

Portfolio Preparation Guidelines



A Program of the New York State Art Teachers Association

5-6 ELEMENTARY LEVEL

PROCESS ARTIFACTS

make thinking visible

show where ideas began
and how they evolved

demonstrate practice,
experimentation, revision

document feedback

refer to exemplar artist(s)
ideas and artistic work

The **Elementary Level Portfolio** is designed for students taking an *elective level* course in Visual Arts, Design, or Digital/Media Arts. Elective level courses may be broad or focused in content and media. Depending on local district offerings, students enrolled in Drawing, Painting, Printmaking, Computer Graphics, Photography, Ceramics, Sculpture, or any other elective level course may participate at this level. Students should demonstrate refinement of ideas and skills, exploration of new mediums including digital media, and emerging student voice.

Process artifacts enable students to focus on metacognition—thinking about how their exploration and experimentation informs their artistic action. Students should document steps they take, from ideation through the completion of artistic work(s). They should record responses to artworks they see and experience, as well as connections between their own work and the work of artists and ideas across time periods, cultures, arts disciplines, and in the broader school curriculum.

OVERVIEW of PORTFOLIO CONTENT

The **HSI Proficient Level Portfolio** **must include** the following required components. Sample checklists and presentation resources are provided on page 8-9.

All components require **process artifacts**. Examples of such artifacts can be found on page 2. Each component is a collection of artifacts that together represent the development of ideas into fully elaborated work(s). Artifacts should relate to Standards and Performance Indicators from the *NYS Learning Standards for the Arts*.

Component 1: Personal Identity
Portray a sense of self through relating and synthesizing knowledge and personal experiences to inspire and inform artistic work. A wide

range of responses, from the highly representational to the abstract or metaphorical, is acceptable.

Component 2: Social/Cultural/Political/Historical Connection

Investigate ways that artistic work is influenced by societal, cultural, and historical context and, how artistic ideas shape cultures past, present, and future. Students may use original source documents as well as web links and print resources as artifacts, (please cite sources).

Component 3: Artistic Response

Respond to and interpret artists' work(s). Include interpretations of artist(s)' work(s), supported by relevant evidence found within the work and surrounding context(s). Ideally, this component should relate to and enhance another component

within the portfolio, as response plays an important role in the development of one's own artistic voice. An optional graphic organizer to assist with completing this component can be found on page 4.

Component 4: Student Choice

Generate and develop work in a self-directed manner. Include additional work(s) that best represent individual ideas and artistic exploration.

Presenting

Select and organize artwork, speak articulately about process and work, show understanding of others' point(s) of view, and engage with an audience. Presenting is scored across all components.