



A Program of the New York State Art Teachers Association

HSIII ADVANCED LEVEL

Portfolio Support Documents*

REQUIRED Components Inventory (print and give to adjudicator)

REQUIRED Artistic Integrity Statement (print and give to adjudicator)

REQUIRED Learning Standards Inventory (print and give to adjudicator)

Sample Adjudicator Questions (for planning presentation)

Graphic Organizer for Component 3—Artistic Response (optional)

Labels and Tags for organizing work by Standard and Performance Indicator (optional)

*print this packet single-sided so pages can be easily separated, rearranged, or cut apart

***REQUIRED* COMPONENTS INVENTORY**

The Portfolio is made up of carefully selected components. All students should complete the inventory below to assist with selecting, organizing, and curating artistic work and process artifacts for presentation.

PORTFOLIO COMPONENTS		
Required Component	Selected Artwork Title/Description	List of Artifacts
<input type="checkbox"/> 1—Personal Identity with process artifacts		
<input type="checkbox"/> 2—Soc/Cult/Pol/Hist Connection with process artifacts		
<input type="checkbox"/> 3—Artistic Response (format optional)		
<input type="checkbox"/> 4—Investigation/Inquiry with process artifacts		

PORTFOLIO PRESENTATION	
<input type="checkbox"/> All required components completed and included <input type="checkbox"/> All work organized and ready for adjudication <input type="checkbox"/> Process artifacts support selection of work and NYS Learning Standards use	<input type="checkbox"/> Components Inventory complete and included <input type="checkbox"/> Artistic Integrity Agreement complete and included <input type="checkbox"/> Standards Inventory complete and included

***REQUIRED* ARTISTIC INTEGRITY AGREEMENT**

Artistic Integrity refers to an artist's commitment to generate their own original ideas and work. All work that is entered for adjudication in the Portfolio Project must be original; created by the participant. If existing artworks or images are used in the creation of work, they must be cited. All work should represent original ideas AND a significant transformation of any images used (beyond changed colors, cropping, or material use). The use of AI is not permitted in developing work for the NYSATA Portfolio Project. For more help on student Artistic Integrity, visit <https://www.artandwriting.org/awards/how-to-enter/copyright-plagiarism/>.

Student _____

Preferred Name/Pronoun(s) _____

School _____

Grade _____ Adjudication Level _____

District _____

Teacher _____

I affirm that each artwork included in my portfolio is my own original creation. Any use of others' ideas, images, and work has been documented and credited and my work shows significant transformation. Process has been documented to demonstrate my own ideas and original thinking.

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Required Learning Standards Inventory

Learning Standards Inventory

The Portfolio Project is scored holistically across components. NYS Learning Standards for the Arts are the scoring criteria. This Inventory ensures inclusion of evidence for each Standard and Performance Indicator. It will direct the adjudicator to the components where each Performance Indicator is demonstrated.

Every component need not fulfill every Standard. Begin with the Personal Identity Component and work down the column, noting which standards are most clearly demonstrated, checking them off and making notes. Move to the next column for the next component, checking off standards and making notes.

CREATING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice 1	Student Choice 2	Presentation Notes
<ul style="list-style-type: none"> range of materials and methods works connected by a theme, concept, or idea traditional and contemporary practices 						
<ul style="list-style-type: none"> skills, ideation, practice, experimentation persistence, problem-solving, risk-taking documentation of inspiration, influence, and process personally meaningful, connected works 						
<ul style="list-style-type: none"> documentation and use of feedback self-evaluation, reflection on work(s) evidence of revision documented reflections related to feedback 						
PRESENTING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice 1	Student Choice 2	Presentation Notes
<ul style="list-style-type: none"> reasoned selection of portfolio work awareness of strengths and areas for growth justified decision making process 						
<ul style="list-style-type: none"> research related to a social/political/cultural/historical context work inspired by works that emphasize social/political/cultural/historical theme 						

Required Learning Standards Inventory (continued)

Learning Standards Inventory (continued)

The Portfolio Project is scored holistically across components. NYS Learning Standards for the Arts are the scoring criteria. This Inventory ensures inclusion of evidence for each Standard and Performance Indicator. It will direct the adjudicator to the components where each Performance Indicator is demonstrated.

Every component need not fulfill every Standard. Begin with the Personal Identity Component and work down the column, noting which standards are most clearly demonstrated, checking them off and making notes. Move to the next column for the next component, checking off standards and making notes.

