



THE UNIVERSITY OF TAMPA
Film, Animation and New Media

BFA in Film and Media Arts

FMX 398 JUNIOR PORTFOLIO REVIEW - RUBRIC

The purpose of the FMX 398 Assessment rubric is for faculty to assess each student's portfolio as it pertains to the BFA program to provide feedback as to their progress in the major, and areas to improve prior for successful completion of the program, and development of the creative capstone thesis work. The following assesses student's portfolios in the following areas.

Part A: Essential Competencies in Film/Video:

- a. The portfolio demonstrates an understanding, through production-oriented studies, of the communication, aesthetic, and design principles in the elements of film/video, including the use of time as an expressive design consideration. Development of this understanding continues throughout the degree program.
- b. The portfolio demonstrates knowledge and skills in the use of basic concepts, tools, techniques, and procedures sufficient to produce work from concept to finished product. This involves competence in film or video production processes, including fundamental knowledge of equipment and technologies. An emphasis on at least one area of film/video production (e.g., cinematography, sound, lighting, editing, animation) is required.
- c. The portfolio demonstrates functional knowledge of the history of film/video, its artistic and technological evolution, and an understanding of basic aesthetic and critical theory.
- d. The portfolio demonstrates the ability to coordinate project elements and communicate with involved personnel at all stages of the production process.
- e. The portfolio demonstrates an understanding of the marketing procedures for film/video production, distribution, and exhibition. Internships are strongly recommended.
- f. The portfolio demonstrates facilities were used to support the producing and viewing film/video work within the program.
- g. The portfolio includes supervised senior project stipulating film or video production resulting in a professional-quality portfolio film or video production.

Part B: Electronic Media

a. Discipline: The portfolio demonstrates film/video production specialization.

b. Technology.

The portfolio demonstrates understanding of how to work it, to how to work with it, to how to do work with it, to how to understand it, to how to integrate it

c. Problem Solving. The portfolio demonstrates a particular set of approaches and expectations for identifying and solving problems. The level, nature, and complexity of the problems to be solved delineate the program's character and the projected accomplishments of its graduates.

d. Delivery System. The portfolio demonstrates a wide variety of practices work as long as within each program or curriculum delivery systems is consistent with the specific achievements necessary to the success of that program. In addition to traditional formats, team-based teaching, learning, projects, and evaluations are common in electronic media programs.

e. Specialization. The portfolio demonstrates a specializations film/video.

g. General Liberal Education. The portfolio demonstrates response to elements or composite expectations for education in the humanities, sciences, social sciences, and other arts are included in the program.

Part C: Assessment of the Common Body of Skills and Knowledge

Studio.

- a. The portfolio demonstrates functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
- b. The portfolio demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
- c. The portfolio demonstrates familiarity with the historical achievements, current major issues, processes, and directions of their field(s).
- d. The portfolio demonstrates opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

Art/Design History, Theory, and Criticism.

- a. The portfolio demonstrates ability to analyze works of art/design from both Western and non-Western cultures perceptively and to evaluate them critically.
- b. The portfolio demonstrates an understanding of the common elements and vocabulary of art/design and of the interaction of these elements and be able to employ this knowledge in analysis.
- c. The portfolio demonstrates the ability to place works of art/design in historical, cultural, and stylistic contexts.
- d. The portfolio demonstrates understanding of the historical development of works within the specialization.

Technology. The portfolio demonstrates a working knowledge of technologies and equipment applicable to their area(s) of specialization.

Developing Synthesis: The portfolio demonstrates student's potential in their ability to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

Developing Recommendations. The portfolio demonstrates student's potential in their ability engaged in professional undergraduate degrees in art/design should have opportunities to:

1. The portfolio demonstrates a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. The portfolio demonstrates skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, business, and leadership skills necessary to engage in professional practice in their major field.