

Junior Review, ISU Department of Art

Catalog Description: ART 3320 Junior Review Process: 0 semester hours.

Artwork is submitted for a portfolio review at midterm based on the content and principles learned in studio and foundation core classes. Students should register for this course with their advisor. Repeatable. PREREQS: [ART 1103](#), [ART 1104](#), [ART 1105](#), AND [ART 1106](#) with a minimum grade of C-, F, S

Description and Objective

Junior Review ensures students have a clear understanding of the skills and course content learned in the ISU Department of Art courses prior to a student's senior year. The review is an opportunity for students to engage in serious self-assessment by reflecting on their artwork, inspirations, and goals.

From the 2020 catalog forward, Department of Art students must pass the Portfolio Review in order to enroll in Senior Presentation ART4494 to complete the Bachelor of Fine Arts in Art or Bachelor of Arts in Art degree programs. If a student begins as a freshman at ISU, this typically occurs in the fall semester of their junior year. Students that have changed majors should consult with their advisor about the timing for their junior review. Students who transfer to ISU with an Associates degree and declare an art major will participate in the junior review no later than their second semester at ISU.

The submitted portfolios are evaluated as **Exceptional, Strong, Satisfactory, Less than Satisfactory, or Unsatisfactory** based on the expectations of the Department of Art faculty. An Unsatisfactory portfolio will not pass the review. A student who does not pass on their first attempt may decide to re-take a particular course based on faculty feedback.

Evaluative Criteria

1. Formal Strength/Quality of Work
2. Conceptual Strength/Thoughtfulness/Criticality
3. Coherence/Integration

Possible Scores

1. Exceptional
2. Strong
3. Satisfactory
4. Less than satisfactory
5. Unsatisfactory

An Unsatisfactory rating will be given when a simple majority of the faculty member's evaluation sheets are marked Unsatisfactory. Comments and feedback from the faculty will be provided in the notification letter to students who do not pass their review. Less feedback may be included for students who have passed their review.

Timeframe

Junior Review takes place one year before your expected date of graduation. The reviews are held near the end of each semester. Students are expected to make arrangements to get work off, if necessary, to meet this requirement.

Beginning of the semester: Meet with faculty advisor

Friday of the 11th week of class:

- Documents due to Gretchen Jensen (art@isu.edu). Cover letter (found at the end of this document), PowerPoint, and Artist Statement.
- 5+ artworks displayed in the 4th floor hallway.

Friday of the 12th week of class:

- Junior Review

Before the end of the semester:

- Notification letters sent to students

Requirements:

1. A Powerpoint Presentation that includes:

- 15-20 professional quality images of your artwork. The Powerpoint presentation should be organized to show your artistic development and the layout should be visually clean and uncluttered.

~~Artist talk presentation to accompany your talk—~~

- Images that represent three artists and/or artistic movements that influence you. How does their work impact you?

2. Artist talk: Your talk should include the PowerPoint above (#1) and address the following questions:

1. How do you integrate research into your creative process? Be specific; medium, elements, and principles for design, themes, ideas, concepts, etc.
2. How does this work prepare you for what you are planning for the Senior Exhibition?
3. Future plans for after graduation?

3. Display a minimum of 5 works in the 4th floor hallway for faculty to review in person. You are responsible to hang / display your own work. If you need a second pair of hands, get help from a friend. For 3D work ask Gretchen for a key to the glass cases.

4. Artist statement / statement of intent (300-500 words)

Format of the actual Junior Review: (20 minutes total)

5-10 minutes: Artist talk: (see #2 above)

5 minutes: Faculty feedback on the content and direction of your work

5 minutes: Recommendations from faculty

5 minutes: Q & A with faculty

What should students expect at Junior Review?

Faculty members present at the review will critique students orally and in writing. Students should be prepared to discuss artistic ideas important to them, the development of their work, strengths and weaknesses, historical and contemporary context of work, influences, etc. The critique is meant to be helpful but will not avoid pointing out definite problems. Students should approach this experience as a chance to receive a variety of opinions regarding their work and to learn from them.

JUNIOR REVIEW COVER SHEET

Please type or print all information clearly and legibly.