RESPONDING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice 1	Student Choice 2	Presentation Notes
<ul style="list-style-type: none"> discusses the impact art can have and/or the goals of your own work to affect others cite other work influencing your own 						
<ul style="list-style-type: none"> multiple perspectives, comparisons, contrasts, and interpretations select and prioritize interpretations backed by evidence and reason describe how your work may be interpreted by your audience 						
<ul style="list-style-type: none"> judgements about artwork using a set of criteria prioritization of criteria sets for selected pieces 						
CONNECTING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice 1	Student Choice 2	Presentation Notes
<ul style="list-style-type: none"> knowledge of soc/po/cult/hist in relation to making meaningful work(s) artifacts used to inform or inspire ideas fully elaborated work emerging from progression of ideas 						
<ul style="list-style-type: none"> described how art influences society established vision for selected works that have intention to relate to audience 						

SAMPLE ADJUDICATOR QUESTIONS

This optional resource may be used to prepare for presenting your portfolio at the adjudication event. The questions are examples of what adjudicators MIGHT ask you to demonstrate or discuss, based on the New York State Learning Standards for the Arts. Tell the story of your artistic work and growth by focusing on achievement of the Standards.

CREATING HSIII Sample Adjudicator Questions	
VA:Cr1.2.HSIIIa	Walk me through how you decided on materials or methods when planning a series (artistic work connected by a theme, idea, or concept) of work.
VA:Cr2.1.HSIIIa	What is your work about? How does it reflect you as an artist or person?
VA:Cr2.1.HSIIIa	How have you incorporated a personally meaningful theme, concept, or idea across multiple works?
VA:Cr2.2.HSIIIb	How have you been transformative with source material (images/references you find online or images and other materials that do not belong to you)?
VA:Cr3.1.HSIIIa	Provide some examples of how you use feedback from others to inform your next steps when making a work of art or design while maintaining your own personal artistic vision.
PRESENTING HSIII Sample Adjudicator Questions	
VA:Pr4.1.HSIIIa	What was your decision making process like when selecting and organizing your artwork and artifacts for this portfolio?
VA:Pr4.1.HSIIIa	Point out some of your most successful moments as well as areas you are aiming to improve on.
VA:Pr4.1.HSIIIa	Have you considered how you might install or exhibit this body or work? What might that look like?
VA:Pr6.1.HSIIIa	Can you share with me a collection of objects, artifacts, or artworks you curated related to a social, cultural and/or political experience? (This collection could be anything from artworks by others to news articles, interviews with relevant people, or mementos). How does this collection communicate or affect the viewer's understanding of the experience?
RESPONDING HSIII Sample Adjudicator Questions	
VA:Re7.1.HSIIIa	In your opinion, how does art and design impact the human experience?
VA:Re7.2.HSIIIa	Show me an image you feel has the potential to influence various audiences. What is the main message of the image? What feeling does the image convey? What ideas or beliefs does the image promote? Do you think the image would influence its intended audience? Why or why not?
VA:Re8.1.HSIIIa	How might various audiences interpret the same work differently? Can you show me an example of an image in which you have found differing interpretations? Which interpretation do you agree with and why? How might your own work be interpreted by varying audiences?
VA:Re9.1.HSIIIa	How might a work be evaluated through various lenses, such as aesthetics, technique, cultural/historical significance, or personal taste?
CONNECTING HSIII Sample Adjudicator Questions	
VA:Cn10.1.HSIIIa	How does your work function or fit within a social, political, cultural, or historical context? How have you worked your personal/life experiences into these works?
VA:Cn11.1.HSIIIa	Can you share an example of how an artwork, artist, or a group of artists affect the values, beliefs, and behaviors of a society?

OPTIONAL ORGANIZER—ARTISTIC RESPONSE

This resource may be used to support *Component 3—Artistic Response*. Use this graphic organizer to (a) submit the Artistic Response for Component 3 OR (b) serve as a reference to inform content and structure for Component 3 artifacts (e.g., images and notes in a sketchbook or google slide show) OR (c) not utilize in portfolio preparation if Component 3 is clear and complete through other artifacts or means.

Student Information	
Student _____	Preferred Name/Pronoun(s) _____
School _____	Grade _____ Adjudication Level _____
District _____	Teacher _____
Thinking About Art and Influence	
Va:Re7.1.HSIIa Hypothesize ways in which art influences perception and understanding of human experiences.	
Think about artwork you have seen. In what ways does art impact the human experience? Consider various types of visual imagery, from fine art cultural/historical works, to ads, t-shirt design, packaging design, social media content, etc.	
Think about your own artwork. What type of impact do you believe/hope/wish your work might have on others? What do you want people to consider or think about when viewing your work?	
Selected Artwork Image and Identifying Information	
Thumbnail image of artwork related to your own ideas and work (or attach another page with image(s))	Title
	Artist(s)
	Media/Size
	Date/Period
Selected Artwork Power of Influence	
Va:Re7.2.HSIIa Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.	
Does the image convey a feeling? How or why?	
What is the main message or meaning in the image?	
What ideas/beliefs/thinking does the image promote or challenge?	
Do you think the image could influence an audience? Why or why not?	

