



An Official Program of the New York State Art Teachers Association

Elementary Level Portfolio

The Elementary Level Portfolio is designed for students in grades 4-6, depending on your school district configuration. This entry level portfolio provides students with the opportunity to begin to explore important themes and big ideas, experiment with mediums and techniques, and develop the thinking skills used by artists to enhance their creativity. The portfolio includes fewer required selections, and more opportunities for “student choice” artworks than the upper grade levels. This reflects the exploration and experimentation that appropriately exists at the elementary level. The required work encourages critical thinking and problem solving, creativity, innovation, flexibility, metacognition, awareness of cultural and artistic contributions throughout other times and places, and the ability to communicate—all important 21st Century skills.

PORTFOLIO CONTENT REQUIREMENTS:

The Elementary Portfolio must include the following required elements. A checklist is provided on page 6.

Artist Statement: Questions included in this section are designed to help students to think of themselves as artists, and help introduce them to the adjudicator. The sample questions can be answered on the sheet provided or on a separate page. Students may answer the questions individually, or include the information in an essay. Students are encouraged to go beyond the suggested questions if they would like to do so.

Selection 1: Self-Portrait: This selection focuses on communication skills as the artist is encouraged to portray a sense of self for the viewer. It is the visual extension of the Artist Statement. A wide range of responses, from the highly representational to the abstract or metaphorical, is acceptable.

Selection 2: Resource Based Artwork (2a) and Reflection (2b): This selection is designed to assist students in their research of an artist, a non-western culture, an artistic style, and/or important theme or big idea, and respond to this learning with their own artwork. This choice can reflect interdisciplinary themes presented in art class, other curricular areas, or the student’s own personal interests. The written reflection (2b) is designed to help elementary students research and organize information for the Resource/Reference-Based Selection. It reinforces the literacy skills of reading and writing for information and understanding, as well as the

cultural and historical exploration emphasized in the social studies curriculum. A questionnaire is provided to assist the student on page 4.

Selections 3, 4, and 5: Student Choice Artworks

These **three selections** are designed to give students the opportunity to include additional artworks that best represent themselves as artists and that reflect their experimentation and exploration. This aspect of the portfolio fosters initiative, critical thinking, problem solving, creativity, innovation, adaptability and communication skills.

Component 6: Portfolio Presentation: The final component is the scoring of the student’s presentation of their portfolio. The purpose of the presentation is to help students organize their artwork and their thoughts, speak articulately about their process and their work, understand another’s point of view, and engage with their audience. All work must be matted or mounted appropriately. All work must be labeled with the labels provided, All written work must be labeled with the same information as required on the artwork labels.

ELEMENTARY ARTIST STATEMENT- Written Component 1

ARTIST STATEMENT- Place in portfolio along with artwork.

This component is designed to help students think of themselves as artists, and help introduce them to the adjudicator. The sample questions can be answered below, or on a separate page. Students may answer the questions individually or include the information in an essay. Students are encouraged to go beyond the suggested questions if they would like to do so.

1. Tell us about yourself as an artist. Why do you create artwork?

2. What kind of artwork do you like to create?

3. What are your favorite art materials and why?

4. Where do the ideas for your artwork come from?

5. Creating artwork is important because . . .

ELEMENTARY SELECTION 1- Self Portrait

SELF PORTRAIT

This selection focuses on communication skills as the artist is encouraged to portray a sense of self for the viewer. It is the visual extension of the Artist Statement. A wide range of responses, from the highly representational to the abstract or metaphorical, is acceptable.

Student Preparation

- Student considers what they want to communicate to the viewer about him or herself.
- Student plans how this communication of self can be best carried out.
- Student chooses materials and techniques that will work best for this artwork.
- Student creates a work of art that provides insight into who he or she is as an individual.

Adjudication Guidelines

- There is a connection of individual parts of the composition to the whole.
- Materials and techniques are used skillfully and effectively in ways that add to or enhance the work.
- There is evidence of planning and problem solving in the work.
- Artwork reveals information about who the student is as an individual.

ELEMENTARY SELECTION 2a- Resource-Based Artwork

RESOURCE-/REFERENCE/IMPORTANT THEME OR BIG IDEA BASED ARTWORK

This selection is designed to assist students in their research of an artist, a non-western culture, an artistic style, and/or important theme or big idea, and to respond to this learning with their own artwork. This choice can reflect interdisciplinary themes presented in art class, other curricular areas, or the student's own personal interests.

Student Preparation

- Student selects and researches one topic from the following choices:
 - Cultural (artwork from a specific non-western culture) OR
 - Historical (artwork that represents a specific period, style or genre in the history of Western art) OR
 - Artistic Influence (artwork based on imagery, style, and/or symbolism of a specific artist) OR
 - Completes research that is driven by an important conceptual theme or big idea in art.
- Student uses aspects of what they have learned, to create an artwork based on or responding to the reference chosen or conceptual idea.

Adjudication Guidelines

- Artwork reveals the development of the student's ideas and images based upon a study of one of the references or concepts indicated.
- Artwork reveals a transfer and application of new ideas gained through research.
- Choices of materials and techniques are purposeful. They are compatible with, enhance, or challenge the referenced resource.
- Student is articulate in his/her ability to discuss the cultural, historical, artistic reference, or important theme of their work.

ELEMENTARY SELECTION 2b- Written Component 2

SELECTION 2B- WRITTEN REFLECTION ON SELECTION 2A

The written reflection (2b) is designed to help elementary students research and organize information for the Resource/Reference-Based Selection. It reinforces the literacy skills of reading and writing for information and understanding, as well as the cultural and historical exploration emphasized in the social studies curriculum. Use the questions below as a guide to help you discuss your resource based artwork used for Selection 2a. You can also copy and complete the information on a separate page if you would prefer. **Be sure to include this written response in your portfolio.**

1. What is the cultural, historical, artistic reference, important theme or big idea you explored?

2. What are three of the most important things learned about the non-western culture, time period, artist, theme or big idea you researched? Write this information in a list, or in a few sentences.

3. How does your artwork reflect the non-western culture, time period, artist, theme or big idea you studied? Write down two or three of the specific ways in which your artwork shares some characteristics of the artwork you studied when doing your research.

4. How is your work different from the non-western culture, time period, artist, or art that was also about the same big idea that you studied? Write down two or three of the choices you made to change the style, technique and/or mediums used, that makes your work different from your references.

ELEMENTARY SELECTIONS 3, 4, and 5- Student Choice

SELECTION 3, SELECTION 4, AND SELECTION 5- THREE STUDENT CHOICE ARTWORKS

These three selections are designed to give students the opportunity to include additional artworks that best represent themselves as artists and reflect their experimentation and exploration. This aspect of the portfolio fosters initiative, critical thinking, problem solving, creativity, innovation, adaptability and communication.

Student Preparation

- Student selects three additional artworks that represent themselves as artists. Each of the selected works should:
 - represent an artistic problem posed and solved;
 - purposeful use of the elements of art and principles of design to enhance his/her work; and
 - demonstrate the student's mastery of specific or varied techniques and media.

Adjudication Guidelines

- Work communicates specific ideas of the artist.
- Work demonstrates engagement of the artist and sustained focus over time.
- Work demonstrates purposeful organization of the use of the elements of art and principles of design.
- Choice of, and facility with media and technique contributes to the ability of the artist to communicate their ideas.

ELEMENTARY COMPONENT 6- Portfolio Presentation

PORTFOLIO PRESENTATION

The final component is the scoring of the student's presentation of their portfolio. The guidelines presented here are based on a personal adjudication*. The goals of the presentation are to help students organize their artwork and their thoughts, to speak articulately about their process and their work, understand another's point of view, and to engage with their audience.

* Digital portfolio submission guidelines will be modified appropriately.

Student Preparation

- Student follows all guidelines for assembling their portfolio, making sure that the pieces selected meet the criteria for each selection.
- Work is labeled using the labels provided on page 7 and is neatly matted or mounted for presentation.
- All written requirements are included:
 - Artist Statement,
 - Reflection for Reference/Resource/Idea-Based Artwork
 - Artwork Inventory.

Adjudication Guidelines

- Portfolio contains all required elements.
- Work is labeled appropriately.
- Student's artistic vision and intent is evident in the artworks presented.
- Student can speak articulately about his/her work, using appropriate art vocabulary and terminology.

ELEMENTARY PORTFOLIO INVENTORY CHECKLIST

INSTRUCTIONS:

Students may complete the following inventory as they select their work. This is included to help students consider, evaluate, select, classify, and organize their work

Include a copy of this inventory along with your other written components.

ARTIST NAME: _____

SCHOOL: _____ **GRADE:** _____

ART TEACHER: _____

ART TEACHER CONTACT NUMBER: _____

ART TEACHER E-MAIL: _____

Artwork and Written Components

- Artist's Statement
- Selection 1 Self-Portrait
- Selection 2a Resource-Based Artwork
- Selection 2b Resource-Based Artwork Reflection Written Statement
- Selection 3 Student Choice Artwork
- Selection 4 Student Choice Artwork
- Selection 5 Student Choice Artwork

Component 6- Portfolio Presentation

- All required artwork completed and included
- All work neatly matted or mounted
- All work labeled appropriately
- Copies of all written work and portfolio inventory included in a labeled envelope inside the portfolio

All students must be preregistered by the adjudication registration deadline in each region. Go to www.nysata.org for more information.

PORTFOLIO SELECTION LABELS- Attach to Artwork

ELEMENTARY SELECTION 1 - Self Portrait

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELEMENTARY SELECTION 2a - Resource/Reference/Idea-Based Work

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELEMENTARY SELECTION 3 - Student Choice

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELEMENTARY SELECTION 4 - Student Choice

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELEMENTARY SELECTION 5 - Student Choice

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

PORTFOLIO IDENTIFICATION LABEL

Name _____

School _____

Teacher _____ Grade _____

Teacher Contact _____

Teacher E-mail _____