



A Program of the New York State Art Teachers Association

6-8 INTERMEDIATE 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—Social/Cultural/Political/ Historical Connection with process artifacts		
<input type="checkbox"/> 3—Artistic Response (format optional)		
<input type="checkbox"/> 4—Student Choice with process artifacts		

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

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 by 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	Presentation Notes
<ul style="list-style-type: none"> multiple approaches to begin work experimentation/innovation with materials/ techniques personal reflection on practice work 					
<ul style="list-style-type: none"> personally motivated work persistence, problem-solving, risk-taking 					
<ul style="list-style-type: none"> documentation and use of feedback 					
PRESENTING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice	Presentation Notes
<ul style="list-style-type: none"> reasoned selection of portfolio work awareness of strengths and areas for growth clear decision-making process fully elaborated finished work 					
RESPONDING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice	Presentation Notes
<ul style="list-style-type: none"> interpretations of artwork based on evidence in work and context awareness of relationship of process or ideas to exemplar artist(s) 					
<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	Presentation Notes
<ul style="list-style-type: none"> demonstrates how artists are inspired or influenced by pre-existing works investigating how artistic influence has shaped 					

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 _____

Artwork Image and Identifying Information

Thumbnail Image of Artwork (or attach another page with image(s))	Title	
	Artist(s)	
	Media	
	Date/Period	

First Impressions/Initial Response

What did you notice, see, feel, or think when you first saw this work?

Direct Observations/Analysis

Describe what you observe in the image (subject matter). Is there anything unusual or out of the ordinary that might be noteworthy?

Analyze how form and structure (art elements/principles of design/organizational strategies) create purposeful organization in the work.

Research/Context/Relevant Background Information

Presentation—Where does the work exist? (museum/gallery/street or public space/online/in nature, etc.)

Research Historical/Political/Social and/or Cultural Context

Inferences/Mood/Meaning/Interpretation

Use contextual evidence you gathered, observations of the art, and analysis of how the work is arranged to infer what you think the work is about (meaning), big ideas, and/or questions evoked by the work.

Recommended Connection
 How does this artist and/or work relate to the work(s) presented within your portfolio or to your art interests?

OPTIONAL LABELS & TAGS

Artwork Labels

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

<p>COMPONENT 1 Personal Identity</p>
<hr/> <p>Title</p>
<hr/> <p>Medium</p>

<p>COMPONENT 2 Social/Cultural/Political/Historical Connection</p>
<hr/> <p>Title</p>
<hr/> <p>Medium</p>

<p>COMPONENT 3 Artistic Response</p>
<hr/> <p>Title</p>
<hr/> <p>Medium</p>

<p>COMPONENT 4 Student Choice</p>
<hr/> <p>Title</p>
<hr/> <p>Medium</p>

Standards Tags for Process Artifacts

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

Cr	multiple approaches to begin work
Cr	experimentation with materials/techniques
Cr	personal reflection on practice work
Cr	personally motivated work
Cr	persistence, problem-solving, risk-taking
Cr	documentation of research of a collection of work with their soc/pol/cult/hist context
Cr	documentation and use of feedback
Cr	evidence of revision and reflection
Pr	reasoned selection of portfolio work
Pr	awareness of strengths and areas for growth
Pr	clear decision-making process
Pr	fully elaborated finishedwork
Re	interpretations of artwork based on evidence in work and context
Re	awareness of relationship of process or ideas to exemplar artist(s)
Re	judgements about artwork using a set of criteria)
Re	prioritization of criteria sets for selected pieces
Cn	demonstrates how artists are inspired or influenced by pre-existing works
Cn	investigating how artistic influence has shaped work(s) or process

SAMPLE ADJUDICATOR QUESTIONS

This optional resource may be used to prepare for presenting your portfolio at the adjudication. Questions are examples of what adjudicators MIGHT ask you to discuss, based on the New York State Learning Standards for the Arts. Try to tell the story of your work by focusing on the Learning Standards.

CREATING Intermediate Sample Adjudicator Questions	
VA:Cr1.1.8a	Can you show me how you think about or reflect on practice work when you are just starting to plan a new artwork?
VA:Cr2.1.8a	Show some examples of how you have experimented, been innovative, or taken a risk in your artwork or practice work.
VA:Cr2.3.8a	How did you choose the images and/or text for your artwork?
VA:Cr2.3.8a	What was your process for organizing and arranging them in the composition to make sure your message or idea is clear and visually interesting?
VA:Cr2.2.8b	How have you transformed source material (images/references you find online or that belong to someone else) to make your work original?
VA:Cr3.1.8a	Give some examples of how you use feedback from others to plan your next steps when making a work of art or design.
PRESENTING Intermediate Sample Adjudicator Questions	
VA:Pr4.1.8a	What was your decision making process like when selecting and organizing your artwork and artifacts for this portfolio?
VA:Pr4.1.8a	Point out some of your most successful moments as well as areas you are aiming to improve on.
RESPONDING Intermediate Sample Adjudicator Questions	
VA:Re8.1.8a	What type of information helps you understand what an artwork or design is about? For example, how does the subject matter, media, and other relevant contextual information help get the message of the work across?
VA:Re9.1.8a	Show me an artwork or design (yours or someone else's) and why you think it is successful.
CONNECTING Intermediate Sample Adjudicator Questions	
VA:Cn11.1.8a	What can you guess about the time, place, or culture when observing an artwork?
VA:Cn11.1.8a	What clues in an artwork would help you know more about when it was created?
VA:Cn11.1.8a	What details or elements might appear in your work that would help someone else understand in what time period, place, or culture it was created?