

The University of Wyoming
COURSE SYLLABUS
ART 2000: Portfolio Review
Fall 2016

Meeting Times: TBA / See included schedule

Faculty: Shelby Shadwell

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Course Description and Objectives

This course is to ensure that students have a clear understanding of the skills and course content learned in the UW Department of Art and Art History's Foundation Core courses. Without a mastery of these skills, students will find overwhelming challenges in upper level coursework in the visual arts. The review is also an opportunity for students to engage in serious self-assessment by reflecting on their own progress at internalizing this content.

Students are required to create a new body of work based on the skills and concepts presented within the Foundation Core. The class culminates in an anonymous mid-semester review of work by the Department of Art faculty. Students will receive the results of the evaluation before advising week for the subsequent semester. The submitted portfolios are evaluated as **Strong**, **Satisfactory**, or **Unsatisfactory** based on the set of established standards reflected in the Foundation Core Curriculum of the Department of Art. An Unsatisfactory portfolio will not pass the review.

As of the Spring 2010 semester, all incoming students must pass the Portfolio Review to be eligible to enroll in any upper division (3000 or 4000 level) studio courses beyond the required Studio Core. A student who does not pass on their first attempt may decide to re-take a particular Foundations course based on faculty feedback. Failure to pass ART 2000: Portfolio Review twice will render the student ineligible to progress in the Department as a major, but a minor in any area remains open to the student to pursue.

Prerequisites:

- Successful completion of the Foundation Core courses: ART 1005 Drawing I, ART 1110 Foundation 2D, ART 1120 Foundation 3D and ART 1130 Foundation Color.
- All courses in the Foundation Core must have been passed with a letter grade of C or better.
- An overall University of Wyoming GPA of 2.5 or better (Not applicable for incoming transfer students who do not yet have a UW GPA).

Evaluative Criteria

Evaluation of portfolio work will be based on the following criteria relevant from Foundations Core courses:

- **Observation:** To demonstrate the ability to observe and record accurate and proportional representations of real space and objects as learned in Foundations classes.
- **Application of Foundation Principles:** To demonstrate the ability to employ art and design elements and compositional principles in 2-D and 3-D work as learned in Foundations classes.
- **Craftsmanship:** To demonstrate a professional and serious level of craftsmanship and technical ability in working with a range of 2-D and 3-D materials as learned in Foundations classes.

- **Conceptual Application:** To demonstrate the ability to use foundation principles to support a concept or idea as learned in Foundations classes.
- **Written Articulation:** To demonstrate in writing the ability to use art and design related vocabulary that is both relevant and appropriate in discussing visual artwork as learned in Foundations classes.

An Unsatisfactory portfolio will be adjudicated by any one or combination of the following:

- A student receives an average score of below 2 (rounded) on the score of any of the individual four pieces of work or writing based on the **Evaluative Criteria** described above as outlined in the evaluation sheet samples / rubrics.
- A simple majority of the faculty members reviewing a portfolio deem the portfolio to be **Unsatisfactory** on their evaluation sheets. Comments and feedback from the faculty will be provided in the notification letter to a student if their portfolio does not pass while there may be less feedback in the notification letter when a portfolio does pass.
- A technical failure of the review due to not following directions in any one area as outlined in the syllabus regardless of the quality of the work in part or as a whole. Common issues include, but are not limited to, a poor written statement, inaccurate information on the cover sheets, poor craft condition of any piece, having more than two pieces identical in media, failure to clean up any messes or work left in any area of the department, and not adequately cleaning up and repairing wall space. Students should ask specific questions if in doubt on any portion of the requirements.

Portfolio Entry Requirements

Students' portfolios will consist of the following items:

- **Cover sheets:** Consists of a two page form to be filled out by the student. Extra copies of this form are available via email correspondence with the faculty member coordinating the review. Not providing clear and accurate information on the forms may disqualify the portfolio. **You must keep each cover sheet on a separate page (no double sided printing).**
- **Four examples of work:** Students must utilize at least three different media for the portfolio. Having more than two pieces identical in media cannot pass the review.
 - One Observational Drawing from Life:** Common choices to draw from life include still life, portrait, interior space or landscape. Common drawing materials include but are not entirely limited to charcoal, graphite, pen and ink, pastels, conte crayons or various pencils. Digital drawing on tablets or with software is not allowed for this piece of the portfolio, but is acceptable for other pieces in the portfolio. Faculty may automatically disqualify a portfolio with a drawing copied from 2-D sources (ie: from a photograph or image from a magazine). The minimum size for the drawing is 18" x 24". The drawing must be achromatic (no color). The drawing should demonstrate a full range of value, clearly represent the illusion of volumetric forms, and show depth in space with a noticeable concern for composition.
 - One 2-D or 3-D Conceptual Piece:** This entry should specifically be about a concept or idea that the faculty chooses for the semester to communicate through their work. The elements and principles of design should be used to support the concept or idea, and the student will discuss this interaction in the written statement. The concept for

