



**NYS Education Department  
Individual Arts Assessment  
Pathway (IAAP)  
Implementation Guide  
Visual Arts/Media Arts  
Winter 2023**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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## Introduction

In January 2015 the Board of Regents amended sections 100.2 and 100.5 of the Commissioner's Regulations to implement the 4+1 pathways to graduation option allowing students to meet the requirements for a diploma in different ways. The amendment created graduation pathway assessments in the Humanities, STEM, Biliteracy, CTE and the Arts. In March 2016, the AP and IB assessment options were approved by the Commissioner for the Arts Pathway and in September 2017, the Regents approved the new PK-12 NYS Learning Standards for the Arts. The Department, working with the IAAP Development Committee, completed the development of the criteria for a 3-unit arts pathway in Fall 2021 along with an implementation guide, professional development modules and pilot materials. The IAAP implementation timeline was presented to the Board of Regents at their September 2021 meeting with an update on the pilot presented at the Board's November 2022 meeting. Piloting began dissemination of pilot application materials to selected schools in January of 2022. Applications will open to all high schools in Winter 2023 with implementation materials available on the NYSED's Individual Arts Assessment Pathway [webpage](#). A regulatory amendment to section 100.5 of the Regulations of the Commissioner of Education was presented to the Board at their December 2022 meeting.

Currently, the approved pathways to graduation for the Arts include both AP and IB assessments which are not offered at all schools in New York State. In the 2020 AY AY 2019 513 students utilized the Department approved Arts Graduation Pathway, total of under 1% of pathway participation. Increasing student engagement with the arts is an vital step in realizing the goal of artistic literacy enumerated in the [NYS Statewide Strategic Plan for the Arts](#). Additionally, the IAAP will meet Goal 2.3 *Assessment* from the Strategic Plan whose objective is to "Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts and empower educators to use the data resulting from these assessments to enhance teaching and learning (p.8)." The implementation of the IAAP will increase student participation in Arts while offering a 4+1 graduation pathway option that measures student attainment of the Learning Standards for the Arts.

Finally, as the Department continues to focus on diversity, equity, and inclusion, the Individual Arts Assessment Pathway (IAAP) provides an example of a portfolio based local assessment driven by student interest and teachers' content knowledge and expertise. Students actively engage in research, developing, executing, and revising their artistic projects while receiving guidance from their arts teachers and feedback from their peers. The IAAP process provides New York State high school students the opportunity to engage authentically with their own artistry and creative ideas in a supportive and encouraging environment which prepares them for future professional and personal endeavors.

## **Frequently Asked Questions**

### **What is the Individual Arts Assessment Pathway?**

The Individual Arts Assessment Pathway (IAAP) is a graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the appropriate High School Performance Indicators in the [New York State Learning Standards for the Arts](#). The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers. School Districts can choose to sign on to the IAAP based on student and community interest and program offerings. Students pursuing either a Regent’s Diploma, or a Regents Diploma with Advanced Designation may utilize the IAAP as their pathway assessment.

### **What is the benefit to students, teachers, and Districts?**

The IAAP offers high school students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts. Currently the approved pathways to graduation for the Arts include both AP and IB assessments which are not offered at all schools in New York State. Under one percent of students currently utilize the arts pathway. Increasing student engagement with the arts is a vital step in realizing the goal of artistic literacy enumerated in the [NYS Statewide Strategic Plan for the Arts](#). Additionally, current research demonstrates that engagement with the arts leads to growth in cognitive skills, such as self-efficacy, empathy, and social engagement that are necessary in all areas of work and life.

### **When and where will the IAAP be piloted?**

The IAAP will be piloted beginning in September 2022 and continue through June 2025. These pilot schools are a sample of schools that represents the spectrum of districts, students, and arts programs across New York State.

### **How can districts apply for and develop their IAAP?**

The IAAP application will open in early 2023 on the NYSED Business Portal. Guidance materials including an implementation guide and a series of professional development modules to assist districts in planning, applying for, and implementing their local Individual Arts Assessment Pathway will be updated and available online. Additional guidance can be found in [Module 2 Planning and Applying for the IAAP](#) and in the [Applying to offer the IAAP](#) section of this document.

### **Who grades IAAP portfolios?**

IAAP portfolios are locally graded and report to the NYSED. Additional guidance is forthcoming, but districts are responsible for assuring that student portfolios meet the HS II accomplished level of the Learning Standards for the Arts.

# The Individual Arts Assessment Pathway At-A-Glance

## First Year

Working Portfolio

### Students

- During first unit of study (Foundation level arts class) gain information on the IAAP 4+1 Pathway from your teacher.
- Meet with teacher for consultation to discuss interest or express tentative interest.
- Discuss and plan out HSII electives for the following year(s).
- Select one to two creative works that meet State determined IAAP portfolio criteria with guidance from teacher.

### Teachers

- Introduce IAAP requirements and survey student interest.
- Follow District's plan for collection and storage of creative works either physically or digitally as applicable
- Assist students with artwork and artifact selection that demonstrate their progress and growth through the year should they continue with the IAAP.

### Districts

- Support teachers by offering professional development on IAAP implementation.
- Raise awareness of IAAP implementation with all stakeholders.
- Train teachers in implementation—this could be spread out over the first three years of the IAAP.