OPTIONAL ORGANIZER—ARTISTIC RESPONSE

(continued—Multiple Interpretations)

Student _____

Selected Artwork Image/Collection and Identifying Information		
Thumbnail image of artwork related to your own ideas and work (or attach another page with image(s))	Title	
	Artist(s)	
	Media/Size	
	Date/Period	
Multiple Perspectives—Multiple Interpretations		
VA:Re8.1.HSIIa Analyze differing interpretations of an artwork or collection to select and defend a plausible critical analysis. Gather and present multiple perspectives about the artwork and compare and contrast various interpretations of the work.		
Perspective #1		
Perspective #2		
Perspective #3		
Compare and contrast the differing interpretations.		
Think of your own artwork. How might your work be interpreted in various perspectives by differing audiences?		

OPTIONAL ORGANIZER—ARTISTIC RESPONSE

(continued—Multiple Evaluation Criteria Sets)

Student _____

Selected Artwork Image/Collection and Identifying Information		
Thumbnail image of artwork related to your own ideas and work (or attach another page with image(s))	Title	
	Artist(s)	
	Media/Size	
	Date/Period	
Working with Evaluation Criteria		
VA:Re9.1.HSIIla Construct evaluations of a work of art or collection of works, based on differing sets of criteria.		
Detailed description of work (observable facts only)		
Aesthetic Criteria Focus on visual appeal/beauty. Consider elements like color, composition, line, shape, form.		
Technical Criteria Assess skill and execution. Look at techniques used such as brushwork, perspective, texture, use of materials.		
Cultural/Historical Criteria Examine cultural and historical context. Consider how it reflects or challenges values, beliefs, events of its time.		
Personal Response Criteria Reflect on your own feelings and reactions to the artwork. Consider how it makes you think, respond, feel.		
Research and Context		
Gather information about the artist, and background/context. Include citations/links to information sources. If a collection, compare/contrast individual pieces.		
Overall Evaluation of the Work		
Which criteria set did you determine to be most applicable/relevant to this work and what is your overall evolution of the success/effectiveness of the work?		

OPTIONAL LABELS & TAGS

Artwork Labels

If desired, use these labels for the final artwork pieces to be included in the portfolio.

COMPONENT 1 Personal Identity

Title

Medium

COMPONENT 2 Social/Cultural/Political/Historical Connection

Title

Medium

COMPONENT 3 Artistic Response

Title

Medium

COMPONENT 4 Investigation/Inquiry

Title

Medium

Standards Tags for Process Artifacts

If desired, apply to art/artifacts to highlight Standards demonstrated

Cr	range of materials and methods
Cr	works connected by a theme, concept, or idea
Cr	traditional and contemporary approaches
Cr	skills, ideation, practice, experimentation
Cr	persistence, problem-solving, risk-taking
Cr	documentation of inspiration, influence, and process
Cr	personally meaningful, connected works
Cr	documentation and use of feedback
Cr	self-evaluation, reflection on work(s)
Cr	evidence of revision
Cr	documented reflections related to feedback
Pr	reasoned selection of portfolio work
Pr	awareness of strengths and areas for growth
Pr	justified decision making process
Pr	research related to a social/political/cultural/ historical context
Pr	work inspired by works that emphasize social/political/cultural/historical theme

OPTIONAL TAGS CONTINUED

Standards Tags for Process Artifacts

If desired, apply to art/artifacts to highlight Standards demonstrated

Re	discusses the impact art can have and/or the goals of your own work to affect others
Re	cite other work influencing your own
Re	multiple perspectives, comparisons, contrasts, and interpretations
Re	select and prioritize interpretations backed by evidence and reason
Re	describe how your work may be interpreted by your audience
Re	judgements about artwork using a set of criteria
Re	prioritization of criteria sets for selected pieces
Cn	knowledge of soc/po/cult/hist in relation to making meaningful work(s)
Cn	artifacts used to inform or inspire ideas
Cn	fully elaborated work emerging from progression of ideas
Cn	described how art influences society
Cn	established vision for selected works that have intention to relate to audience