this semester is: **POWER**. Explore what the concept of **POWER** means to you in this piece personally or in society and culture at large. You are encouraged to be creative in your interpretation and execution of this piece. This theme is discussed by several artists in Season 3, Episode 1 (2005) of the PBS television series, Art:21, available from the campus library and online.

- C. **One 2-D or 3-D Color Piece:** Students will create a piece that explores what one can formally and conceptually accomplish through the dynamic use of color. Common uses of color include pushing and pulling space, symbolizing ideas, creating atmosphere, mood or emotion, exploring formal color relationships (triad, analogous, etc.) or as a formal element (creating balance, emphasis, direction, space, etc.). Color relationships and interaction should be the primary investigation in the piece rather than as a decorative element.
 - D. **One 3-D Piece:** Students will construct a piece that engages the elements and principles of design in three-dimensional space. Students should not merely decorate an already existing 3D object or format such as a cd cover / book cover or something similar. Rather, the primary investigation should be a unique exploration of spatial concerns in a single object or through the interaction of multiple installed components. **The piece should be formulated such that one can walk around it and view it from multiple perspectives.** Successful pieces should demonstrate refined craftsmanship, structural integrity, thoughtful presentation and appropriate choices of 3D materials that support a clear concept and aesthetic.
- **One hard copy of a written statement about the Conceptual Piece:** Organize your paper into the following format:

1st Paragraph: Describe what you made and how you made it in terms of the processes, techniques, and materials used.

2nd Paragraph: Analyze how the piece works in terms of the elements and principles of design. Use appropriate vocabulary and terminology familiar from Foundations Core class experiences.

3rd Paragraph: Discuss your intention. Why do you think the piece successfully communicates the concept or idea chosen by the faculty for the semester?

The writing should not be a general artistic or personal statement. Having few, if any, spelling and grammatical errors is necessary for a passing score on the written portion of the portfolio. Font size and spacing are up to the student, but statements should be on only one page / one side and identified at the top by the number assigned to the student's portfolio.

Portfolio Submission Guidelines:

- **Work previously graded in any other art classes will not be considered by the faculty.** Students that submit work from those classes will automatically fail the review. Likewise, pieces that are deemed by the faculty as being too similar in design and concept to works already submitted for critique in previous classes will be disqualified. Students should budget an appropriate amount of time and effort outside of class to create pieces that demonstrate the skills and concepts that fulfill the evaluation criteria.
- **Students should submit work in a manner that is considerate of a high level of professional presentation and craftsmanship.** Although actual portfolios or boxes for carrying the pieces are optional, all work should be submitted in appropriate fashion to allow for safe transportation of pieces so that they do not break or fall apart. 2-D work should not

be framed or matted for submission to the portfolio review and any frames or mats should be removed from artwork before entry.

- **Students will be responsible for hanging / installing and removing their own work.** The faculty and post back students will designate space in the hallways of the Visual Arts building for each student's portfolio. Only the most basic of hanging materials will be available (tacks and pedestals), so students must bring everything they need for any special installation needs. Students must install and deinstall their work during the times provided in the syllabus. If one cannot make those times, they must contact the faculty prior to the date and have a substitute complete those tasks during the designated time frames.
- **Students may use the Foundations rooms, including the Drawing studios, to make work, but should be considerate of space, material usage and other students enrolled in concurrent courses.** There may be a shelf designated specifically for portfolio review students in the Foundations rooms, and one should not store projects or materials anywhere else in those rooms. Students must clean up all messes immediately over the course of making work. Students must get permission from Diana Baumbach, dbaumbac@uwyo.edu, to use any communal materials located in Foundations. Students that wish to use other facilities (ie. Woodshop, ceramics, etc.) must get permission from that area's faculty member.
- **Students should not sign names on the front or back of the work or put names on the written statement.** By the time a student sets up the portfolio for evaluation, he or she will be assigned a number to attach to each piece so the process will remain anonymous. If names are present, students must cover them with tape or erase them for the review. Students should clearly indicate which piece fulfills entry requirements in the designated fields on the cover sheet, and students are responsible for any special presentation requirements necessary for installation of their own work.
- **Students must submit actual work, not photographic or digitally produced reproductions of the work.** Exception to this rule concerns submitted works that are ephemeral or time-based media (submitted on both Mac and PC compatible format on CD) or very large scale sculpture, in which case students may submit an image of that piece with a brief written explanation describing the submission. If students choose to submit a time-based piece or a reproduction (photograph / jpeg) of a large or cumbersome sculptural piece, he or she must still submit a smaller 3-D piece as part of the review.

