

The Process:

1. Begin by saying hello to the committee and telling them the course(s) for which you wish to be considered. Please select from the following courses.
 - a. ART 100 Introduction to Art (teach a blended art history and art studio course for non-art majors)
 - b. ART 102 2D Design (teach a studio course, primarily Photoshop and InDesign)
 - c. ART 104 3D Design (teach a studio course using a variety of 3D media)
 - d. ART 107 Introduction to Digital Forms (lead lab sections focused on digital media such as Photoshop, Premier... based on Prof. Meg Mitchell's lectures and curriculum)
 - e. ART 112 Drawing I (teach a studio course with basic drawing media)
 - f. ART 212 Drawing Methods and Concepts (teach a studio course for more advanced students)
 - g. ART 108/208 Foundations of Contemporary Art (lead discussion sections for Prof. Doug Rosenberg's lecture-based class)
 - h. ART 176 Digital Photography for Non-Majors
2. Next, you will give a 15-minute presentation. See details below.
3. Afterwards, the committee will ask follow-up questions in response to the content of your presentation.
4. Scoring
 - a. The committee will score each candidate on a scale of 1 to 10 on each of the following:
 - i. *Communication skills*: clear articulation of your ideas, eye contact with your audience, a strong and confident voice, speaking without reading notes excessively, and an authentic enthusiasm for the opportunity to teach in the Art Department.
 - ii. *Overall quality of your presentation*: directly addressed the topics posed by the committee (listed below), visually rich, high quality images of your artwork (not quick snapshots)
 - iii. *Evident preparedness*: thoughtfully planned responses to presentation topics, coherently organized relevant information, effective pacing and timing (not too fast or slow, too short or too long)
 - iv. *Rank for best fit* for each of the course(s) that you are interested in teaching.
 - b. All score cards from interview committee members will be collected and data entered in a ranked list for each course. Top ranking applicants will be awarded TA positions.

The Presentation:

Please, address the three topics listed below in your 15-minute presentation. Feel free to organize your presentation in any order or interweave all three topics creatively into a cohesive whole.

- 1. Your current artwork**
 - a. Articulate your intentions and direction for your current work/creative practice. Consider showing fewer number of images (less than 10), focusing on a cohesive, recent body of work (vs. a sampling of a huge variety of work from various parts of your artistic career). Feel free to show an example or two of artists who inspire or inform your work, if this is relevant to your presentation.
- 2. How does your creative practice and past professional, personal or academic experiences prepare you to teach course/s in the Art Department? (Basically, explain why you are a great candidate for the position).**
 - a. This is an opportunity for you to show the committee examples of additional work you have done that relate *specifically to the course(s) you're interested in teaching*, showcasing your

competency for teaching specific content or processes. *Review the learning objectives for each course (listed below) so you are familiar with the big goals of each course.

- b. Describe your personal strengths and any academic, professional work, teaching or artistic experiences that will help you succeed as a TA in our department.

3. Why do you want to teach art at UW-Madison?

- a. You can approach this question from countless directions. Here are just a few to consider:
 - i. Were you inspired by excellent instructors and professors you've had in the past? What did they do that engaged and helped you develop your voice, views, skills and knowledge as an artist?
 - ii. We have many non-art majors in beginning level courses. How might you get them excited and interested in art?
 - iii. You could answer this question with an example of a project you might like to teach in the course and explain how it reflects your approach to or interest in teaching.
 - iv. Share what you find most interesting about the media and topics addressed in the courses you'd like to teach.
 - v. Identify some of the important conversations happening in contemporary art today and how would you include those in your teaching.

Please Note: If you would like presentation assistance, contact your faculty advisor or committee chair several weeks in advance of your presentation date. Branden Martz is also available to answer questions and assist with preparations. Also Note: Faculty and staff serving on the interview panel are not allowed to assist with preparations.

ART 100 Introduction to Art Learning Objectives

Students will...

- Explore the relationship between artistic movements and various aspects of cultural change over time (art history), through readings, lecture, and discussion.
- Investigate and discuss aesthetic questions such as "What is art? What is art for? Why make art?"
- Develop two-dimensional and three-dimensional media techniques, creative problem solving methods and observational skills through a variety of hands-on projects and assignments.
- Identify and apply the visual elements of art and principles of design in artworks.
- Engage with the wider campus and Madison artistic community through gallery visits, field trips to museums, and visiting artist presentations.