## Second Year

Select Portfolio

### Students

- Declare intention to continue the IAAP during second unit of study (HSII electives).
- Self-select, with teacher guidance, two-three creative works that meet the appropriate Arts Standards and Performance Indicators at the HSII Accomplished level using a locally developed rubric or other mechanism. This process of self-selection (curation) transitions a portfolio from a *Working* to *Select* portfolio of two and/or two to three works that are saved for final submission.

### Teachers

- Assist students in development of their creative ideas.
- Provide feedback on creative works.
- Develop (or utilize) tools for peer and self assessment.
- Assist student in choosing work for their *Select* portfolio and counsel on works included

### Districts

- Continue to offer PD to teachers on submission, grading, and supporting students through the IAAP.
- Prepare to grade submitted portfolios based on a state and locally developed rubric for the Arts at the HSII Accomplished and/or HSIII Advanced levels.



## Third Year

Final Portfolio

### Students

- At the end of the final unit of study, assemble *Final Portfolio* which includes:
  - A student curated collection of five to six creative works (one from a foundation course, and two or more from each of the 2<sup>nd</sup>/3<sup>rd</sup> unit of study);
  - Measures such as self/peer-assessments, reflections and journal entries developed over time.
- Submit *Final Portfolio* for local grading.

### Teachers

- Provide guidance for students in choosing all elements of the Final portfolio.
- Develop opportunities for feedback and reflection such as through critiques, peer or self-assessment.
- Assist students in submitting final portfolio for local scoring.

### Districts

- Continue to offer PD to teachers on submission, grading, and supporting students through the IAAP.
- Prepare to grade submitted portfolios based on a state and locally developed rubric for the Arts at the HSII Accomplished and/or HSIII Advanced levels.

## Applying to offer the Individual Arts Assessment Pathway (IAAP)

### IAAP Application Process

Schools districts and BOCES who wish to offer the IAAP can complete the application on the [NYSED Business Portal](#) Additional information can be found in [Module 2: Planning and Applying for the IAAP](#). There is no requirement for approved pilot schools to apply again. Districts may also apply to offer one or more arts disciplines and add additional disciplines in subsequent years.

The Individual Arts Assessment Pathway Application is best completed by an administrator who oversees the arts within the district or school. While applications will be delegated in the NYSED Business Portal to Superintendents, Superintendents may, in turn, delegate the application to an appropriate arts supervisor or administrator

Program applications must include:

- Entity Name and BEDS code
- Type of school
- Name and job titled of applicate completing the form
- Local IAAP point person to receive all communications about the IAAP from NYED
- A description of how student’s artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
- Which discipline(s) (Visual arts, Media Arts, Music, Theatre and/or Dance) will the IAAP be offered in?

- Projected enrollment in year one
- A description of how the local IAAP will be communicated to students, parents, teachers, and school counselors
- Attestation that the proposed amendment of section 100.5 of the Regulations of the Commissioner of Education has been read and understood Attestation that the discipline specific implementation guides and professional development modules have been reviewed

## **BOCES**

BOCES who wish to apply to offer the Individual Arts Assessment Pathway can access the Optional BOCES, P-TECH, Early College and other Entities Individual Arts Assessment Pathway Application on the NYSED Business Portal.

- BOCES Program Applications Include:
  - Entity Name and BEDS Code
  - Name and Job title of Applicant completing this form
  - Type of school or program
  - Which discipline(s) (Visual arts, Media Arts, Music, Theatre and/or Dance) will the IAAP be offered in?
  - Projected enrollment in year one
  - A description of how the local IAAP will be communicated to students, parents, teachers, and school counsels
  - A description of how student’s artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
  - Attestation that the proposed amendment of section 100.5 of the Regulations of the Commissioner of Education has been read and understood Attestation that the discipline specific implementation guides and professional development modules have been reviewed
- Completed Component District Form: It is the responsibility of the participating school/program to email all their component district this form and include the complete forms in their NYSED Application.



# Learning Standards for the Arts Conceptual Framework

The 2017 Learning Standards for the arts are organized into four artistic processes: Create, Perform, Respond and Connect. Within each of these processes, Anchor Standards, Enduring Understandings, Essential Questions, and Performance Indicators provide discipline and grade or course level expectations for student learning. The framework may be summarized as follows:

New York State Learning Standards for the Arts Conceptual Framework			Discipline-Specific Performance Indicators
Shared by All Arts Disciplines			
Artistic Processes		Anchor Standards	
<b>Cr</b> <b>Creating</b> Conceiving and developing new artistic ideas and work.		1. Generate and conceptualize artistic ideas and work.	<b>All Arts Disciplines</b> Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> <li>• Pre-K – 8</li> <li>• High School               <ul style="list-style-type: none"> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> </li> </ul> ----- <b>Music Only</b> General Music <ul style="list-style-type: none"> <li>• Pre-K – 8</li> </ul> In additional strands: <ul style="list-style-type: none"> <li>• Harmonizing Instruments, Traditional and Emerging Ensembles               <ul style="list-style-type: none"> <li>○ Novice – Gr 5</li> <li>○ Intermediate – Gr 8</li> </ul> </li> <li>• Composition &amp; Theory, Technology               <ul style="list-style-type: none"> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> </li> </ul>
		2. Organize and develop artistic ideas and work.	
		3. Refine and complete artistic work.	
<b>Pr</b>	<b>Performing</b> Music Dance Theater	4. Select, analyze, and interpret artistic work for presentation.	
	<b>Presenting</b> Visual Arts	5. Develop and refine artistic techniques and work for presentation.	
	<b>Producing</b> Media Arts	6. Convey meaning through the presentation of artistic work.	
<b>Re</b> <b>Responding</b> Understanding and evaluating how the arts convey meaning.		7. Perceive and analyze artistic work.	
		8. Interpret meaning in artistic work.	
		9. Apply criteria to evaluate artistic work.	
<b>Cn</b> <b>Connecting</b> Relating artistic ideas and work with personal meaning and external context.		10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
		11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

Districts, educators, and students who participate in the IAAP program will need to develop a thorough understanding of the Standards and associated Performance Indicators. To obtain a copy of the Standards, including the Performance Indicators, please visit NYSED’s [Arts Webpage](#). For information about implementation of the Standards, please consult the [New York State Arts Standard Implementation Guide](#).

## Learning Standards for the Arts High School Performance Achievement Levels

Performance Indicator Levels		
<b>HSI Proficient</b>	A level of achievement attainable by most students who complete a foundation- level high school course in the arts (or its equivalent), after sequential instruction PreK - 8.	<p>Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their communities.</p> <p>They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.</p>
<b>HSII Accomplished</b>	A level of achievement attainable by most students who complete a rigorous sequence of high school-level courses (or the equivalent) beyond the Proficient level.	<p>Students at the Accomplished level are, with minimal assistance, able to identify or solve arts problems, based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication, and expression. They use the art form for personal realization and wellbeing and have the necessary</p>

		skills for and interest in participation in arts activity beyond the school environment.
<b>HSIII Advanced</b>	A level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated at the Accomplished level	Students at the Advanced level independently identify challenging arts problems, based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college-level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment. This level is typically accomplished after five units of high school study.

## **NYSED IAAP Anchor Standard Rubric Frame**

Please note the Learning Standards for the Arts Anchor Standard Frame. This anchor standard rubric frame includes the 11 anchor standards in the Learning Standards for the Arts. Students must meet the HSII Accomplished performance indicators in the Arts Standards to attain the IAAP. While grading is locally determined, the Department has developed guidance grading rubrics and processes in all disciplines to assist local districts in implementation. The NYSED Anchor Standard Rubric Frame below can be further developed by the addition of the appropriate discipline specific performance indicators. In situations where local districts wish to offer an IAAP in two or more arts disciplines, the final grading rubric should reflect this by inclusion of performance indicators from both sets of standards to develop the rubric frame below. The following grading rubrics and guidance apply to IAAP final portfolios; arts course grades are locally determined and do not correlate to attainment of the IAAP.

**NYSED IAAP ANCHOR STANDARD RUBRIC  
FRAME**

<b>Anchor Standards</b>	<b>Achievement Levels</b>		
	HSII Accomplished	HSI Proficient	Approaching Standard or No Entry
<b>1: Generate and conceptualize artistic ideas and work.</b>			
<b>2: Organize and develop artistic ideas and work.</b>			
<b>3: Refine and Complete artistic work.</b>			
<b>4: Select, analyze, and interpret artistic work for presentation.</b>			
<b>5: Develop and refine artistic techniques and work for presentation.</b>			
<b>6: Convey meaning through the presentation of artistic work.</b>			
<b>7: Perceive and analyze artistic work.</b>			
<b>8: Interpret meaning in artistic work.</b>			
<b>9: Apply criteria to evaluate artistic work.</b>			
<b>10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</b>			
<b>11: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.</b>			

# Mandatory Portfolio Requirements

## Introduction

Students will work collaboratively with their arts teachers to propose, develop, and generate creative works while engaging in formative assessment processes which propel and support their creative ideas and goals. Through this process students meet the appropriate performance indicators in the New York Learning Standards for the Arts. The following mandatory requirements by discipline lists the necessary components of the IAAP, the associated Anchor Standard(s), and Notes. Districts may determine how work is collected and maintained (digitally/physically) but it is suggested that for ease of grading and storage that an online portfolio system be considered.

## Mandatory Items for all portfolios

All portfolios must include:

- Artwork and/or performances, artifacts, and process evidence that demonstrates attainment of the 11 anchor standards in the NYS Learning Standards for the Arts at the Accomplished level, including:
  - Artistic statement and project goals
  - Initial, intermediate, and final creative works
  - Documentation of the artistic and feedback process students utilized to research, revise, and complete their artistic work
  - Summative materials including reflective pieces, process evidence, and other materials as listed in the following discipline specific mandatory requirements.

Local districts are responsible for developing their grading rubrics to align with the 11 Anchor Standards in the NYS Learning Standards for the Arts. Further information on the development of local grading rubrics can be found in the [Local IAAP Grading Process and Guidance](#) section of this guide.

## Visual Arts / Media Arts Portfolio Mandatory Requirements

The following rubrics denote mandatory requirements for visual arts /media arts portfolios. To assist districts, teachers and students, the Department, in collaboration with the IAAP Development Committee, has developed examples of an [IAAP Student tracking form](#), and Discipline Specific Student Workbooks.

## Visual Arts / Media Arts

Element	Anchor Standard	Notes
<b>Artistic Statement/Goals</b>	CR1, CR 2, CN 10	500 words or less, can be written, or recorded. (voice, digital or hard copy) Statement should include an Artistic Growth Statement.
<b>Minimum of 5 creative works connected to student’s artistic goals</b>	CR 2, CR 3, PR4,	5 creative works from HS level visual arts / media arts unit of study, any discipline connected to student goals; Concentration on breadth and growth of visual concepts, understanding, and skills
<b>Initial artistic work and evidence of creative process/design process</b> <ul style="list-style-type: none"> <li>● sketchbooks/websites</li> <li>● Sketches, mock-ups</li> <li>● Other process artifacts</li> </ul>	CR 3, PR 5, RE 7 CN 10, CN11	Sketchbook/visual journal, storyboards, shot lists, resource images, project presentation decks, mood boards and mind maps, evidence of experimenting with materials, ideas, or approaches
<b>Additional artworks and evidence/ of creative process/design process:</b> <ul style="list-style-type: none"> <li>● sketchbooks/websites</li> <li>● Sketches, mock-ups</li> <li>● other process artifacts</li> <li>● self/Teacher feedback</li> <li>● evidence of peer critique</li> <li>● Artistic Growth Piece with reflection</li> </ul>	CR 3, PR 5, RE 7 CN 10, CN11	“Artistic Growth Statement” supported by visual evidence
<b>Final artwork(s) with process reflection</b> <ul style="list-style-type: none"> <li>● final artistic statement / include goals</li> <li>● Self-reflection</li> <li>● Process artifacts               <ul style="list-style-type: none"> <li>○ storyboards</li> <li>○ shot lists</li> <li>○ interview question</li> <li>○ sketches/thumbnails, research, iterations</li> </ul> </li> </ul>	CR 3, PR 6 RE 8, RE 9	Evidence of growth/learning gleaned from Artist statements, short answers to guided questions, and self-reflections must be visible in the Final artwork(s); additional Process artifacts as evidence can be included if artifact supports artists goals/statements

# Visual Arts / Media Arts Grading Guidance and Sample Rubric

## **What does this rubric measure?**

This authentic assessment tool supports the measurement of student achievement of the Individual Arts Assessment Pathway in Visual Arts / Media Arts and will track performance and growth throughout the program. It is organized around the eleven Anchor Standards found in the [NYS Learning Standards for the Arts](#).

## **How is the rubric used?**

The rubric measures evidence of student learning and attainment of the High School II Accomplished performance indicators in the Visual Arts / Media Arts Learning Standards. It offers a suggested framework for the locally determined implementation of the Individual Arts Assessment Pathway (IAAP). This rubric can be used as is or adapted to meet local needs, though must meet the eleven anchor standards in Learning Standards for the Arts.

Student performance in visual arts / media arts is measured against the Achievement Levels (Accomplished and Approaching) by putting a check mark in the appropriate column the student has achieved for each of the Performance Indicators, or Anchor Standards.

## **Things to Consider:**

- Consider using a digital version of the rubric accessible by students and teachers.
- Use of an online management system such as Google Classroom to disseminate and organize documents and maintain consistent communication and collaboration with all stakeholders. (E.g.: Schoology, Blackboard, Brightspace, Microsoft Teams, Google Classroom, etc.)
- Use of an online portfolio platform. With an online system, students will be able to save their work throughout the process in one place that is accessible to all involved. (E.g.: Slide Share, Webpages, Blogs, Google Sites, WordPress, Weebly, etc.)



Anchor Standard	HS II Performance Indicators	Achievement Levels	
		HS II /Accomplished	Did not meet HS II Accomplished Standards / Approaching Standard
<b>1: VA /MA: Generate and conceptualize artistic ideas and work.</b>	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.		
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work.		
	VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.		
<b>2: VA/MA: Organize and develop artistic ideas and work</b>	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.		
	MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.		

	<p>VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment.</p> <p>MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.</p>		
	<p>VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work</p>		
	<p>VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.</p>		
<b>3: VA/MA: Refine and complete artistic work</b>	<p>VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision.</p> <p>MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts.</p>		

<p><b>4: VA/MA: Select, analyze, and interpret artistic work for presentation</b></p>	<p>VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation</p> <p>MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.</p>		
<p><b>5: VA/MA: Develop and refine artistic techniques and work for presentation</b></p>	<p>VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.</p>		
<p><b>6: VA/MA: Convey meaning through the presentation of artistic work</b></p>	<p>VA:PR6.1.HSII a. Make, explain and justify connections between artists or artwork and social, cultural, and political history.</p> <p>MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.</p>		
<p><b>7 VA/MA: Perceive and analyze artistic work</b></p>	<p>VA:Re7.1.HSII a. Analyze how responses to art develop over time, based on knowledge of and experience with art and life.</p>		

	<p>MA:Re7.1.HSII</p> <p>a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.</p>		
	<p>VA:Re7.2.HSII</p> <p>a. Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture.</p> <p>MA:Re7.2.HSII</p> <p>a. Analyze how a broad range of media artwork manages audience experience and creates intention and persuasion through multisensory perception.</p>		
<b>8: VA/MA: Interpret meaning in artistic work</b>	<p>VA:Re8.1.HSII</p> <p>a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>		
	<p>MA:Re8.1.HSII</p> <p>a. Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.</p>		
<b>9: VA/MA: Apply criteria to evaluate artistic work</b>	<p>VA:Re9.1.HSII</p> <p>a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>MA:Re9.1.HSII</p> <p>a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.</p>		

<p><b>10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work</b></p>	<p>VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p>MA:Cn10.1.HSII a. Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.</p>		
<p><b>11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.</b></p>	<p>VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural, and historical contexts; and make connections to uses of art in contemporary and local contexts.</p> <p>MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.</p>		
	<p>VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems.</p> <p>MA:Cn11.2.HSII a. Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions.</p>		

## Local IAAP Grading Process

To attain IAAP 4+1 Pathway students must complete three units of study in the Arts and earn a passing score on their final portfolio. Grading is locally determined, and local districts will utilize NYSED’s sample rubrics or develop their grading rubrics to align with the appropriate performance indicators based on their programmatic offerings. Schools may offer the IAAP in all or one Arts discipline(s) and this will determine local grading.

IAAP grading is completed locally based on local IAAP grading materials, that measure student attainment of the 11 anchor standards through the appropriate High School II Advanced performance indicators in the Learning Standards for the Arts. A minimum of two arts teachers, or other appropriately trained educators and/or administrators complete portfolio grading. Arts teachers should not, whenever possible, grade their own students’ portfolios. Further guidance regarding grading is forthcoming pilot grading scheduled for June 2025. More information about the performance levels and the arts learning standards can be found in this implementation guide beginning in the [Learning Standards for the Arts Conceptual Framework](#) section.

## Implementation Considerations and Resources

### Earning Credit

Students must earn 3 units of credit in the Arts and earn a passing score on their final portfolio to achieve the Individual Arts Assessment Pathway (IAAP). Local districts have the flexibility offer the courses for the IAAP in a manner that fits within their programmatic offerings, State IAAP and regulatory requirements.

<b>Independent study</b> Independent Study (Elective Credit) <a href="#">8 NYCRR 100.5(d)(9)</a>	<b>Grade 8 Acceleration</b> Grade 8 Acceleration <a href="#">8 NYCRR 100.4(d)</a>	<b>Participation in Performance arts</b> Participation in Performance Arts <a href="#">8 NYCRR 100.5(d)(2)</a>
<p>A student may complete the IAAP credit requirements through up to 2 units of independent study, such as a foundation class followed by a 2-unit IS.</p>	<p>Students may be accelerated and earn a unit of credit towards the IAAP in grade 8 should the student be deemed by the Superintendent, or his/her designee, to demonstrate readiness in the Arts to begin high school courses in the eighth grade. To earn diploma credit, students must pass both the course and the culminating assessment. This culminating assessment (in the absence of a Regents Exam) is locally determined and could include in full, or in part, creative work for the IAAP.</p>	<p>Students can earn a unit of credit in the arts either by participating in a school’s major performing groups (band, chorus, orchestra, dance, theater groups) or by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student’s visual arts, music, dance, or theatre teacher, shall be approved by the visual arts, music, dance, or theatre department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school’s visual arts, music, dance, and/or theater program.</p>

**Transfer Credit [8 NYCRR 100.5\(d\)\(5\)](#):** Transfer credit may be awarded for work completed outside of the school awarding credit. If the work was successfully completed at another registered high school, the receiving principal must award transfer credit. Transfer credit may be awarded if the work completed at other educational or cultural institutions is deemed to be consistent with the New York State commencement level learning standards and is of comparable scope and quality to that which would have been done in the school awarding credit.

### **Tracking Students Progress through the IAAP**

Similar to work-based learning where students may be accumulating hours in various courses with various teachers, schools/districts will need to develop systems to track the hours and progress through the IAAP. For an example of an IAAP tracking form, reference the [Sample IAAP Student Tracking Form](#). It should be the policy of the school district/BOCES to maintain student records according to the [Records Retention and Disposition Schedule](#).

## **Considerations for smaller schools and Districts**

### **What if my district does not offer a particular art course(s) and/or disciplines?**

If a local school does not offer a particular arts course, but neighboring schools within the district and/or in an adjacent district do, it is possible to work within the local district or broader region to schedule diverse arts course offerings for students. Schools may award diploma credit for courses taught by a certified teacher from another school/district, so long as there is a shared service agreement between the schools/districts. Such courses must be aligned to the arts learning standards, taught by a teacher certified in the arts and meet the requirements for the definition of a unit of study found in [Part 100.1 of Commissioner's Regulations](#). If the course is an online or blended course, it would also need to meet the requirements for [Credit for Online and Blended Courses](#).

## **Resources for Student Artists and Teachers**

Please also see [Module 3: Guidance for teachers and students](#).

### **Visual Arts / Media Arts Sample Artist Tracking Checklist**

Student Artists:

Use this checklist to track your progress throughout the IAAP Visual Arts / Media Arts program. Accomplishment can be demonstrated by meeting the Performance Indicator for each of the Anchor Standards in Visual Arts / Media Arts Growth can be demonstrated by comparing process and work overtime. Below is an explanation of each of the columns that you will fill out.

- **Description of Evidence** - Describe the evidence you have that shows you have met the Performance Indicator. Examples of evidence can include:
- **Location of Evidence** - Where is this evidence saved? Provide a link to the digital folder/file. Make sure the folder/file is shared correctly.



- **How does this evidence meet the Performance Indicator?** Explain how the evidence you have chosen for this Performance Indicator meets the requirements. Be specific.
- **Stage in Process** - What stage in the art process is the evidence in? For example: sketch, model, final piece, etc.
- **Course Name and Teacher** - In what course did you create this evidence? What is the name of the teacher who taught the course?
- **Year** - What year did you create the evidence?
- **Completed** - Have you met the requirements of this Performance Indicator? When you have met the requirements, place a Check Mark or Yes in this box.
- **Reflection** - In evaluating your growth over time, consider how your process or work was influenced by previous experiences, learning, or performance. What risks did you explore; where do you see yourself developing artistically; or what outcome did you create out of previous artistic experiences?

Student Name:		IAAP Contact:		Student ID:		Year Start:			
Anchor Standard	Performance Indicators	ARTIST CHECKLIST							
		Description of Evidence.	Location of Evidence (Provide link to digital file/folder.)	How does this evidence meet the Performance Indicator?	Stage in Process	Course Name / Teacher	Year	Completed?	Reflection
1: VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.								
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work.								
	VA:Cr1.2.HSII a. Choose from a range of materials and methods of								

	traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.								
<b>2: VA/MA: Organize and develop artistic ideas and work</b>	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.								
	MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.								
	VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment.  MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.								

	<p>VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work.</p>							
	<p>VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.</p>							
<p><b>3: VA/MA: Refine and Complete artistic work</b></p>	<p>VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision.</p> <p>MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts.</p>							
<p><b>4: VA/MA: Select, analyze, and interpret artistic work for presentation</b></p>	<p>VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.</p>							

<p><b>5: VA/MA: Develop and refine artistic techniques and work for presentation</b></p>	<p>VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.</p>							
<p><b>6: VA/MA: Convey meaning through the presentation of artistic work</b></p>	<p>VA:PR6.1.HSII a. Make, explain and justify connections between artists or artwork and social, cultural, and political history.</p> <p>MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.</p>							
<p><b>7 VA/MA: Perceive and analyze artistic work</b></p>	<p>VA:Re7.1.HSII a. Analyze how responses to art develop over time, based on knowledge of and experience with art and life.</p> <p>MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how</p>							

	they effect the audience.								
	<p>VA:Re7.2.HSII a. Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture.</p> <p>MA:Re7.2.HSII a. Analyze how a broad range of media artwork manages audience experience and creates intention and persuasion through multisensory perception.</p>								
<b>8: VA/MA: Interpret meaning in artistic work</b>	<p>VA:Re8.1.HSII a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>MA:Re8.1.HSII a. Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.</p>								
<b>9: VA/MA: Apply criteria to evaluate artistic work</b>	<p>VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique</p>								

	of media artwork and production processes.								
<b>10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work</b>	<p>VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p>MA:Cn10.1.HSII Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.</p>								
<b>11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.</b>	<p>VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts.</p> <p>MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.</p>								
	<p>VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems.</p> <p>MA:Cn11.2.HSII a. Identify and interpret challenging</p>								
	personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions.								

# Sample Visual Arts / Media Arts IAAP Teacher Tracking Checklist

## Individual Arts Assessment Pathway in Visual Arts/Media Arts: Teacher EDITION

Included in this Teacher Edition: (Examples are below.)

- **Artist Tracking Form / Teacher Checklist**
- **Possible Artifacts to Meet Performance Indicators**
- **Sample Timeline**

### Artist Tracking+Teacher Checklist:

The student artists will use this checklist to track their progress throughout the IAAP Visual Arts/Media Arts program. Accomplishment can be demonstrated by meeting the Performance Indicator for each of the Anchor Standards in Visual Arts/Media Arts. Growth can be demonstrated by comparing process and work over time. Below is an explanation of each of the columns that they will fill out.

- **Description of Evidence** - Describe the evidence you have that shows you have met the Performance Indicator. Examples of evidence can include: sketches, drawings, paintings, sculpture, research, digital art, models, etc.
- **Location of Evidence** - Where is this evidence saved? Provide a link to the digital folder/file. Make sure the folder/file is shared correctly.
- **How does this evidence meet the Performance Indicator?** Explain how the evidence you have chosen for this Performance Indicator meets the requirements. Be specific.



- **Stage in Process** - What stage in the art process is the evidence in? For example: research, sketch, model, final piece, etc.
- **Course Name and Teacher** - In what course did you create this evidence? What is the name of the teacher who taught the course?
- **Year** - What year did you create the evidence?
- **Completed** - Have you met the requirements of this Performance Indicator? When you have met the requirements, place a Check Mark or Yes in this box.
- **Reflection** - In evaluating your growth over time, consider how your process or work was influenced by previous experiences, learning, or performance. What risks did you explore; where do you see yourself developing artistically; or what outcome did you create out of previous artistic experiences?

Student Name:		IAAP Contact:		Student ID:		Year Start:			
Anchor Standard	Performance Indicators	TEACHER CHECKLIST							
		Description of Evidence.	Location of Evidence (Provide link to digital file/folder.)	How does this evidence meet the Performance Indicator?	Stage in Process	Course Name / Teacher	Year	Completed?	Reflection
1: VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.								
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and								

	increase the originality of approaches for media work.								
	VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.								
<b>2: VA/MA: Organize and develop artistic ideas and work</b>	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.								

	<p>VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment.</p> <p>MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.</p>								
	<p>VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work</p>								
	<p>VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.</p>								
<p><b>3: VA/MA: Refine and Complete artistic work</b></p>	<p>VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision.</p> <p>MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate</p>								

	choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts.								
<b>4: VA/MA: Select, analyze, and interpret artistic work for presentation</b>	<p>VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation</p> <p>MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.</p>								
<b>5: VA/MA: Develop and refine artistic techniques and work for presentation</b>	<p>VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.</p>								
<b>6: VA/MA: Convey</b>	VA:PR6.1.HSII								

<p><b>meaning through the presentation of artistic work</b></p>	<p>a. Make, explain and justify connections between artists or artwork and social, cultural, and political history.</p> <p>MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.</p>								
<p><b>7 VA/MA: Perceive and analyze artistic work</b></p>	<p>VA:Re7.1.HSII a Analyze how responses to art develop over time, based on knowledge of and experience with art and life.</p> <p>MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.</p>								
	<p>VA:Re7.2.HSII a Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture.</p> <p>MA:Re7.2.HSII a. Analyze how a broad range of media artwork</p>								

	manages audience experience, and creates intention and persuasion through multisensory perception.								
<b>8: VA/MA: Interpret meaning in artistic work</b>	<p>VA:Re8.1.HSII a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>MA:Re8.1.HSII a. Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.</p>								
<b>9: VA/MA: Apply criteria to evaluate artistic work</b>	<p>VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.</p>								
<b>10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and</b>	<p>VA:Cn10.1.HSI I a. Utilize inquiry methods of observation, research, and experimentation</p>								

<p><b>inform artistic work</b></p>	<p>to explore unfamiliar subjects through artmaking.</p> <p>MA:Cn10.1.HSI I Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.</p>								
<p><b>11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.</b></p>	<p>VA:Cn11.1.HSI I a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts.</p> <p>MA:Cn11.1.HSI I a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.</p>								
	<p>VA:Cn11.2.HSI I a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems.</p>								

	MA:Cn11.2.HSI I a. Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions								
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**Possible Artifacts to Meet Performance Indicators:**

Below are some suggested activities that student artists can do to meet the indicated Performance Indicators.

Student Name: Start:		IAAP Contact:	Student ID:	Year
Anchor Standard	Performance Indicators	Possible Artifacts to Meet Performance Indicators		
1: VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.	Sketches, studies, storyboards, thumbnails, process photos or photographs of work in progress, documentation of discussion, artwork proposal, project presentation decks: slides tracking student art or design process, character research and analysis, models, mind maps, collages, inspiration boards, mood boards, peer edits of work, story ideas.		
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work.			
2: VA/MA: Organize and develop artistic ideas and work	VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.	Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials,		
	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			
	MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.			



	<p>VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment.</p> <p>MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.</p>	<p>genres, elements of art, principles of design, styles of art, artists, etc., project presentation decks: slides tracking student art or design process, written documentation, documentation of sources for visual references, documentation of what the artwork looked like before and after editing was made.</p>
	<p>VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work.</p>	
	<p>VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.</p>	
<b>3: VA/MA: Refine and Complete artistic work</b>	<p>VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision.</p> <p>MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts.</p>	<p>Video, audio, or written documentation of participation in a peer critique. Plus, documentation of the art before and after the critique, can be included in a project presentation deck: slides tracking student art or design process.</p>
<b>4: VA/MA: Select, analyze, and interpret artistic work for presentation of artistic work</b>	<p>VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.</p>	<p>Completed IAAP portfolio.</p>
<b>5: VA/MA: Develop and refine artistic techniques and work for presentation</b>	<p>VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.</p>	<p>Video, audio, interview, scripts, comments, guest book with comments to show viewer perception and reaction to presentation of art.</p>
<b>6: VA/MA: Convey meaning through the presentation of artistic work</b>	<p>VA:PR6.1.HSII a. Make, explain and justify connections between artists.</p>	

	<p>or artwork and social, cultural, and political history.</p> <p>MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.</p>	<p>Opening statement, flier, press release, advertisement, labels, photos etc. for an art show.</p>
<p><b>7: VA/MA: Perceive and analyze artistic work</b></p>	<p>VA:Re7.1.HSII a Analyze how responses to art develop over time, based on knowledge of and experience with art and life.</p> <p>MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.</p>	<p>Documentation of participation in critiques of art: video, audio, written, etc.</p>
	<p>VA:Re7.2.HSII a Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture.</p> <p>MA:Re7.2.HSII a. Analyze how a broad range of media artwork manages audience experience and creates intention and persuasion through multisensory perception.</p>	
<p><b>8: VA/MA: Interpret meaning in artistic work</b></p>	<p>VA:Re8.1.HSII a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>MA:Re8.1.HSII a. Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.</p>	<p>Documentation of participation in critiques of art: video, audio, written, etc.</p>
<p><b>9: VA/MA: Apply criteria to evaluate artistic work</b></p>	<p>VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.</p>	<p>Documentation of participation in critiques of art: video, audio, written, etc.</p>
<p><b>10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work</b></p>	<p>VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p>MA:Cn10.1.HSII Synthesize knowledge, experience, and understandings of personal and outside</p>	<p>Documentation of participation in critiques of art: video, audio, written, etc. Documentation of research and art and design references: mood board, visuals, samples, etc.</p>

	cultural experiences to inspire and inform media artwork.	
<b>11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.</b>	<p>VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts.</p> <p>MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.</p>	Documentation of participation in critiques of art: video, audio, written, etc. Documentation of research and art and design references: mood board, visuals, samples, etc.
	<p>VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems.</p> <p>MA:Cn11.2.HSII a. Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions.</p>	

### Sample Timeline for Visual Arts / Media Arts IAAP Program:

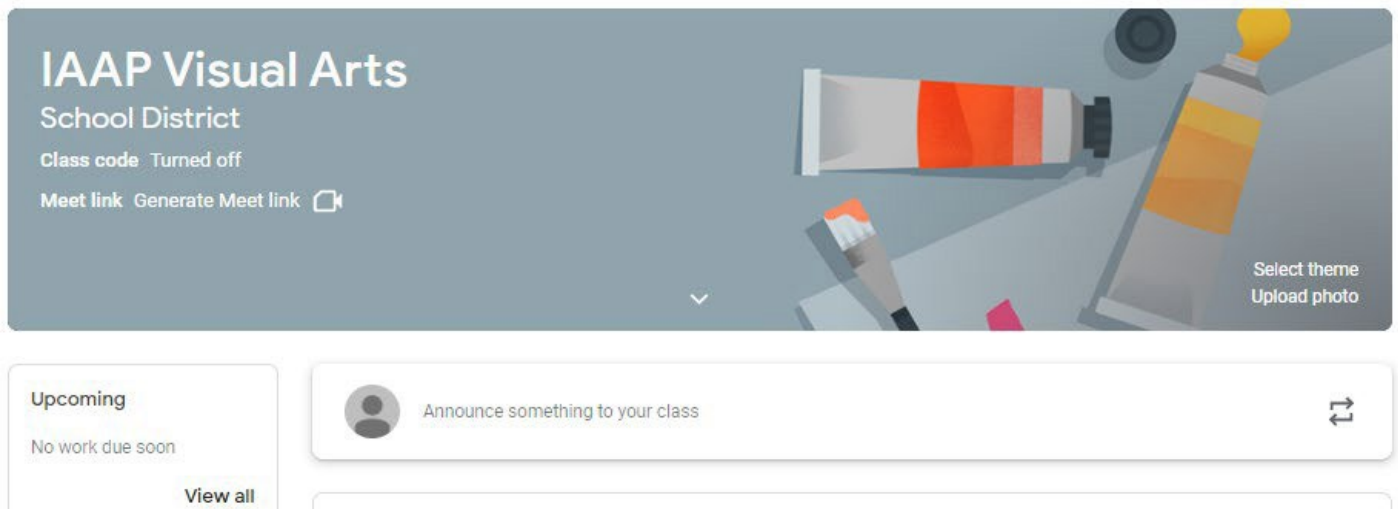
Below is a general timeline guideline to add steps and share with students so they are aware of the important dates to meet. Another suggestion would be to add a column to the Student Checklist and add target dates there.

Due Date	Task	Year in Program	Notes	Completed/Date
Ex: 10/1	Complete Performance Standards 1.1a and 1.2a	First of Three (2021-2024)	Working on portfolio	<input checked="" type="checkbox"/> 10/2

## Visual Arts / Media Arts Example of Online Management System

### Things to Consider:

- For use of best practices in grading, consider using a digital version of the rubric accessible by students and teachers.
- Use of an online management system such as Google Classroom to disseminate and organize documents and maintain consistent communication and collaboration with all stakeholders. (E.g.: Schoology, Blackboard, Brightspace, Microsoft Teams, Google Classroom, etc.).
- Use of an online portfolio platform. With an online system, students will be able to save their work throughout the process in one place that is accessible to all involved. (E.g.: Slide Share, Webpages, Blogs, Google Sites, WordPress, Weebly,



The screenshot shows a Google Classroom interface for a class named "IAAP Visual Arts" in a "School District". The class code is "Turned off" and there is a "Meet link" with a "Generate Meet link" button. The header features a background image of art supplies like paint tubes and brushes. Below the header, there is an "Upcoming" section with the text "No work due soon" and a "View all" link. To the right, there is an announcement box with a person icon and the text "Announce something to your class", followed by a refresh icon.

+ Create

Meet Google Calendar Class Drive folder

All topics

IAAP Visual Arts Int...

IAAP Visual Arts Ch...

IAAP Visual Arts Gr...

Resources: Plan, De...

## IAAP Visual Arts Introduction



IAAP Visual Arts Program Introduction

Posted 5:39 PM

## IAAP Visual Arts Checklist and Tasks



IAAP Visual Arts Student Checklist / Trackin...

Due Jun 1, 2023



Task 1: Set Up a Google Folder

Due Sep 1



Task 2: Read through the Grading Rubric

Due Sep 3



Task 3: Create Google Slide Document to Di...

Due Sep 30

## IAAP Visual Arts Grading Rubric



IAAP Visual Arts Grading Rubric

Due Jun 1, 2022

## Resources: Plan, Develop, Prepare Your Portfol... :



How to Take Photos of Your Artwork

Posted 6:37 PM



How to Prepare Your Portfolio

Edited 6:37 PM