**Junior Review, ISU Department of Art. (Revised October 2024)**

***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. ART PREREQS: [ART 1103](https://coursecat.isu.edu/search/?P=ART%201103), [ART 1104](https://coursecat.isu.edu/search/?P=ART%201104), [ART 1105](https://coursecat.isu.edu/search/?P=ART%201105), AND [ART 1106](https://coursecat.isu.edu/search/?P=ART%201106) with a minimum grade of C-, F, S. CMP PREREQS: [CMP 2202](https://coursecat.isu.edu/undergraduate/allcourses/cmp/) and [CMP 2231](https://coursecat.isu.edu/undergraduate/allcourses/cmp/), F, S.

**Description and Objective**Junior Review ensures that students have a clear understanding of the skills and course content learned in ISU Department of Art courses prior to a student’s senior year. The review is both retrospective and prospective. Students should be prepared to discuss what they have learned as well as what they intend to examine in their Senior Presentation.

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 Associate degree and declare an art major will participate in the junior review no later than their second semester at ISU.

The submitted portfolios and presentations are evaluated with a Pass/Fail basis. A student who does not pass on their first attempt will work with their advisor and develop a remediation plan which is subject to approval by the Department of Art Chair.

**Evaluative Criteria**

1. Formal Strength/Quality of Work

2. Conceptual Strength/Thoughtfulness

3. Critical engagement with contemporary art/craft/design practices, art history, and critical art theory.

**Timeframe**

Junior Review takes place one year before your expected date of graduation. The reviews take place the 11th week of class. Students are expected to make arrangements to get work off, if necessary, to meet this requirement.

**Beginning of the semester:** Meet with faculty advisor within the add drop period.

**By Monday 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.

**Friday of the 11th week of class:**

● Junior Review

On the day of the notification the Chair or a faculty member will send you an email notifying you if

you passed or failed.

**Requirements:**

1. A PowerPoint Presentation that includes:

● 15-20 professional quality images of your artwork. Each image needs to have the title, class, dimensions, materials and year in which it was made. The PowerPoint presentation should be organized to show your artistic development and the layout should be visually clean and uncluttered.

● Images that represent three artists/designers and/or artistic movements that influence 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?

4. How does the work of the artists you included in your PowerPoint influence you?

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

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

10-15 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. 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. EMAIL ADDRESS:
4. Do you have more than 1 major? YES \_\_\_\_\_NO\_\_\_
   1. If YES, please list your second major:
5. Are you a transfer student? YES\_\_\_\_ NO\_\_\_\_
   1. If YES, then from where?
   2. If YES, do you hold an Associate’s Degree?
6. Date for your Senior Exhibit (work with your advisor to determine this):
7. Have you taken Junior Review before? YES \_\_\_\_\_NO\_\_\_\_\_\_\_
8. If YES, how many times and when?

**Portfolio Review - Faculty Quantitative Assessment Semester: Student Number:**

**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 one or 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 and 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 not 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.