

# Alexander Mackenzie Visual Arts | Selection Process 2024-2025

Once you have applied to the program on Edsby, you will be sent an invitation to the **Arts Mackenzie - Visual Arts Program**

Google Classroom (code: [rirb4kb](#)). If you cannot attend one of the **recommended** In-Person workshop/portfolio showing days, the google classroom is where you will submit your e-portfolio and all of the required materials on the slideshow template provided on the Google Classroom by **9 pm on January 10th, 2024**. All instructions below will also be found on the Google Classroom.

## IN PERSON WORKSHOP TASKS, DESCRIPTIONS AND ASSESSMENT CRITERIA:

Task - Figure Drawing Lesson, Prompt Creativity Challenge and Portfolio		
<p>During our 2 hour workshop, students will be taught a lesson on figure drawing and will be given the opportunity to draw the human figure from a live model. This will be run similarly to how our Arts classes experience and are taught figure drawing. They will then respond to one of the prompt options and create a visual response using a choice of mediums available to them in the classroom. A short lesson will be delivered on the various materials they may use.</p> <p>We consider these tasks to be as much about process as final results and encourage students to consider their creative response as an exercise in experimental thinking and risk-taking more than as final presentations or examples of technical proficiency. No particular outcome is valued more than another, so students will be encouraged to feel free to explore the full range of possible expressions in these works. Through this task we ask that students demonstrate tenacity, creative play, skill, divergent and critical thinking.</p> <p>Each of these prompts has more than one meaning or usage and students might want to begin by referring to dictionary sources to expand their initial reaction about a direction before they arrive to the workshop. Students can come to the workshop with an idea of how they might respond to their chosen prompt, however all work will be created at the workshop. The workshop experience will be very much like a day in the visual arts program at Alexander Mackenzie High School, where we encourage movement, dialogue, questions and discussions between students and teachers - a sharing of the creative process.</p> <p>Select <b>one</b> of the following prompts to explore visually:</p> <ul style="list-style-type: none"> <li>• A unique method of transportation</li> <li>• Change the meaning or function of an everyday object</li> <li>• Interpret a song, a sound or a noise</li> <li>• Transformation</li> </ul>		
Deliverables / Artifacts	Description and Instructions	Assessment Criteria
a. <b>Prompt artwork Process work</b>	Your creative process. Images of your ideas, sketches, notes, etc.	<ul style="list-style-type: none"> <li>❑ The student demonstrates an understanding of the principles and elements of art and how to employ them in their chosen art form</li> <li>❑ The student can demonstrate an understanding of the conventions used by artists</li> <li>❑ The student can demonstrate an understanding of the ways artists present their works</li> <li>❑ The student can explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works</li> <li>❑ The student has provided evidence of the creative process, including research, rough drafts, resources, and inspiration. Problem solving and multiple solutions considered</li> <li>❑ The student demonstrates the use of a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of artwork</li> <li>❑ The student demonstrates the use of exploration/experimentation, reflection, and revision when producing art</li> <li>❑ The student is effectively able to communicate a specific idea, message or mood with their intended audience. The <u>prompt</u> is evident in their art piece</li> <li>❑ use appropriate practices to prepare their art works for presentation</li> <li>❑ The student has been able to apply the principles and elements of design in a cohesive composition They have also taken into consideration compositional devices such as the rule of thirds</li> <li>❑ Student demonstrates control of materials</li> </ul>
b. <b>Prompt artwork - Final Artifact / Artwork</b>	Your final design solution. An image of your final artwork. The culmination of your creative play, experimentation, research and efforts.	
c. <b>Figure Drawing</b>	Applicants have the opportunity to create a number of figure drawings while being taught a lesson on gesture drawing and contour drawing	<ul style="list-style-type: none"> <li>❑ The student listens to instructions and can follow along with the tasks given</li> <li>❑ The student shows dedication and focus on the task at hand</li> <li>❑ The students can demonstrate understanding of the conventions taught in the workshop</li> </ul>

<p><b>d. Portfolio</b> (this will be brought in with the student on their workshop day and be sent home with them at the end of the workshop)</p>	<p>Applicants have the opportunity to share more of their creative work with the adjudication committee by submitting portfolio works in the categories below:</p> <ul style="list-style-type: none"> <li>-self portrait (any medium)</li> <li>-still life (drawing or painting)</li> <li>-sculptural - 3D work (in any materials)</li> <li>-sketchbook pages that demonstrate your passion and creativity. May also include process work for one of the portfolio pieces</li> <li>-two optional works in any medium</li> </ul> <p>* where it states 'in any medium' this could be: traditional (ie. painting, drawing), digital (ie. film, photography, animation), mixed media, 3D work, etc.</p> <p>*each of the above artworks can include the following information in the form of a credit note: title, size, medium, date created, short description (two sentences). This information can be paper clipped to the artwork, accompanied on a sheet of paper submitted along with the artwork, or in any other manner the student chooses to present it with the artworks.</p>	<ul style="list-style-type: none"> <li>❑ The student demonstrates an understanding of the principles and elements of art and how to employ them in their chosen art form</li> <li>❑ The student can demonstrate an understanding of the conventions used by artists</li> <li>❑ The student can demonstrate an understanding of the ways artists present their works</li> <li>❑ The student can explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works</li> <li>❑ Student demonstrates control of materials</li> </ul>
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## E-PORTFOLIO - ONLINE SUBMISSION TASKS, DESCRIPTIONS AND ASSESSMENT CRITERIA:

Task - Prompt Artwork and Visual Arts E-Portfolio		
<p>Choose one of the following prompt options and create a visual response using any medium you prefer (no restrictions). We consider this task to be as much about process as presentation and encourage you to consider your submission as exercises in experimental thinking and risk-taking more than as final presentations or examples of technical proficiency. No particular outcome is valued more than another, so feel free to explore the full range of possible expressions in these works. Through this task we ask that students demonstrate tenacity, creative play, skill, divergent and critical thinking.</p> <p>Each of these prompts has more than one meaning or usage and you might want to begin by referring to dictionary sources to expand your initial reaction about a direction.</p> <p>Select <u>one</u> of the following prompts to explore visually:</p> <ul style="list-style-type: none"> <li>• A unique method of transportation</li> <li>• Change the meaning or function of an everyday object</li> <li>• Interpret a song, a sound or a noise</li> <li>• Transformation</li> </ul>		
Deliverables / Artifacts	Description and Instructions	Assessment Criteria
<p><b>d. Prompt artwork Process Portfolio</b></p>	<p>Your creative process. Images of your sketchbook, references, annotations, thumbnail sketches and or journaling. We are interested in seeing your creative process.</p>	<ul style="list-style-type: none"> <li>❑ The student demonstrates an understanding of the principles and elements of art and how to employ them in their chosen art form</li> <li>❑ The Student can demonstrate an understanding of the conventions used by artists</li> <li>❑ The student can demonstrate an understanding of the ways artists present their works</li> <li>❑ The student can explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works</li> </ul>
<p><b>e. Prompt artwork - Final Artifact / Artwork</b></p>	<p>Your final design solution. An image of your final artwork. The culmination of your creative play, experimentation, research and efforts. If your final design is 3D please take and submit three photographs from different angles.</p>	<ul style="list-style-type: none"> <li>❑ The student has provided evidence of the creative process, including research, rough drafts, resources, and inspiration. Problem solving and multiple solutions considered</li> <li>❑ The student demonstrates the use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of artwork</li> <li>❑ The student demonstrates the use of exploration/experimentation, reflection, and revision when producing art</li> <li>❑ The student is effectively able to communicate a specific idea, message or mood with their intended audience. The <u>prompt</u> is evident in their art piece</li> <li>❑ use appropriate practices to prepare their art works for presentation</li> <li>❑ The student has been able to apply the principles and elements of design in a cohesive composition They have also taken into consideration compositional devices such as the rule of thirds</li> <li>❑ Student demonstrates control of materials</li> </ul>

<b>c. Prompt artwork - Written or Short Video Self Critique / Reflection</b>	<p>Applicants have the opportunity to share their creative process and final task artwork with the adjudicators via one of the following two options:</p> <ol style="list-style-type: none"> <li>1. A written self critique (maximum 250 words)</li> <li>2. A short video (maximum of 60 seconds)</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student uses a variety of strategies to identify and reflect on the qualities of their own art works</li> <li><input type="checkbox"/> The student uses appropriate terminology when identifying and describing the use of elements and principles of design in their artwork</li> <li><input type="checkbox"/> The student can articulate themselves in the personal statement with details and personal insight</li> </ul>
<b>d. Virtual Portfolio</b>	<p>Applicants have the opportunity to share more of their creative work with the adjudication committee by submitting portfolio works in the categories below:</p> <ul style="list-style-type: none"> <li>-self portrait (any medium)</li> <li>-still life (drawing or painting)</li> <li>-sculptural - 3D work (in any materials)</li> <li>-sketchbook pages that demonstrate your passion and creativity. May also include process work for one of the portfolio pieces (maximum 10 pages)</li> <li>-two optional works in any medium</li> </ul> <p>*where it states 'in any medium' this could be: traditional (ie. painting, drawing), digital ie. film, photography, animation), mixed media, 3D work, etc.</p> <p>*each of the above artworks can include the following information on that slide in the form of a credit note: title, size, medium, date created, short description (two sentences).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student can articulate themselves in the personal statement with details and personal insight</li> <li><input type="checkbox"/> The student demonstrates an understanding of the principles and elements of art and how to employ them in their chosen art form</li> <li><input type="checkbox"/> The Student can demonstrate an understanding of the conventions used by artists</li> <li><input type="checkbox"/> The student can demonstrate an understanding of the ways artists present their works</li> <li><input type="checkbox"/> The student can explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works</li> <li><input type="checkbox"/> Student demonstrates control of materials</li> </ul>