Disability Statement

If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services in SEO, Room 330, Knight Hall: 766 – 6189, TTY: 766 - 3073

Academic Honesty:

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

Students and Teachers Working Together:

http://uwadmweb.uwyo.edu/a&s/Current/students_teachers_work.htm

Course Schedule

April, 2016: Advising Week

- Students should meet with faculty advisors to discuss enrolling in ART 2000: Portfolio Review keeping in mind prerequisites for the course.

Monday, May 9, 2016, 7:00 pm, VA 111: Informational Meeting

- Registered students will be emailed about an informational meeting that will be held by a faculty member to introduce the course, provide the syllabus and answer any student questions. This meeting is after students have registered for the course but before the semester in order to better prepare students for the format of the Portfolio Review. **The meeting is NOT mandatory but highly encouraged**, especially for students who would like to work on the Portfolio during the break.

Monday, May 23, 2:00 pm, VA 111: Informational Meeting

- This meeting will be held to introduce the course, provide the syllabus and answer any questions students may have. If students attended the previous informational meeting, they do not need to attend this one – otherwise, it should be considered mandatory.

Tuesday, August 30, 7:00 pm, VA 111: Informational Meeting

- This meeting will be held to introduce the course, provide the syllabus and answer any questions students may have. If students attended the previous informational meeting, they do not need to attend this one – otherwise, it should be considered mandatory.

Sunday, October 23, 2:00 pm: PORTFOLIO DUE TO VA LOBBY

- Students will submit their completed work as a group at 2:00 pm including the cover sheets, one copy of the written statement and four pieces to the Visual Arts Lobby. Students will be responsible for setting up their portfolios for viewing for the week in the designated areas in the building. Post Baccalaureate and advanced students will be present to provide a minimal level of assistance. If students cannot make this time, they must contact Shelby Shadwell to make arrangements prior to the date and have a substitute install their work for them. Students may not install any work after the end of the day on Sunday.

Friday, October 28, 2016, 3:00 pm: Portfolios Returned / Take Down Work

- Students must de-install and pick up their portfolio work as a group at 3:00 pm. Students are responsible for using provided paint, sand paper, spackle and other tools to repair any damages on the walls. Post Baccalaureate and advanced students will be present to provide a minimal level of assistance. If students cannot make this time, they must contact Shelby Shadwell to make arrangements prior to the date and have a substitute take down their work for them. **Students must have the condition of their wall areas verbally accepted by the designated individuals before leaving or it could lead to a failure.**

Monday, October 31, 2016, 8:00 am: Notification Week / Advising Week

- Students and their advisors will be notified of the results of the review. Students can pick up their notification letters from the VA Main Office. Students may approach their faculty advisors to answer any questions they may have, **NOT** the faculty member conducting the review (Professor Shadwell). The faculty will select the strongest pieces from all of the portfolios in the review for public display in the Visual Arts Building crediting the students who made the work.

The Syllabus and Course Schedule are subject to change at the faculty's discretion. If necessary, these changes will be announced in class and/or via email.

Please type or print all information clearly and legibly.

YOUR NAME: _____

YOUR W#: _____

YOUR PORTFOLIO NUMBER: _____

YOUR EMAIL ADDRESS: _____

Do you have more than 1 major? YES_____ NO_____

If YES, then what major? _____

Art you a transfer student? YES_____ NO_____

If YES, then from where? _____

If YES, do you hold an Associate's Degree? _____

Your Portfolio Number: _____

Have you taken Portfolio Review before? _____

And if so how many times? _____

Total Credits completed: _____

Cumulative GPA (UW only): _____

ART COURSES TAKEN AND GRADE EARNED IN EACH:

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|------------------------------|-------|----------------------------------|-------|
| Beginning Drawing (ART 1005) | _____ | Intro to Sculpture (ART 1310) | _____ |
| 2-D Design (ART 1110) | _____ | Painting I (ART 2210) | _____ |
| 3-D Design (ART 1120) | _____ | Ceramics I or II (ART 2410/2420) | _____ |
| Color Theory (ART 1130) | _____ | Printmaking I (ART 3510) | _____ |
| Art History I (ART 2010) | _____ | Metalsmithing I (ART 2350) | _____ |
| Art History II (ART 2020) | _____ | Graphic Design (ART 2112) | _____ |
| Drawing II (ART 2005) | _____ | Photography I | _____ |

You must label each piece with your designated number and letter designating which portfolio content requirement the piece is fulfilling. We will provide you with these labels and assist you when you turn in your portfolio.

PORTFOLIO CONTENTS**MATERIALS / VISUAL DESCRIPTION**

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|-------------------------|--|-------|
| # <u> </u> A. | Observational Drawing from Life | _____ |
| # <u> </u> B. | 2-D or 3-D Conceptual Piece | _____ |
| # <u> </u> C. | 2-D or 3-D Color Piece | _____ |
| # <u> </u> D. | 3-D Piece | _____ |

A / Observational Drawing:

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| Overview: | Working from direct observation of 3D on a 2D surface, student is able to reproduce appearances with an accuracy of representation, demonstrating a full range of value, clearly representing the illusion of volumetric forms, and show depth in space with a noticeable concern for composition as learned from all foundations classes but especially Drawing Foundations. |
| 4 Advanced | Student demonstrates an accomplished ability to observe and record accurate and proportional representations of real space and objects / creates an accurate 2D representation from 3D observation with a strong understanding of observational criteria / strongly integrates the elements and principles of design in composition / a high level of craftsmanship consistently applied / strong concept expressing a unique idea with clarity. |
| 3 Proficient | Student demonstrates an effective ability to observe and record accurate and proportional representations of real space and objects / creates an accurate 2D representation from 3D observation with an understanding of observational criteria / integrates the elements and principles of design in composition / a level of craftsmanship consistently applied / concept expressing an idea. |
| 2 Basic | Student demonstrates a limited ability to observe and record accurate and proportional representations of real space and objects / creates a 2D representation from 3D observation that may have inaccuracies and a misunderstanding of observational criteria / may include elements and principles of design, but they are not as well integrated as possible / inconsistent application of craft / there may be clichés or other conceptual issues with the piece. |
| 1 Below Basic | Student demonstrates little ability to observe and record accurate and proportional representations of real space and objects / creates an inaccurate 2D representation from 3D observation / poor and inadequate use of elements and principles of design / poor and inadequate craftsmanship / poor and inadequate attention to concept or presentation of an idea. |
| 0 Failing | Student demonstrates no ability to observe and record accurate and proportional representations of real space and objects / not drawn from life / student did not follow instructions / no evidence of foundations knowledge. |

Faculty Comments:**B / Conceptual Piece:**

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|----------------------|---|
| Overview: | Student produces a 2D or 3D piece that integrates form and content based on the use of elements and principles of design learned in all foundations classes relevant to supporting the concept of the work chosen by the faculty for the particular semester. This interaction is discussed in the written statement portion of the portfolio. |
| 4 Advanced | Student demonstrates an accomplished ability to employ art and design elements and principles in the piece / uses the elements and principles of design strongly and in service to the composition / a high level of craftsmanship consistently applied / strong concept expressing a unique idea with clarity and intent. |
| 3 Proficient | Student demonstrates an effective ability to employ art and design elements and principles in the piece / shows an understanding of the application of the elements and principles in service to the composition / a level of craftsmanship consistently applied / concept expressing an idea. |
| 2 Basic | Student demonstrates a limited ability to employ art and design elements and principles in the piece / includes the elements and principles but has a limited sense as to how to use them to create a desired effect / Shows a limited understanding and intent of the elements and principles in service to the composition / inconsistent application of craft / there may be clichés or other conceptual issues with the piece. |
| 1 Below Basic | Student demonstrates little ability to employ art and design elements and principles in the piece / poor and inadequate use of elements and principles of design / poor and inadequate craftsmanship / poor and inadequate attention to concept or expression of an idea. |
| 0 Failing | Student demonstrates no ability to employ art and design elements and principles in the piece / student did not follow instructions / no evidence of foundations knowledge. |

