

Arts Unionville

Visual Arts Selection Process



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Tasks: A,B,C



Task A

Choose one of the following prompt options and create a visual response using any medium you prefer (no restrictions). *These prompts are from last year and will change this year.*

- Transformation
- Identity
- Fragmentation
- Threshold

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.

Task A ... continued

This year's prompts are as follows:

Intersection / Intersectionality
Metamorphosis
Simulation
Transcendence

Task A ... continued

Through this task demonstrate your technical skill, tenacity, creative play, divergent and critical thinking.

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.

We are interested in seeing your creative process.

You can insert up to 10 images into the following slides. One image per slide. You may delete unused slides.

Task B

Insert 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 insert 3 photographs from different angles.

You can insert up to 3 images into the following slides. You may delete unused slides. If your work is 2D these images can be of close up details.

Task C

Applicants have the opportunity to explain their creative process and final artwork via one of the following two options:

1. A written self-critique (maximum 500 words, 2 pages)
2. A short video (maximum of 60 seconds) (similar to a Tik Tok)

Videos should not include anyone besides the applicant. The applicant does not need to be visible in the video. A voice-over can communicate the responses. Ensure video background is neutral and appropriate.

Task C

Questions to be addressed within the written or oral self-critique/reflection:

1. How does the artwork relate/connect to the prompt?
2. Describe your creative process within the context of this challenge.
3. What tools, materials and techniques did you use in your exploration of the prompt and in the creation of the artwork?
4. What changes would you make to your process?
5. What changes would you make to your artwork?

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Evaluation of Task A,B,C
Curriculum Connections



Evaluation Process : Curriculum Connections

Grade 9 & 10 Overall Visual Arts Curriculum Expectation – Aligned with Task

Creating and Presenting

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

Align with Task A,B,C

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

Align with Task A,B,C

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

Align with Task A,B,C

Evaluation Process : Curriculum Connections

Grade 9 & 10 Overall Visual Arts Curriculum Expectation – Aligned with Task

Reflecting, Responding and Analysing

- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

Align with Task C: Self-reflecting upon own work and those inspirations found within other disciplines and ways of knowing.

Evaluation Process : Curriculum Connections

Grade 9 & 10 Overall Visual Arts Curriculum Expectation – Aligned with Task

C Foundations

- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.

Aligned with Task: A.B, C

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Evaluation of Task A,B,C
Success Criteria



Evaluation Process : Evaluation Criteria (Task A)

Applicants were asked to share their creative process including images of their sketchbook, references, annotations, thumbnail sketches, journaling, etc. We are interested in seeing the applicant's creative process. The term "design process" was intentionally removed as each student may express unique forms of developing their ideas.

Criteria

- Is the applicant's process thorough?
- Is there breadth and depth of the applicant's research / experimentation and creative play?
- Is curiosity expressed throughout the process?
- Is the topic explored from different points of view exhaustively?
- Is the applicant's research authentic or was it completed as an afterthought?

*Quality over quantity in terms of the number of images of the student's process work is preferred

Evaluation Process : Evaluation Criteria (Task B)

Applicants were asked to share their final design solution - an image of their final artwork. This is the culmination of their creative play, experimentation, research and efforts

Criteria

- How well does the final design relate / connect to Task A / process work?
- Is a mastery of technique demonstrated?
- Is an understanding of theory demonstrated? Theory could relate to colour theory, composition, elements and principles of art, postmodern principles, etc.
- Is the applicant's artwork creative and innovative?
- Does the applicant's work have a defined aesthetic? Is the aesthetic sophisticated?

Evaluation Process : Evaluation Criteria (Task C)

How well did the applicant communicate their answers to the five questions? Communication, in this context, is broad as it relates to the applicant's writing style, grammar, spelling or media / video skills using image, music, motion graphics and or sound. The answers to the questions should be communicated clearly and as creatively if possible.

Criteria

How well or complete were the five questions answered in the media of the student's choosing (written or video)?

- How does the artwork relate/connect to the prompt?
- How does your creative process relate/connect to the prompt?
- What tools, materials and techniques did you use in your exploration of the prompt and in the creation of the artwork?
- What changes would you make to your process?
- What changes would you make to your artwork?

Thank you for your interest in the Arts Unionville
Visual Arts program

