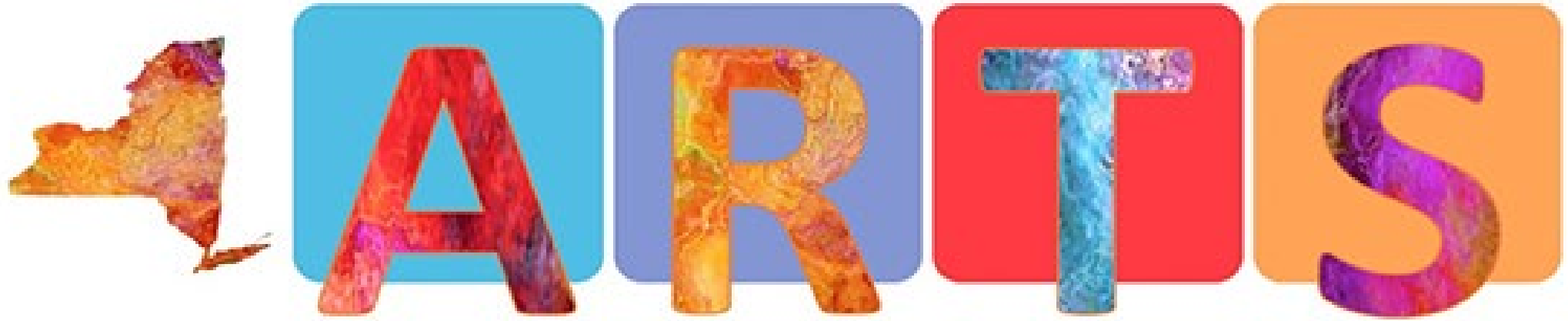


New York State Learning Standards for the



TOGETHER WE • CREATE • PRESENT
PERFORM • RESPOND • CONNECT
PRODUCE

Individual Arts Assessment Pathway

March 2023

Individual Arts Assessment Pathway (IAAP)



+ 1 graduation
pathway option

3

Locally determined
three-unit sequence
in the arts



Based on
student interests



Demonstration
of growth over
time

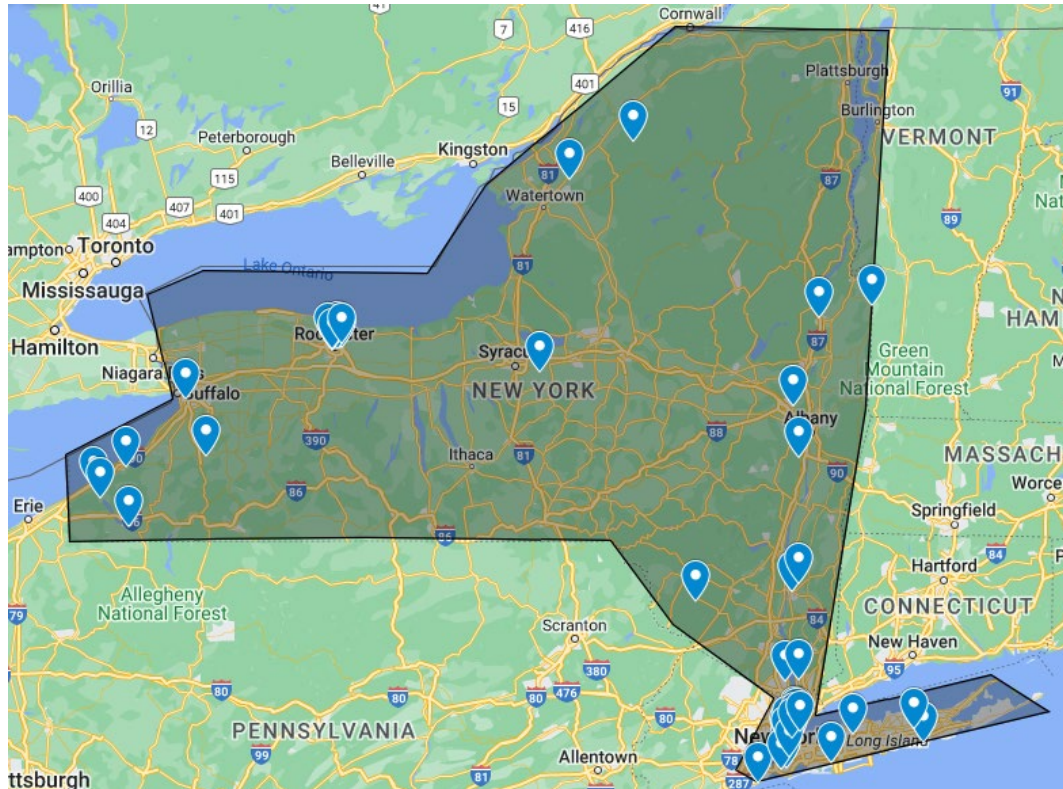


Aligned to the High
School II
Accomplished
Performance
Indicators



Preparation for
future
experiences and
opportunities in
the arts!

