

**BFA /
GRAPHIC
DESIGN.**



**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. BFA EXAMPLES: [HTTPS://DRIVE.GOOGLE.COM/DRIVE/FOLDERS/1C9302IV-ZYD60WBLIQ-EYSFLOWBI18A?usp=sharing](https://drive.google.com/drive/folders/1C9302IV-ZYD60WBLIQ-EYSFLOWBI18A?usp=sharing)

-- B. BFA 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.
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**Note: The BA vs. BFA GRAPHIC DESIGN
Portfolio Processes are DIFFERENT.**

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

BFA / GRAPHIC DESIGN.

FRESHMAN PORTFOLIO REVIEW PROCESS:

CRITERIA FOR ADMISSION TO THE SCHOOL OF ART & DESIGN

High Point University recognizes that many students, for various reasons, choose not to pursue art/design courses or do 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. Prior to successful completion of the Portfolio Review, students interested in ART, GDS, ID and VMD are placed in a conditional status, as noted by the registrar's designations of pre-ART, pre-GDS, pre-ID, or pre-VMD.

For Portfolio Review, students submit a portfolio of work that consists of selected projects from the freshman-level foundation courses (see below for requirements per major). 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. 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. The portfolio is submitted via blackboard as a single pdf file (not to exceed __MB) consisting of six examples of work taken from the foundation classes (insert those depending on major). You may not submit work created during high school. The required works for the Blackboard portfolio submission are listed below:

- ___ 10-20 Vector Objects
- ___ 10 Patterns
- ___ Cube Package
- ___ Zine Pack
- ___ Identity Matrix [Business Card & Logo]
- ___ Rhythmic Lines Book
- ___ Social Action Poster Series
- ___ Student Choice Work 1
- ___ Student Choice Work 2

When selecting "student choice" works, be aware of the criteria the faculty will be using to evaluate your portfolio.

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.

The department will hold a "portfolio help session" prior to the submission date to answer questions etc. Faculty will also help and advise with the proper methods for photographing or scanning work for the review and walk the student through the steps of submitting works on Blackboard. Attendance is not required, but highly recommended. The help session will be announced via Taboret and HPU email accounts.

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STEPS:

A. OVERVIEW. A portal entitled Portfolio Review (followed by the semester and year) will be created by the faculty and opened one week prior to the submission date.

B. Prior to submission, students are encouraged to take the feedback received at the time of original submission of any given project to make appropriate changes. We want you to have every opportunity to show us your best work.

C. FORMAT. Students will create their portfolios using the following format:

Cover page: consists of student name and number, desired major, 250-word statement indicating ... (career goals?)

Table of contents: List the specific name of each project as noted below along with the corresponding page number.

- ___ 10-20 Vector Objects
- ___ 10 Patterns
- ___ Cube Package
- ___ Zine Pack
- ___ Identity Matrix [Business Card & Logo]
- ___ Rhythmic Lines Book
- ___ Social Action Poster Series
- ___ Student Choice Work 1
- ___ Student Choice Work 2

On each page include the title of the project (as noted above), name and number of the course (e.g. *Digital Art & Design*), professor's name, and Semester/Year (e.g. Fall 2020).

Individual projects: each page should include only one project and no project should be spread across more than two pages.

Accompanying each project include:

- ___ the title of the project (as noted above),
- ___ name and number of the course (e.g. *Digital Art & Design*),
- ___ professor's name, and
- ___ Semester/Year (e.g. Fall 2020.)
- ___ For your two "Student Choices", include a brief explanation (3-4 sentences) as to why you selected these projects for inclusion in your portfolio.

Design: The portfolio should be thoughtfully designed with consistent margins and layout throughout.

One PDF: Save as one pdf that is no more than x MB.

D. A committee of three faculty members will review all the submissions using a meets/does not meet rubric defined by the criteria listed above. The Deans office will provide to the committee, a report on each student's GPA and Starfish Flags.

E. Students will be notified of the results of the portfolio review via email no later than May 10.

F. Decision letters may have one of three outcomes:

Pass: Student is moved to candidacy status (ART, GDS, ID, VMD).

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.

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:

Reapply: Student may reapply during the next submission cycle, but this will be their last opportunity to pass. Whether they retake a course or not should be discussed with the

chair of the department.

Not Pass: 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. Students may not appeal the committee decision.

G. Students can only maintain a "pre-Art" or "pre-GDS" status through the Sophomore year in which they can choose to declare a minor in Art or GDS.

H. Students may not register for Art 4999 or GDS 4640 unless they have successfully passed their respective portfolio review.

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 items (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 (as noted by the School of Art and Design) viewing the student images 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.

RUBRIC:

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

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