

nysata PORTFOLIO PROJECT



An Official Program of the New York State Art Teachers Association

Major Sequence Level Portfolio

The Major Sequence Level Portfolio is designed for students who have taken extensive electives and are anticipating post secondary visual art studies. Students enrolled in Advanced Placement or International Baccalaureate coursework are ideal candidates for this level. This level requires students to demonstrate a broad range of skills, and facility with various mediums. Students can increasingly balance critical and creative thinking in the development of their work. They are able to selectively develop and explore related ideas via a particular medium, style, and/or technique as they establish a personal focus in their artwork. Their continued self-evaluation and reflection begins to concentrate on a deeper exploration of the relationship between their choices and development of concept. They begin to understand and articulate ways in which their artistic production will serve themselves and others in the future.

PORTFOLIO CONTENT REQUIREMENTS:

The Commencement Level Portfolio must include the following required elements. A checklist is provided on page 7.

Artist Statement: Questions included in this section are designed to help students to think of themselves as artists, and to 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. It offers the student the opportunity for further 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.

Selection 2: Resource Based Artwork (2a) and Reflection (2b): This selection directs students to explore how artists engage with political or social issues and/or themes by researching an artist's body of work or a particular piece of artwork from any time period, from historical to contemporary. The student creates their own artwork in response to this research. The student artwork should demonstrate understanding of the issues presented in the work studied. Students are urged to use original source documents, as well as Internet and print resources in their research. The written reflection (2b) is designed to help Major Sequence Level students research and organize information for the Resource/Reference-Based selection (2a). Students are encouraged to answer these questions in the form of an essay or reflection. The written response is included in the portfolio, along with a brief bibliography. Questions are provided to assist the student with this reflection on page 4.

Selection 3: Art from Observation: This selection challenges the student to develop direct observational skills, while considering the ways in which artists make choices about how to present a subject, and how these choices communicate the artist's observations to the viewer.

Selection 4: Process Piece: This selection is designed to focus students on their own thinking processes as they approach their art making (metacognition). As students continue to understand the problem posing and solving, brainstorming, planning, organizing, evaluating, editing, and reflecting that is part of their work in progress, their heightened awareness makes these processes more significant in the evolution of their artwork. Students begin to recognize how important these processes are in the development of their own emerging artistic style or focus.

Selections 5, 6, 7, and 8 - Focused Artwork: These four selections are designed to give students the opportunity to include a selection of works that demonstrates their focus on a particular idea, important theme, or specific subject. It is also intended to show the emergence of their own artistic style, and in-depth work with a particular medium or combination of mediums. This investigation and/or exploration should communicate a particular point of view that the artist believes shapes his or her artistic focus or direction at this time. It is intended to demonstrate that the divergent thinking of the Major Sequence Level Portfolio begins to converge in a more focused way.

Component 9: 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, to speak articulately about their process and their work, understand another's point of view, and to engage with their audience. All work must be matted or mounted appropriately. All work must be labeled with the labels provided.

MAJOR SEQUENCE ARTIST STATEMENT- Written Component 1

ARTIST STATEMENT- Place in portfolio along with artwork.

This component is designed to help students to think of themselves as artists, and to help introduce them to the adjudicator. Students should submit this component on a separate page using the following heading:

Student Name
School
School City
Art Teacher

Date
Grade Level

Students may answer the questions posed below 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 is creating artwork important to you?
2. What inspires you and where do your ideas come from when you create artwork?
3. Briefly describe the nature of your area of artistic focus and how the pieces you chose to include for selections 5, 6, 7, and 8 represent this artistic focus.
4. How does the other work presented in this portfolio represent you as an artist?
5. What influences your decisions about the materials and techniques you choose to work with?
6. What has changed for you over time in how you develop a work of art (your work process). Discuss significant strengths and challenges.
7. What role do you think art will play in your future?
8. What are your post-secondary plans?

MAJOR SEQUENCE LEVEL 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. It offers the student the opportunity for further 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.

Student Preparation

- Student considers what they want to communicate to the viewer about him or herself (artistic intent).
- 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 is self-reflective and reveals information about who the student is as an individual.

MAJOR SEQUENCE SELECTION 2a- Resource-Based Artwork

RESOURCE/REFERENCE/IMPORTANT THEME OR BIG IDEA BASED ARTWORK

This selection directs students to explore how artists engage with political or social issues and/or themes by researching an artist's body of work or a particular piece of artwork from any time period, from historical to contemporary. The student creates their own artwork in response to this research. The student artwork should demonstrate understanding of the issues presented in the work studied. Students are urged to use original source documents, as well as Internet and print resources in their research.

Student Preparation

- Student chooses a political and/or social issue or theme to explore and completes research to identify an artist or group of artists who have created work that investigates, reveals, or responds to the chosen issue. OR
- Student selects the work of a particular artist or group of artists, and researches the political and/or social issues present in the work.
- Student analyzes and evaluates how the referenced artwork is or was socially and/or politically significant and looks for ways it can inform his/her own work.
- Work chosen as a resource can be in any medium or combination of mediums. Response is not required to be in the same medium as the resource or reference, but can be reinterpreted in an entirely different medium.

Adjudication Guidelines

- Artwork reveals the development of the student's own ideas based upon his/her completed research. Student artwork is a direct response to the work(s) studied.
- 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 how the research impacted his/her own work.