Individual Arts Assessment Pathway Pilot for Approved Pilot Schools

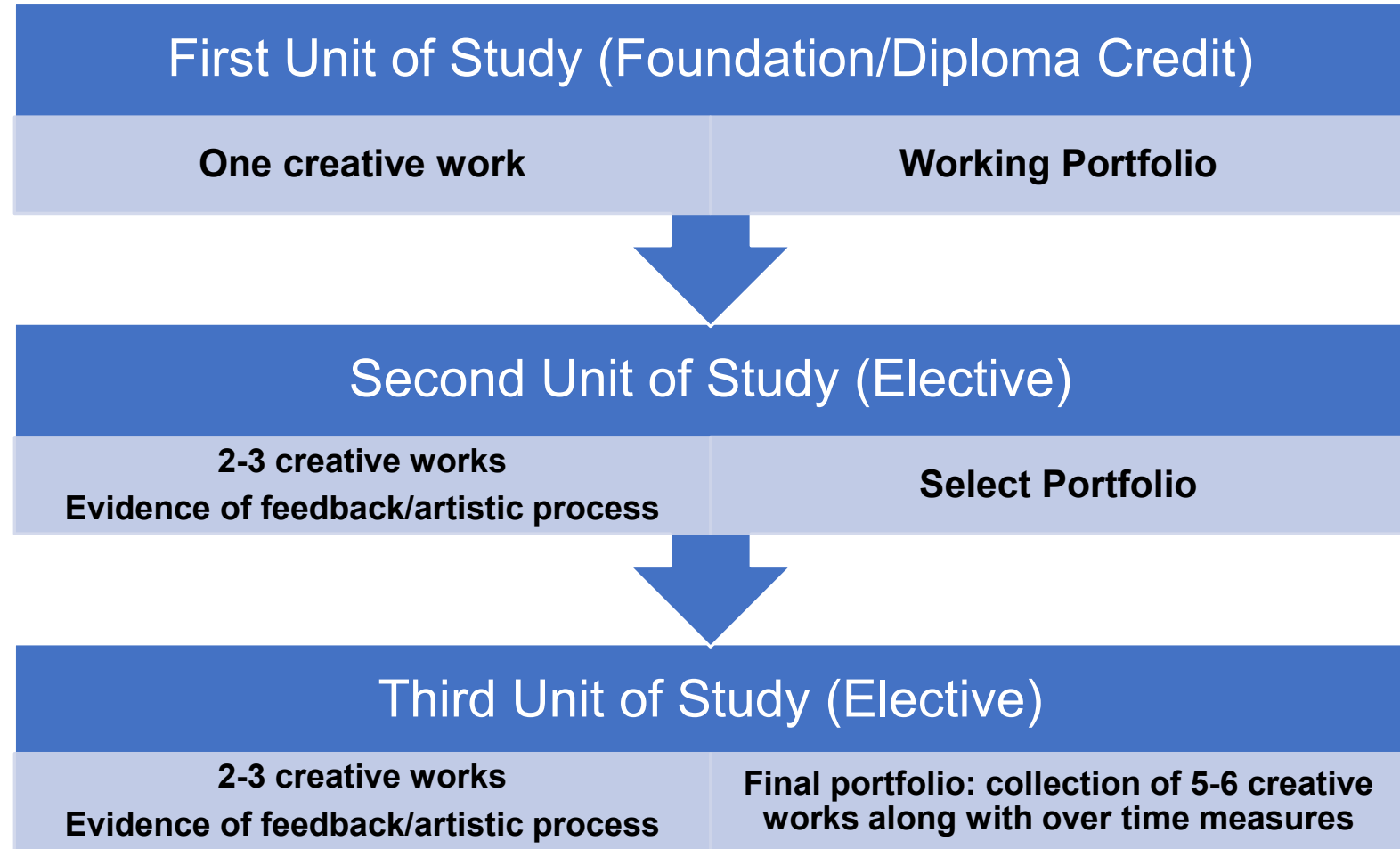


Individual Arts Assessment Pathway Three-year Pilot 2022-2025 AY

- 25 School districts and 48 schools
- Dutchess County BOCES piloting at their alternative high school
- 2022-2023 enrollment is a diverse group of 1140 9th graders

How is the IAAP achieved?

