

Portfolio Preparation Guidelines



A Program of the New York State Art Teachers Association

HSII ACCOMPLISHED 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 **HSII 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 **HSII Accomplished Level Portfolio must include** the following required components. Sample checklists and presentation resources are provided in the support documents packet.

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.

Components 4 and 5: Student Choice 1 and 2

Generate and develop personally meaningful/relevant and connected works. Consider how these works build off of each other or motivated by similar ideas. Include artifacts that demonstrate planning and experimenting with materials and methods.

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.

PROCESS ARTIFACTS RESOURCE GUIDE

Portfolio Project 2.0 emphasizes process, documentation, and diving deeper into the artistic work you create and present. The presentation of your portfolio is an opportunity to bring your adjudicator on a personal artistic journey through your process rather than depending on only the final product to show achievement.

Build your portfolio with process artifacts as well as completed works. Process artifacts may include, but are not limited to, the following suggestions. There is no minimum or maximum number of artifacts required. Consider process artifacts from multiple categories and enough to fully communicate the evolution of ideas and work within each component. As each artist is their own person with their own journey, you may have artifacts that are unique to your process.

Creating Cr1

Pre-Work/Planning Inspiration/Ideation

Writing

problem statement
artist or work statements

Brainstorming

lists, mind-maps, sketches,
storyboards, word
associations, problem solving

Research/References

photos, artist images, book
citations, websites

Sketches

thumbnails, first drafts

Creating Cr2

In-Process Work Feedback/Revision

Documentation

drafts, photos, pre-projects,
checklists, screenshots

Experimentation

media use, studies, tutorials,
practice work, color swatches

Extended Research

resources to push ideas/skills

Mistakes

failed work, evidence of growth,
risk-taking, persistence

Innovations

discoveries, new techniques

Creating Cr3

Final Work Fully Resolved

Artistic Work

physical and/or digital
artwork, photos, videos

Use of Feedback

documentation of changes
made to resolve challenges

Digital Presentation

slide deck,
recorded animation

Presenting Pr4-5-6

Selection and Presentation of Work

Selection of Works

purposeful, suitable to
selection description, artifacts
support final work

Presentation Mode

matting/display, location,
collection, spacing

Presentation Details

physical/digital presentation
or installation

Interpretation

intended purpose, audience,
relationship among works

Responding Re7-8-9

Understanding Artist(s)' Ideas and Work

Artist Works

collection of images for
inspiration
annotations about personal
responses/ideas

Research

documented research about
artist and ideas

Interpretation

notes about symbolism,
meaning, ideas, context for
selected works

Connecting Cn10-11

Reflection, Connection to Self and World

Reflection

reflective writing, journaling,
artist or work statements

Critique

feedback, impact statement

Connection to Self

ideas from personal experience
Connection to External World
social, political, historical, cross-
curricular ideas

Connection Among Works

pre-cursor or progression for
series of works

COMPONENT 1–PERSONAL IDENTITY**EXPRESS**

compare external to
internal

reveal personality, goals,
dreams, fears

tell a personal story with
your artistic work

show thinking, planning,
decision-making

support ideas through
materials, techniques, color

This component focuses on communication skills, as the student artist is encouraged to portray a sense of self for the viewer. It is the visual extension of an artist statement, offering the student opportunities for self-awareness and self-assessment in terms of artistic ability and personal growth. A wide range of responses, from the highly representational to the abstract or metaphorical, is acceptable. This component relates to the Standard, *Connecting 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.*

Student Preparation

- Consider what you wish to communicate to the viewer about yourself/ your experiences (artistic intent).
- Plan how communication of self can be best carried out.
- Select materials and techniques that will work best for this artwork.
- Create a work of art that provides insight into who you are as an individual with experiences, hopes, dreams, fears, etc.
- Consider how the selected identity connects with others.
- Document thinking and process as you progress with your work.

**COMPONENT 2–SOCIAL/CULTURAL/
POLITICAL/HISTORICAL CONNECTION****RESEARCH**

informs a deeper
understanding of the topic

inspires artistic
approach, use of
materials, color palette,
mark-making

connects artwork to other
people(s), generations,
places, time periods

helps artists show a
particular viewpoint or
persuade others to act

This component allows students to apply the Standard, *Connecting 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.* It is designed for students to research an area of interest within society, a culture, or history, and to respond to this learning with their own artwork. Students may draw inspiration or ideas from other areas of the school curriculum, current events, or other topics that ignite their own interest and passion. Students are encouraged to use original source documents as well as digital and print resources in their research as artifacts. Please cite sources.

