store their work on Bb in a designated folder. However, students should have a back-up of all work (in multiple places) to assure its security prior to its compilation into the single pdf.

FRESHMAN, PORTFOLIO. REVIEW.

STEPS:

A. OVERVIEW. Throughout the academic year, students who express interest in applying to the Studio Art or Design Studies major will have access to two submission portals (labeled ART 1050 and ART 1060) in a Blackboard course entitled "Portfolio Review-ART/GDS". You may store your projects here. It is not a requirement for you to use these folders, and please know that faculty are not monitoring these folders. The third portal, however, is the one where you will submit your final portfolio.

- NOTE: Any student who has registered their interest as a Studio Art or Graphic Design major will automatically be given access to the Portfolio Review-ART/GDS course. If you are Undeclared or want the opportunity to submit you must contact Ms. Ashley (mashley@highpoint.edu) so that she may give you access.

B. PORTAL. The submission portal entitled "Final Portfolio Submission" is now open and will close at 5pm Reading Day.

C. Prior to submission,

students are encouraged to take the feedback received from your peers and Professors at the time of original submission of any given project to make appropriate changes. While you are not required to make any changes, we want you to have every opportunity to show us your best work. Be thoughtful in your choices of portfolio work!

D. FORMAT. Students will create their portfolios using the following format and the software of their choice, remembering that the final submission must be a pdf:

- ___ Cover page: consists of student name and number, desired major, 250-word minimum response to the following question.
 - What does this statement mean to you, why is it important, and what role would you play in helping us achieve our mission? "The School of Art and Design's mission is to create an inclusive environment that encourages the exchange of ideas and the intellectual and creative development of faculty and students."

___ Table of contents: List the specific name of each project along with the corresponding page number. In the list below, only the 9 Squares Project is the specific name. You get to choose your other projects based

on the category (such as color theory project). Name each of the following projects by listing the category below followed by the specific project name. Example: Color Theory Project: Color Wheel.

- 9 Squares Project
- Color Theory Project
- Still life drawing based on observation illustrating a minimum of three objects in space and demonstrating strong value, line quality, and proportion
- Perspective Drawing
- Student Choice Work 1
- Student Choice Work 2

INDIVIDUAL PROJECTS.

each page should include only one project and no project should be spread across more than two pages. Information accompanying each project should include (see example on right):

- the title of the project (as noted above),
 - name and number of the course (e.g. ART 1060 Drawing),
 - Professor's name, and
 - Semester/Year (e.g. Fall 2021).
- Color Theory Project: Color Wheel
ART 1050 Fundamentals of Design
Mr. Shores
Fall 2021
- For your two "Student Choices", include a brief explanation (3-4 sentences) as to why you selected these projects for inclusion in your portfolio. Work(s) should be solely of your creation and not contain any imagery (including photographic)

____. Save as one **PDF** that is no more than 50 MB.

E. COMMITTEE. A committee of three faculty members will review all the submissions using a rubric defined by the criteria listed under Submission Due Date and Process, and the formatting requirements above. The Dean's office will provide to the committee, a report on each student's GPA and Starfish Flags. Any portfolio that is initially deemed as a "not pass" will be further analyzed by the committee, the chair of the department, and the dean of the School of Art and Design to assure that the review is fair and the outcome is appropriate. The committee makes a recommendation to the full Departmental Faculty for approval. The vote must be unanimous. Students may not appeal the committee decision.

__F. NOTIFICATION. Students will be notified of the results of the portfolio review via email no later than one week following the final exam period for the semester.

___G. DECISION. Decision letters may have one of three outcomes:

____. **PASS:** Student is moved to candidacy status (ART, GDS).

____. **PROBATION:** Faculty identified a particular weakness that requires the student's attention. Directions to remedy the probation status will be crafted on a case-by-case basis. Probation outcomes will be reviewed over the summer prior to the returning Fall semester. Further details regarding resubmission of portfolios will be shared with students when they receive notification of their probationary status.

