

ART 3/4 FINAL PORTFOLIO

Create a digital portfolio **presenting** your artwork and **reflecting** on your artistic growth throughout this course. You may use any platform to do this: Google Sites, Google Slides, [AdobeSpark](#), [Bulb](#), etc.

Portfolio Component	Description	Corresponding Standard (NCAS)	Instructions
Artist Statement	Your artist statement is a piece of writing that explains <i>who you are as an artist</i> : your inspirations, creative process, and artistic intentions.	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Review this document . Write at least one paragraph in response to the following prompts: - What motivates you to create art? How do you find inspiration? - What materials, techniques, concepts, or themes do you use most often? Why? - How do the artworks in this portfolio represent you as an artist? - What do you hope to accomplish through your artmaking?
Artwork	Your digital portfolio should include photos of your artwork that demonstrate the range of your <i>technical skills</i> and <i>conceptual development</i> .	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	Artwork photos should be well lit, in focus, and cropped to only show the artwork. Include captions with the artwork title, media, dimensions and date. Required artwork: - Concentration/“Final 5” (These 5 artworks should illustrate your sustained investigation of a theme or concept.) - Skill Set Artworks (In addition to your concentration, include 3-5 additional artworks that demonstrate the range of your technical skills.)
Reflection	Your reflection is a piece of writing that demonstrates your: - technical knowledge about artmaking - ability to analyze artwork - cultural understandings about art	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Respond to the following prompts in paragraph format: - As you examine your portfolio artworks, how would you describe your artistic style? How do you commonly use the art elements and design principles in your work? - What cultural theme or big idea did you explore throughout your concentration? - How does art impact society? (This is a big question! Think it through.) - Looking to your future, what role will art play in your life?

RUBRIC	1 INSUFFICIENT	2 DEVELOPING	3 ACCOMPLISHED	4 EXCELLENCE
Artist Statement	<ul style="list-style-type: none"> The student did not provide information about themselves as an artist. 	<ul style="list-style-type: none"> The student provided minimal information about their artistic inspirations, processes, or intentions. 	<ul style="list-style-type: none"> The student provided some information about their inspirations, creative process, and intentions as an artist. The artist statement is similar to peer artists'. 	<ul style="list-style-type: none"> The student provided specific information about their inspirations, creative process, and intentions as an artist. The artist statement is unique from peer artists'.
Concentration Artworks	<ul style="list-style-type: none"> The student included less than 5 artworks. There is not evidence of a conceptual concentration. 	<ul style="list-style-type: none"> The student included 5 artworks responding to a theme or idea. The conceptual concentration is unclear. 	<ul style="list-style-type: none"> The student included 5 artworks responding to a theme or idea. The conceptual concentration is evident throughout the artworks. 	<ul style="list-style-type: none"> The student included 5 artworks responding to a theme or idea. The artworks indicate extensive exploration and multiple approaches to the concept.
Skill Set Artworks	<ul style="list-style-type: none"> The student did not include additional artworks reflecting a variety of skill, technique, or artistic exploration. 	<ul style="list-style-type: none"> The student included 1-2 additional artworks that reflect a variety of skill, technique, and artistic exploration. 	<ul style="list-style-type: none"> The student included 3-4 additional artworks that reflect a variety of skill, technique, and artistic exploration. Artworks are labeled. 	<ul style="list-style-type: none"> The student included 5 additional artworks that reflect a variety of skill, technique, and artistic exploration. Artworks are labeled.
Reflection	<ul style="list-style-type: none"> The student did not clearly communicate about the visual style or conceptual theme of their artworks. No art vocabulary was used. 	<ul style="list-style-type: none"> The student briefly communicated about the visual style or conceptual theme of their artworks using minimal art vocabulary. 	<ul style="list-style-type: none"> The student uses art vocabulary to communicate about the visual style and conceptual theme of their artworks. 	<ul style="list-style-type: none"> The student uses art vocabulary to communicate about the visual style and conceptual theme of their artworks. The student makes cultural, societal, or historical connections that demonstrate a depth of understanding.
Digital Portfolio Presentation	<ul style="list-style-type: none"> The portfolio is missing 3 or more of the required elements. 	<ul style="list-style-type: none"> The portfolio is missing 1-2 of the required elements. 	<ul style="list-style-type: none"> The portfolio contains all of the required elements. The digital portfolio is minimal, disorganized or unprofessional. 	<ul style="list-style-type: none"> The portfolio contains all of the required elements. The digital portfolio is presented in a clear, consistent and professional manner.

ASSIGNMENT RATIONALE

This summative assessment will be used with my Art 3/4 students at the conclusion of the school year. In building this final portfolio, students will gather knowledge and pull evidence from the work they have completed throughout the year: open choice projects, teacher-generated prompts, technical modules, an art history timeline, peer critiques, written artist statements and reflections, and the creation of a concept-focused body of artworks. The portfolio provides a conclusive platform for students to present their learning.

References

Lane, S. (2021). *Portfolio Rubric Example*. The Art of Education University.

<https://artofed-uploads.nyc3.digitaloceanspaces.com/2021/01/Portfolio-Rubric-Example.docx-1.pdf>

Lane, S. (2020). *Playbook for Portfolio Assessment: High School*. The Art of Education University.

https://artofed-uploads.nyc3.digitaloceanspaces.com/2020/12/PortfolioAssessment_HighSchool.pdf

National Core Arts Standards (2015). *National Coalition for Core Arts Standards*. <https://www.nationalartsstandards.org/>