Student Preparation

- Research a topic that relates to social, cultural, political, or historical ideas that interest or affect you. Consider issues that ignite your passion or topics of interest from other areas of study outside the arts.
- Investigate how artists past and present have responded to the selected topic.
- Develop artistic work based on your selected idea and inspiration from your research.
- Select media and techniques that best convey your ideas and/or demonstrate the influence of your research.
- Document how your research influences the decisions you make during the creation of the work.

COMPONENT 3—ARTISTIC RESPONSE**INTERPRET**

observe and analyze
with a critical lens

gather relevant
information and context

understand the work
of others through
inferences

make interpretations
based on evidence

connect your work(s)
to those of other artists,
art movements, time
periods

This component focuses on the Standard, *Responding 8: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works*. Responding is ideally used to enhance and support other components within the portfolio (i.e., utilizing a work you researched to support your own artmaking decisions). Your Response Component may take the form of image(s) and notes on a sketchbook page, formal written analysis, slide show, or other format of your choice (see Process Artifacts Resource Guide page 2 for more suggestions). An OPTIONAL graphic organizer is available as a way to organize your response; it provides ideas for possible structure for recording perceptions and context information about the artwork being investigated. The OPTIONAL organizer for the Artistic Response can be found in the Support Documents pack provided as soon as your Portfolio Project registration has been submitted by your teacher.

Student Preparation

Select a format to represent your artistic response. The response should:

- Provide factual information about the piece you are referencing.
- Explain how the work elicited personal impressions or reactions.
- Include direct observations (subject matter) and analysis of how the work is organized (form and structure).
- Reveal research, context, and/or relevant background information.
- Demonstrate inferences, interpretations, and connections.

COMPONENT 4—STUDENT CHOICE 1**COMPONENT 5—STUDENT CHOICE 2****CONSIDER**

show achievement of
standards not evident in
other selections

build a work off another
piece in the portfolio

include a work that has
special meaning to you

show more about your
personal interests

The choice components give students the opportunity to include additional artworks that best represent themselves as artists and reflect their interests, experimentation, exploration, and skill development. This requirement is intended to foster initiative, critical thinking, problem solving, creativity, innovation, adaptability, and communication skills. This component relates to the Standard, *Creating 2. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form*.

Student Preparation

Select additional artistic work(s) that represent your interests and artistic skills. The selected work(s) should:

- Represent an artistic problem posed and solved.
- Highlight process and provide insight into creative problem solving.
- Feature risk taking and multiple approaches.
- Show purposeful use of form and structure (design principles/ composition strategies) to support the message of the work.
- Demonstrate accomplished use of materials and techniques.

DEMONSTRATE

organize work and
practice presenting

show accomplishment
through visual, written,
and oral presentation

use art vocabulary to
describe work

refer to artists that inspire
and/or provoke

make connections with
life, context, fears,
interests, ambitions,
curiosity

Presenting is scored across all 5 components of the portfolio. Resources are provided to help with organization of artistic work and process artifacts as well as notes for speaking. Students should be able to use content vocabulary to express thoughts and opinions, speak articulately about their process and artistic work, understand multiple points of view, and engage with their audience. Students will still be assessed on their ability to create, organize, and present their portfolio, as outlined in the Standard, *Presenting 4: Analyze, select, and critique personal artwork for a collection or portfolio presentation.*

Student Preparation

1. Include all REQUIRED components:

- Personal Identity Component
- Social/Cultural/Political/Historical Connection
- Artistic Response Component
- Student Choice 1
- Student Choice 2

2. Include REQUIRED Portfolio Presentation Resources:

- Portfolio Components Inventory
- Signed Artistic Integrity Agreement
- Learning Standards Inventory

3. Follow all guidelines for assembling the portfolio, making sure that the selections and process artifacts meet the criteria for each component:

- Prepare and organize work for ease of presentation.
- Make thoughtful connections among portions of components and to the NYS Visual Arts Standards.
- Use visual, written, oral and/or other communication means to present the portfolio to the adjudicator, calling attention to artifacts as needed to convey intentions, ideas, and learning.
- Consider using OPTIONAL labels from the Resources Packet for tagging final products and process artifacts to facilitate discussion points during the adjudication.

4. TEACHERS must be register students by the adjudication registration deadline in their region. Visit www.nysata.org/portfolio-project for more information.