MAJOR SEQUENCE LEVEL SELECTION 2b- Written Component 2

SELECTION 2B- WRITTEN REFLECTION ON SELECTION 2A

This selection is designed to help Major Sequence Level students research and organize information for the Resource/Reference-Based selection. Students are encouraged to answer these questions in the form of an essay or reflection. Include the written response in the portfolio, along with a brief bibliography. Students should submit this component on a separate page using the following heading:

Student Name
School
School City
Art Teacher

Date
Grade Level

Be sure to include this written response in your portfolio.

1. Why is it important for artists to study other artists from various time periods or cultures?
2. Briefly describe the political or social issue you chose to explore and why.
3. Describe the artworks of the artist(s) that you researched, and how their artwork revealed the particular social/political issues and/or themes of their time. (For example, did the artwork make a direct statement of support or protest, or was it an exploration of different facets?) How does the artwork visually communicate such ideas?
4. How is your work similar or different from the artworks that you studied? Compare and contrast some of the artistic choices you made vs. the studied artist(s), in terms of techniques, mediums, and/or imagery used to convey your message.
5. If you studied an artist from a previous historical period, how did you adapt the work to be more contemporary?
6. Describe how your work communicates a particular point of view about the social or political issue you chose.
7. Bibliography: Please attach or include a bibliography of your references with your essay.

MAJOR SEQUENCE LEVEL Selection 3- Art from Observation

SELECTION 3- Art From Observation/Perception

This selection challenges the student to develop direct observational skills, while considering the ways in which artists make choices about how to present a subject, and how these choices communicate the artist's observations to the viewer.

Student Preparation

- Student selects a subject (person, place or thing) to observe, investigate and portray in a work of art.
- Student should be aware of how compositional choices play a role in communicating artistic intent.
- Final artwork may be two or three dimensional, created in any medium or combination of mediums.
- Student's choice and use of particular medium(s) should enhance evidence of observational skill.

Adjudication Guidelines

- Artwork shows evidence of direct observation of the subject, clearly communicating its physical appearance and/or individual characteristics to the viewer.
- Artwork demonstrates an understanding of how mediums and techniques influence interpretation of the subject.
- The composition of the artwork enhances what the artist is trying to communicate to the viewer.
- Artwork demonstrates evidence of on-going problem solving and evaluation of the work's ability to communicate the artist's point of view.

MAJOR SEQUENCE LEVEL Selection 4- Process Piece

SELECTION 4- Process Piece:

This selection is designed to encourage students to understand and become more aware of their own thinking processes (metacognition) as they approach their art making. Students continue to understand how problem posing and solving, brainstorming, planning, organizing, evaluating, editing and reflecting is a significant aspect of the evolution of their work in progress, their heightened awareness makes these processes more significant in the evolution of their artwork. Students begin to recognize how important these processes are in the development of their own emerging artistic style or focus.

Student Preparation

- Student includes select pieces (minimum of 3) of evidence of the preliminary steps that have contributed to the final submission for this selection.
- Student is encouraged to use varied forms of preparation including research, references, rough drafts, journal or sketchbook studies, documentation of early stages of the work, templates, scale models, notes, revisions, and/or photos of work in progress.

Adjudication Guidelines

- Preliminary work included demonstrates problem posing and problem solving skills.
- Work submitted demonstrates the student's ability to develop an artwork; moving from varied ideas/resources/references, to draft form, to final version.
- Process demonstrates an understanding of how mediums and techniques used can influence creative decisions.
- Work demonstrates that ongoing evaluation and decision making contributed to communicating a visual effect and/or particular point of view.

MAJOR SEQUENCE SELECTIONS 5, 6, 7, and 8 Focused Artwork

SELECTIONS 5, 6, 7, AND 8 - FOCUSED ARTWORK

These four selections are designed to give students the opportunity to include a selection of art work that demonstrates their focus on a particular idea, important theme, or specific subject. It is also intended to show the emergence of their own artistic style, and in-depth work with a particular medium or combination of mediums. This investigation and/or exploration should communicate a particular point of view that the artist believes shapes his or her artistic focus or direction at this time. It is intended to demonstrate that the divergent thinking of the Elective Level Portfolio begins to converge in a more focused way.

Student Preparation

- Student selects four artworks that represent themselves as artists. In addition 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 their work; and
 - demonstrate the student's mastery of specific or varied techniques and media.

Adjudication Guidelines

- Work communicates specific artistic ideas.
- 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 artistic ideas.

MAJOR SEQUENCE LEVEL COMPONENT 8- Portfolio Presentation

PORTFOLIO PRESENTATION

The final component is the scoring of the student's presentation of the 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 8 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.

MAJOR SEQUENCE LEVEL 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 Art from Observation/Perception
- ___ Selection 4 Process Piece
- ___ Selection 5 Focused Artwork
- ___ Selection 6 Focused Artwork
- ___ Selection 7 Focused Artwork
- ___ Selection 8 Focused Artwork

Component 9- 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

MAJOR SEQUENCE LEVEL SELECTION 1 - Self Portrait

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 2a- Resource-Based Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 3 - Artwork from Observation

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 4 - Process Piece

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 5 - Artistic Focus Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 6 - Artistic Focus Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 7 - Artistic Focus Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

MAJOR SEQUENCE SELECTION 8 - Artistic Focus Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____