____. **DOES NOT PASS:** Student did not successfully meet the department's standards (either academically and/or relative to professional behavior). The specifics will be listed in the letter. Options moving forward include:

- Student may reapply during the next submission cycle, but this will be their last opportunity to pass. For ART/GDS students, the next submission cycle would be Fall of the following year. Whether the student retakes a course or not should be discussed with the chair of the department.
- Student may choose to pursue the minor in the discipline, but must search for another major that is best suited to their skill

set.

____. Students can only maintain conditional status through the Sophomore year in which they can choose to declare a minor in Studio Art or GDS.

____. Students may not register for Art 4999 or GDS 4999 unless they have successfully passed their respective portfolio review.

__H. **PLEASE NOTE:

- If the work is photographed poorly or is difficult to evaluate because of image quality the student's portfolio is non-reviewable and the student will have to resubmit during the next evaluation cycle.
- If a portfolio is submitted with missing or duplicate items or items not meeting the criteria listed above (even one) the student's portfolio is non-reviewable and the student will have to resubmit the next submission cycle.
- If there are technical issues viewing the student images (as noted by the School of Art and Design and/or the HPU IT office), then the School of A&D will reach out to the student to resolve. Students will have 24 hours to respond.
- Students wanting to switch majors within the School of Art and Design must make an appointment with the chair of the respective department they are wishing to switch into in order to discussion process and options.

LEARNING OUTCOMES/EVALUATION CRITERIA

.....

The above projects will be evaluated based on the following criteria. Students will demonstrate:

___1. Understanding of basic design principles, concepts; they are becoming aware of media and formats in the various fine arts disciplines.

___a. Faculty will be looking for an understanding of the elements and principles of design (Symmetry, Asymmetry, Repetition, Balance, Emphasis, Movement, Pattern, Rhythm, Unity, Texture, Line, Space, Form) and students' growing awareness of various media (ink, graphite, paint, etc.)

___2. Understanding of how to employ/use materials with some proficiency across a limited range of artistic fields using a variety of methods.

___a. Faculty will be looking for successful manipulation of charcoal, ink, graphite,

paint and the ability to use simple tools such as (xacto knife, brush, etc.)

___3. Awareness of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.

___a. Faculty will be looking for your ability to show your understanding of proportion, perspective, value, etc.

___4. Awareness that there are workable connections between concept and media.

___a. Faculty will be looking for the emergence of conceptual thinking and experimentation with media.

A student's attitude and response to the learning environment is equally important to their physical work. It is crucial for students to be able to exist in a studio culture that is based on constant evaluation of work. Consequently,

student behavior and professionalism will be evaluated on the following criteria.

___1. Be able to accept constructive criticism and utilize it in the development of projects.

___2. Demonstrate a strong work ethic and passion for the discipline. This includes arriving to class on time and remaining for the entire session.

___3. Overall GPA

NOTE: When faculty are concerned about a student's professionalism (attendance, work ethic, ability to accept constructive criticism), they will raise a "Professionalism" Starfish flag. This is viewed as part of the learning process and an opportunity for the student to address and alter the behavior. If the unprofessional behavior continues, then the student may be at risk of not being accepted into the major.

RUBRIC:

	Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Manipulation of Materials	All artworks demonstrate mindful use and awareness of the manipulation of materials.	Most artworks demonstrate sufficient awareness of the use and manipulation of materials.	Most artworks demonstrate limited awareness of the use and manipulation of materials.	Artworks demonstrate little to no awareness of the use and manipulation of materials.
Resolution and Craftsmanship	All artworks are visually resolved and finished.	Most artworks are visually resolved and finished.	Few artworks are visually resolved and finished.	Artworks are largely visually unresolved and unfinished.
Principles & Elements of Design	Student thoroughly comprehends the formal elements and principles of design/art as evidenced through presentation and visually in the portfolio.	Student comprehends most of the formal elements and principles of design/art as evidenced through presentation and visually in the portfolio.	Student has a limited grasp of the formal elements and principles of design/art as evidenced through presentation and visually in the portfolio.	Student has little understanding of the formal elements and principles of design/art as evidenced through presentation and visually in the portfolio.
Materials & Technical Processes	Student demonstrates a thorough understanding of materials and technical processes as evidenced in the portfolio.	Student demonstrates a sufficient understanding of materials and technical processes as evidenced in the portfolio.	Student demonstrates a limited grasp of materials and technical processes as evidenced in the portfolio.	Student demonstrates little to no understanding of materials and technical processes as evidenced in the portfolio.
Professionalism, Participation, Demeanor	Student is highly professional, fully participates in class and is very respectful to professors and peers.	Student is professional, participates in class and is respectful to professors and peers.	Student is inconsistent with professionalism and minimally participates in class and is somewhat respectful to professors and peers.	Student is not professional and does not participate in class and is not respectful to professors and peers.
Creative Solutions	All artworks evidence problem seeking, finding and solving. Artworks demonstrate student's ability to take the assignment beyond the scope of what is mandated.	Most artworks evidence problem seeking, finding and solving. Artworks demonstrate student's attempts to take the assignment beyond the scope of what is mandated.	Some artworks evidence problem seeking, finding and solving. Artworks demonstrate little attempt to take the assignment beyond the scope of what is mandated.	Few to no artworks evidence problem seeking, finding and solving. Artworks demonstrate no attempt to take the assignment beyond the scope of what is mandated.

PROFESSIONAL BEHAVIOR:

High Point University students have a responsibility to uphold the University Honor Code, Conduct Code, and all other rules and processes as noted in the Undergraduate Bulletin and the Student Guide to Campus Life. These rules apply to the entirety of the campus, especially in academic spaces (e.g., classrooms, faculty offices). Students should be fully aware of these expectations at all times. Behaviors or methods of communications that hinder an "inclusive environment that encourages the exchange of ideas and the intellectual and creative development of faculty and students" (Mission of the School of Art and Design) will be addressed immediately and tracked via Starfish. The degree of offense could include civility education, withdrawal from the class, or expulsion. The School of Art and Design partners with the Office of Student Life in dealing with these concerns. Faculty will review a student's record of professional behavior on Starfish when asked to provide recommendation letters for jobs, internships, study abroad, and scholarship applications. In addition, for students interested in applying to the School of Art and Design, a report of appropriate Starfish Flags will be provided to the freshman portfolio review committee and consider as an important aspect of the candidate's submission and, thus, portfolio review decision.

PRACTICE RUBRIC:

Student Name: _____ Date: _____



Provide 15 works for the portfolio review process.

DEGREE TO WHICH THE PORTFOLIO DEMONSTRATES:

A. drawing: ability to create illusionistic space/draw from life:	1	2	3	4	5
1. ability to create the illusion of space (value, perspective, overlapping):	1	2	3	4	5
2. quality of value and contrast:	1	2	3	4	5
3. variety in line, shape, texture, pattern: [or ability to translate these skills to 3-D space]	1	2	3	4	5
4. overall compositional strength & quality:	1	2	3	4	5
B. drawing: ability to use and understand perspective:	1	2	3	4	5
C. effective use of the Elements and Principles of Design:	1	2	3	4	5
1. ability to activate 2-D or 3-D space & overall compositional quality:	1	2	3	4	5
2. variety in line, shape, texture, pattern: [or ability to translate these skills to 3-D space]	1	2	3	4	5
3. ability to utilize contrast: [positive/negative, flat/dimensional...]	1	2	3	4	5
4. ability to present and finish work:	1	2	3	4	5
5. ability for work to hold viewers "gaze":	1	2	3	4	5
D. ability to use color effectively -considering depth of color richness, contrast, base hues and/or color mixtures:	1	2	3	4	5
E. the ability to manipulate a medium to articulate an idea /concept:	1	2	3	4	5
F. the ability to access voice, meaning, and visual language:	1	2	3	4	5
1. ability to access creativity and unique voice:	1	2	3	4	5
2. ability to create a body of cohesive work:	1	2	3	4	5
3. does the work reference it's place within contemporary art:	1	2	3	4	5
G. aptitude in the materials and technical processes:	1	2	3	4	5
H. accomplishment in more than one medium:	1	2	3	4	5
I. a sense of exploration of material:	1	2	3	4	5
J. ability to present and finish work:	1	2	3	4	5

[illegible]

FRESHMAN, PORTFOLIO. REVIEW.