



An Official Program of the New York State Art Teachers Association

Commencement Level Portfolio

The Commencement Level Portfolio is designed for students taking a “foundation level” course that meets the graduation requirement for the arts. Depending on local district offerings, students enrolled in Studio in Art, Studio in Media, Creative Crafts, Design and Drawing for Production, or a locally designated prerequisite art course may participate at this level. This portfolio is designed to demonstrate the continuing refinement of basic skills, the exploration of new mediums, including electronic media, and the further development of their ideas and artistic interpretation. The addition of the Process Piece encourages students to focus on metacognition—thinking about how their exploration and experimentation informs their artistic responses. They must record and document the steps that take them to the creation of their final artwork. Students continue to strive to expand critical thinking skills as they make connections between their own work and the work of others, across time periods and cultures, across arts disciplines, and with the broader high school curriculum.

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 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. 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 is designed for students to research an artist, a culture, or an artistic style, and/or important theme or big idea, and to respond to this learning with their own artwork. Students may draw inspiration or ideas from other areas of the High School curriculum, or their own interests and explorations. Students are encouraged to use original source documents, as well as Internet and print resources in their research. The written reflection (2b) is designed to help Commencement 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. Include the written response 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 encourage students to understand and become more aware of their own thinking processes (metacognition) as they approach their art making. As students begin to understand 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. As students become increasingly aware of these habits of mind used in their artmaking, they are encouraged to employ these same thinking strategies in all the learning and social situations they encounter.

Selections 5 and 6: Student Choice Artworks: These two 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 7: 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.

COMMENCEMENT LEVEL 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 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 is creating artwork important to you?

2. How do the pieces selected for inclusion in your portfolio represent you as an artist?

3. What influences your decisions about the materials and techniques you choose to work with?

4. What inspires you and where do your ideas come from when you create artwork?

5. What role will art making play in your life as you continue on with your high school studies?

COMMENCEMENT 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 individuals.

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.

COMMENCEMENT LEVEL SELECTION 2a- Resource-Based Artwork

RESOURCE/REFERENCE/IMPORTANT THEME OR BIG IDEA BASED ARTWORK

This selection is designed for students to research an artist, a culture, or an artistic style, and/or important theme or big idea, and to respond to this learning with their own artwork. Students may draw inspiration or ideas from other areas of the High School curriculum, or their own interests and explorations. Students are encouraged to use original source documents, as well as Internet and print resources in their research.

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.
- Student chooses mediums or techniques to create the work that demonstrate the influence of their research.

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.

COMMENCEMENT LEVEL SELECTION 2b- Written Component 2

SELECTION 2B- WRITTEN REFLECTION ON SELECTION 2A

This selection is designed to help Commencement 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 that includes 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 the portfolio.

1. Why is it important for artists to study other artists, time periods, cultures or how important themes can be used for the basis of making art?
2. What is the cultural, historical, artistic reference, important theme or big idea you explored?
3. What are the most important things that you learned about the non-western culture, time period, artist, theme or big idea you researched?
4. 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.
5. 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? Include information regarding some of the choices you made to change or adapt your ideas, the style, techniques, and/or mediums used, that makes your work different from your references.
6. Bibliography: Please attach or include a bibliography of your references with your essay.

COMMENCEMENT 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 problem solving used to communicate the artist's point of view.

COMMENCEMENT LEVEL 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. As students begin to understand 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. As students become increasingly aware of these habits of mind used in their artmaking, they are encouraged to employ these same thinking strategies in all the learning and social situations they encounter.

Student Preparation

- Student includes select pieces (minimum of 2 pieces) 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.

COMMENCEMENT LEVEL SELECTIONS 5 and 6- Student Choice

SELECTION 5 AND SELECTION 6- TWO STUDENT CHOICE ARTWORKS

These two 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 two 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 their 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 artistic ideas.

COMMENCEMENT LEVEL COMPONENT 7- 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 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.

COMMENCEMENT 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 Student Choice Artwork
- Selection 6 Student Choice Artwork

Component 7- 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

COMMENCEMENT LEVEL SELECTION 1 - Self Portrait

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

COMMENCEMENT LEVEL SELECTION 2a - Resource/Reference/Idea-Based Work

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

COMMENCEMENT LEVEL SELECTION 3 - Art from Observation

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

COMMENCEMENT LEVEL SELECTION 4 - Process Piece

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

COMMENCEMENT LEVEL SELECTION 5 - Student Choice Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

COMMENCEMENT LEVEL SELECTION 6 - Student Choice Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____