1. NAME:
2. Bengal ID#:
3. PORTFOLIO NUMBER:
4. EMAIL ADDRESS:
5. Do you have more than 1 major? YES _____ NO _____
 - a. If YES, please list your second major:
6. Are you a transfer student? YES _____ NO _____
 - a. If YES, then from where?
 - b. If YES, do you hold an Associate's Degree?
7. Date for your Senior Exhibit (work with your advisor to determine this):
8. Have you taken Junior Review before? YES _____ NO _____
 - a. If YES, how many times and when?
9. Total Credits completed:
10. Cumulative GPA (ISU only):
11. Foundation course grades. Transfer students, indicated title of any equivalent class and where it was completed.
 - a. Drawing I (ART 1105) - Grade earned:
 - b. Drawing II (ART 1106) - Grade earned:
 - c. Design I (ART 1103) - Grade earned:
 - d. Design II (ART1104) - Grade earned:

LIST OF ARTWORKS INCLUDED IN POWERPOINT PRESENTATION

Number of Artwork:	Title of Artwork:	Media:	Course where artwork was completed:
1			
2			
3			
4			
5			
6			
7			

8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Junior Review Scores

1. Exceptional
2. Strong
3. Satisfactory
4. Less than satisfactory
5. Unsatisfactory

Criteria Categories:**Formal strength/quality of work**

1. Exceptional - student shows technical mastery and sophisticated material use in a complete and articulated body of work. Students may work across mediums or in a specific medium that points toward senior work that has high levels of the merging of form and content.
2. Strong - student shows technical and skillful material use in a complete and articulated body of work. Student works across mediums or in a specific medium that can be guided toward senior work that has high levels of the merging of form and content.
3. Satisfactory - student shows attempts at technical and skillful material use in aim towards an articulated body of work. Student works across mediums or in a specific medium that indicates readiness and willingness to merge form and content.
4. Less than satisfactory - student needs improvement in technical and skillful material use in a complete and articulated body of work. The student who works across mediums or in a specific medium is not ready for advancement towards senior work. Work lacks a merging of form and content.
5. Unsatisfactory - student work lacks evidence of technical abilities and does not present a cohesive body of work in any mediums. The student is unwilling to merge form and content and needs considerable time to develop.

Conceptual strength/thoughtfulness/criticality

1. Exceptional - Student can consider their work within the larger context of art, critical theory, and individual pursuits/interest. Student readily accepts feedback and exhibits the ability to articulate their ideas, work, and process at a sophisticated level.
2. Strong - Student shows a willingness to consider their work within the larger context of art, critical theory, and individual pursuits/interest. Student accepts feedback and exhibits an effort to articulate their ideas, work, and process at a sophisticated level.
3. Satisfactory - Student shows some willingness to consider their work within the larger context of art, critical theory, and individual pursuits/interest. The student listens to feedback and exhibits some effort in articulating their ideas, work, and process at a sophisticated level.
4. Less than satisfactory - Student is mostly unwilling or unable to consider their work within the larger context of art, critical theory, and individual pursuits/interest. The student is uncomfortable and defensive with feedback and is fearful or unable to articulate their ideas, work, and process.
5. Unsatisfactory - Student is unwilling or unable to consider their work within the larger context of art, critical theory, and individual pursuits/interest. The student does not accept feedback and makes no effort to articulate their ideas, work, and process.

Coherence/integration

1. Exceptional - The student is articulate and shows a depth of understanding in their body of work and has developed pushed content that serves as evidence of an individual and developed approach to making work. A growing and exciting body of work is evident and a clear direction in their work is in process.
2. Strong - Student understands their body of work and has developed content that serves as evidence of an individual and developed approach to making work. A body of work is evident and a clear direction in their work is in process.
3. Satisfactory - Student attempts to understand their body of work and is developing the content of an individual approach to making work. A body of work is somewhat evident and there exists some clarity of direction in their work in process.
4. Less than satisfactory - Student does not present a developed understanding of their body of work and has not developed integrated content. Lacking strong evidence of an individual and developed approach to making work. A body of work is emerging and has no clarity towards the direction in their work in process.
5. Unsatisfactory - Student does not understand their body of work and has not developed content. No clear evidence of an individual and developed approach to making work. A body of work is not evident and there lacks a clear direction in their work in process.

Faculty Comments: