



An Official Program of the New York State Art Teachers Association

Elective Level Portfolio

The Elective Level Portfolio is designed for students who are beyond the basic commencement requirement and are engaged in elective level visual art exploration. Students enrolled in one or more art electives may participate at this level. A diverse collection of artworks created in any or all electives, two and/or three dimensional, traditional, mixed or electronic media, etc. can be included. This portfolio is designed to demonstrate the continuing refinement of basic skills, and also the exploration of new mediums, ideas and interpretations. Students are encouraged to expand their artistic thinking, engage more fully and become more focused in their art production. Their growing ability to reflect more deeply on the development of their own artwork, and to see their work in the context of a larger artworld, becomes more evident in both their written and visual production

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 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. As students become increasingly aware of these habits of mind, they are encouraged to employ these same thinking strategies in all the learning and social situations they encounter.

Selections 5, 6, and 7 - Exploratory Artwork: 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 with various art forms. This aspect of the portfolio fosters initiative, critical thinking, problem solving, creativity, innovation, adaptability and communication skills.

Component 8: 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. All written work must be labeled with the same information as required on the artwork labels.

ELECTIVE 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 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. How does the other work presented in this portfolio represent you as an artist?
4. What influences your decisions about the materials and techniques you choose to work with?
5. What has changed for you over time in how you develop a work of art (your work process). Discuss significant strengths and challenges.
6. What role do you think art will play in your future?

ELECTIVE 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.

ELECTIVE 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.

ELECTIVE LEVEL SELECTION 2b- Written Component 2

SELECTION 2B- WRITTEN REFLECTION ON SELECTION 2A

This selection is designed to help Elective 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 piece of paper 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.

ELECTIVE 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.

ELECTIVE LEVEL Selection 4- Process Piece

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. As students become increasingly aware of these habits of mind, 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) 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.

ELECTIVE LEVEL SELECTIONS 5, 6- Exploratory Artwork

SELECTION 5, SELECTION 6, AND SELECTION 7- THREE EXPLORATORY 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 with various art forms. This aspect of the portfolio fosters initiative, critical thinking, problem solving, creativity, innovation, adaptability, and communication skills.

Student Preparation

- Student selects three additional 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 and principles of art 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 and principles of art.
- Choice of, and facility with media and technique contributes to the ability of the artist to communicate their artistic ideas.

ELECTIVE LEVEL COMPONENT 8- 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.

ELECTIVE 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 Exploratory Artwork
- ☐ Selection 6 Exploratory Artwork
- ☐ Selection 7 Exploratory Artwork

Component 8- 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

ELECTIVE LEVEL SELECTION 1 - Self Portrait

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL SELECTION2a - Resource-Based Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL SELECTION 3 - Artwork from Observation

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL SELECTION 4 - Process Piece

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL SELECTION 5 - Exploratory Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL SELECTION 6 - Exploratory Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL SELECTION 7 - Exploratory Artwork

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____

ELECTIVE LEVEL IDENTIFICATION LABEL

Name _____

School _____

Teacher _____ Grade _____

Title _____

Medium _____