Faculty Comments:**C / Color Piece:**

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|-------------------|---|
| Overview: | Students produces a 2D or 3D piece that explores what one can formally and conceptually accomplish through the dynamic use of color predominately. There should be evidence that students are employing craft and principles learned from all foundations classes but especially Color Foundations. |
| 4 Advanced | Student demonstrates an accomplished ability to employ color theory in the piece / uses the elements and principles of design strongly and in service to the composition / a high level of craftsmanship consistently applied / strong concept expressing a unique idea with clarity and intent. |

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| 3 | Proficient | Student demonstrates an effective ability to employ color theory in the piece / shows an understanding of the application of the elements and principles in service to the composition / a level of craftsmanship consistently applied / concept expressing an idea / integration of form and content. |
| 2 | Basic | Student demonstrates a limited ability to employ color theory in the piece / includes the elements and principles but has a limited sense as to how to use them in service to the composition / there may be inconsistent application of craft / there may be clichés or other conceptual issues with the piece. |
| 1 | Below Basic | Student demonstrates little ability to employ color theory in the piece / poor and inadequate use of elements and principles of design / poor and inadequate craftsmanship / poor and inadequate attention to concept or presentation of an idea. |
| 0 | Failing | Student demonstrates no ability to employ art and design elements and principles in the piece / student did not follow instructions / no evidence of foundations knowledge. <u>Faculty Comments:</u> |

D / 3-D Piece:

| | | |
|------------------|---|---|
| Overview: | Understanding of the elements and principles of design in three-dimensional space (in the round). There should be strong evidence that students are employing 3-D design principles, display an understanding of three-dimensional space/materials and craftsmanship from all foundations classes but especially 3-D Foundations. | |
| 4 | Advanced | Student demonstrates an accomplished ability to employ 3-D design elements and principles in the piece / craftsmanship is strong and appropriate to intention / shows a mastery of the application 3-D elements and principles in service to the piece / consistently displays an understanding of materials to allow intimate and/or expressive use of 3-D design principles / strong concept expressing a unique idea with clarity and intent. |
| 3 | Proficient | Student demonstrates an effective ability to employ 3-D design principles in the piece / a level of craftsmanship consistently applied / applies 3-D elements and principles of design consistently / understands materials and processes in service to the piece / the concept expresses an idea. |
| 2 | Basic | Student demonstrates a limited ability to employ 3-D design principles in the piece / inconsistent application of craftsmanship / may apply 3-D elements and principles of design, but there may be inconsistencies with their usage / may not understand how or why to use certain materials or processes / there may be clichés or other conceptual issues with the piece. |
| 1 | Below Basic | Student demonstrates little ability to employ 3-D design principles in the piece / craftsmanship is poor or inadequate / poor or inadequate use of the 3-D elements and principles of design / ignorant of inherent craft issues in different materials and processes / poor or inadequate attention to concept or presentation of an idea. |
| 0 | Failing | Student demonstrates no ability to employ 3-D design principles in the piece / student did not follow instructions / no evidence of foundations knowledge. <u>Faculty Comments:</u> |

Written Statement:

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| Overview: | Ability to communicate verbally using vocabulary and language appropriate to the visual arts. Student can describe, analyze, interpret, judge, assess and conclude through organization and presentation. There should be few, if any, spelling or grammatical errors. Student demonstrates self-reflection and follows instructions. | |
| 4 | Advanced | Student demonstrates an accomplished ability to discuss a work of visual art with appropriate language and terminology. Addresses the complete assignment / Clearly writes with no or few grammatical, syntax, or word use errors / Clearly states thesis which determines the organization and is supported by close observation / Has clear and appropriate organization. |
| 3 | Proficient | Student demonstrates an effective ability to discuss a work of visual art with appropriate language and terminology. Addresses the complete assignment / Has few grammatical, syntax, or word use errors / Has a thesis, but may need refinement / good organization / Close observation may not be harnessed to a specific argument. |
| 2 | Basic | Student demonstrates a limited ability to discuss a work of visual art with appropriate language and terminology. No thesis / weak organization / Grammatical, syntax, or word use errors / Omits consideration of some key elements / Vague or absent observations: misstatement of facts. |
| 1 | Below Basic | Student demonstrates little ability to discuss a work of visual art with appropriate language and terminology. No thesis / unclear organization / Frequent grammatical, syntax, or word use errors / Poor observations: misstatement of facts. |
| 0 | Failing | Student demonstrates no ability to discuss a work of visual art with appropriate language and terminology / student did not follow instructions / no evidence of foundations knowledge. <u>Faculty Comments:</u> |