ART 102 2D Design Learning Objectives

Students will define and apply:

- Elements of art (such as color, shape, line, texture, form, etc.)
- Principles of design/principles of composition (visual hierarchy, layers, transparency, unity/harmony & rhythm, balance, contrast)
- Basic color theory in works of art and design for effective visual communication.
- Conduct research to generate multiple solutions to design problems and to inform artistic decisions.
- Refine creative problem solving and technical skills in digital (Illustrator, InDesign and Photoshop), wet and dry media.
- Analyze and critique work on the basis of visual language, design, and content.
- Cultivate visual literacy skills to become astute, sophisticated "readers" of our culture's text and image messaging.
- Explore 2D design within its historical and contemporary contexts through readings, research, artist presentations and/or discussion.

ART 104 3D Design Learning Objectives

Students will:

- Define and apply the elements and principles of three-dimensional design.
- Utilize a variety of media, media techniques and tools (which could include paper, cardboard, plaster, inflatables, found objects, and 3D digital printing), exploring the possibilities, challenges and limitations of each.
- Explore various methods/processes by which artists generate ideas for and create and present three-dimensional works.
- Investigate structure (planar, linear, reductive etc.), formal qualities (scale, proportion, balance etc.), and conceptual concerns (metaphor, narrative, material culture etc.) and articulate their own aesthetic decisions related to these three facets of 3D design.
- Critically analyze their work and the work of peers using appropriate terminology related to 3D design and construction.
- Practice essential studio habits such experimentation, research, resourcefulness, craftsmanship, collaboration, and a committed work ethic.

ART 107 Intro to Digital Forms Learning Objectives

Students will...

- Acquire and manipulate images and use raster, 3D design, video and web/networked technologies in the creation of works of art
- Examine the digital work of contemporary artists, designers, scientists, and engineers.
- Effectively combine elements of visual, spatial, and networked organization to create narrative, associative, and metaphorical compositions
- Speak and write critically about personal and peer artworks and propose alternatives.

ART 112 Drawing I Learning Objectives

Students will...

- Define and apply the elements of art and the principles of design in drawing compositions to communicate an individualized, expressive quality, moving beyond representation to communicate specific ideas, narratives, concepts or moods.
- Demonstrate observational and perceptual skills, translating three-dimensional forms in space into two-dimensions using the formal elements of drawing.
- Demonstrate knowledge and application of traditional and contemporary drawing media and techniques.
- Illustrate three-dimensional space in drawings using a variety of formal and informal perspective techniques (such as atmospheric/aerial perspective, 1 and 2 point linear perspective and grids).
- Critically analyze their work and the work of classmates using appropriate terminology related to the elements and principles of drawing.
- Develop studio habits that support a consistent, rigorous, reflective work ethic.
- Practice a variety of research methods to structure and contextualize your drawing projects.

ART 212 Concepts and Methods of Drawing Learning Objectives

Students will...

- Utilize the knowledge and experience acquired in previous art courses to create drawings that demonstrate increasingly more sophisticated technical and conceptual proficiency.
- Analyze and critique artwork from various perspectives using relevant terminology (verbally and/or in writing).

- Research drawing's historical, cultural and contemporary contexts and use this research to inform, inspire, and/or frame their own creative practice.
- Explore the human figure through observational drawing from life, examining proportion, foreshortening, and gesture.
- Independently experiment with and investigate the limitations and possibilities of a variety of drawing media.
- Develop and articulate a personal vision for their work and demonstrate the work ethic necessary to materialize their ideas and aims.

ART 108&208 Foundations of Contemporary Art Learning Objectives

Students will:

- Discuss artwork and art movements using the vocabulary and concepts addressed in lecture and readings
- Describe the development of Modern art in relation to the technological, social, political, and economic conditions of the time
- Summarize the role and viewpoints of key critics and theorists who provided a conceptual foundation for the narrative of Modern art
- Analyze the way a narrative of Modern art was formed and how that shaped who was included and who was excluded from the story

Art 176 Digital Photography for Non-Majors Learning Objectives

Students will:

- Learn the fundamentals of digital cameras and their applications (exposure, focus, white balance).
- Develop a proficiency in techniques for raw-file conversion, non-destructive image adjustment & manipulation using Adobe Photoshop and Adobe Bridge software.
- Explore creative ideas and concepts through photography.
- Develop understanding of a range of issues in contemporary photography.
- Discuss and critique photographs and their content and technique in depth.