- ✓ 3 units of study (or the equivalent) in the Arts
- ✓ Locally graded portfolio containing all discipline specific mandatory elements that demonstrates students' attainment of the Learning Standards for the Arts at the HS II Accomplished Level



IAAP Sequences

Guidance Arts sequences are available on the NYSED Arts webpage. These flowcharts are guidance and suggest possible course progressions and do not include all possibilities. Additional sequence examples are forthcoming as the pilot continues

Interdisciplinary Studies 05116 Music - Music History/Appreciation, HS I Level 05118 Music - Music Appreciation, HS I Level 05201 Music - Interdisciplinary Arts, HS I Level 05117 Music - Music History, HS II or III Level 05115 IB Music, HS II or III Level 05147 Music - Music Independent 05148 Music - Workplace Experier	Harmonizing Instruments 05107 Music - Piano, HS I Level 05108 Music - Guitar, HS I Level 05107 Music - Piano, HS II or III Level 05108 Music - Guitar, HS II or III Level																																													
Composition Music Theor 05113 Music Theory, HS I Level 05114 AP Music Theory 05119 Music - Composition & Song	<table><tr><th colspan="5"><i>Accomplished Level (HSII) Electives</i></th></tr><tr><th colspan="3">Media Arts</th><th colspan="2">Visual Arts</th></tr><tr><td>Interactive Design 05252</td><td>Cinematography/ Video Production 05168</td><td>Digital Imaging 05251</td><td>Studio in Drawing and Painting 05155</td><td>Studio in Sculpture 05158</td></tr><tr><td>Interactive Game Design 05253</td><td>Moving Image 05255</td><td>Visual Communication Design 05162</td><td>Studio in Printmaking 05161</td><td>Studio in Ceramics 05159</td></tr><tr><td>Digital Sound Design 05257</td><td>Moving Image/ Animation 05256</td><td>Advertising Design 05163</td><td>Advanced Studio in Drawing 05156</td><td>Studio in Fibers and Textiles 05164</td></tr><tr><td>Multimedia Design 05260</td><td>Media Performance 05259</td><td>Photography/ Digital Photography 05167</td><td>Advanced Studio in Painting 05157</td><td>Studio in Fashion 05190</td></tr><tr><td>Intermedia Design 05261</td><td>Media Literacy 05263</td><td>Advanced Studio in Graphic Design* 05199</td><td>Printmaking/ Graphics 05160</td><td>Industrial Design 05191</td></tr><tr><td>Media Arts Theory 05262</td><td>Media Arts Other 05299</td><td>Web Design 05254</td><td>Architectural Drawing & Design 05199-other</td><td>Studio in Interior Design 05193</td></tr><tr><td></td><td></td><td>Virtual Design 05258</td><td>Arts Interdisciplinary 05201</td><td>Advanced Creative Crafts 0519</td></tr></table>	<i>Accomplished Level (HSII) Electives</i>					Media Arts			Visual Arts		Interactive Design 05252	Cinematography/ Video Production 05168	Digital Imaging 05251	Studio in Drawing and Painting 05155	Studio in Sculpture 05158	Interactive Game Design 05253	Moving Image 05255	Visual Communication Design 05162	Studio in Printmaking 05161	Studio in Ceramics 05159	Digital Sound Design 05257	Moving Image/ Animation 05256	Advertising Design 05163	Advanced Studio in Drawing 05156	Studio in Fibers and Textiles 05164	Multimedia Design 05260	Media Performance 05259	Photography/ Digital Photography 05167	Advanced Studio in Painting 05157	Studio in Fashion 05190	Intermedia Design 05261	Media Literacy 05263	Advanced Studio in Graphic Design* 05199	Printmaking/ Graphics 05160	Industrial Design 05191	Media Arts Theory 05262	Media Arts Other 05299	Web Design 05254	Architectural Drawing & Design 05199-other	Studio in Interior Design 05193			Virtual Design 05258	Arts Interdisciplinary 05201	Advanced Creative Crafts 0519
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Portfolio Mandatory Requirements

Visual Arts / Media Arts		
Element	Anchor Standard	Notes
Artistic Statement/Goals	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.
Minimum of 5 creative works connected to student's artistic goals	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
Initial artistic work and evidence of creative process/design process • sketchbooks/websites • Sketches, mock-ups • Other process artifacts	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
Additional artworks and evidence/ of creative process/design process: • sketchbooks/websites • Sketches, mock-ups • other process artifacts • self/Teacher feedback • evidence of peer critique • Artistic Growth Piece with reflection	CR 3, PR 5, RE 7 CN 10, CN11	"Artistic Growth Statement" supported by visual evidence
Final artwork(s) with process reflection • final artistic statement / include goals • Self-reflection • Process artifacts ○ storyboards ○ shot lists ○ interview question ○ sketches/thumbnails, research, iterations	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



HS Accomplished VA:Cr1.1.HSII

a. Formulate, individually or **collaboratively**, new creative problems, based on student's existing artwork.



HS Accomplished VA:Pr6.1.HSII

a. Make, explain, and **justify** connections between artists or artwork and social, **cultural**, and political history.

Mandatory portfolio elements come from the HS II performance indicators in the learning standards. Anchor standards are listed with each mandatory element.

How Can BOCES or Districts Apply?

Districts or BOCES can access IAAP applications on the [NYSED Business Portal](#).

Applications have been delegated to superintendents who in turn can delegate to appropriate staff to complete.

Applications will be reviewed and approved on a rolling basis. Applications are open until August 1, 2023.

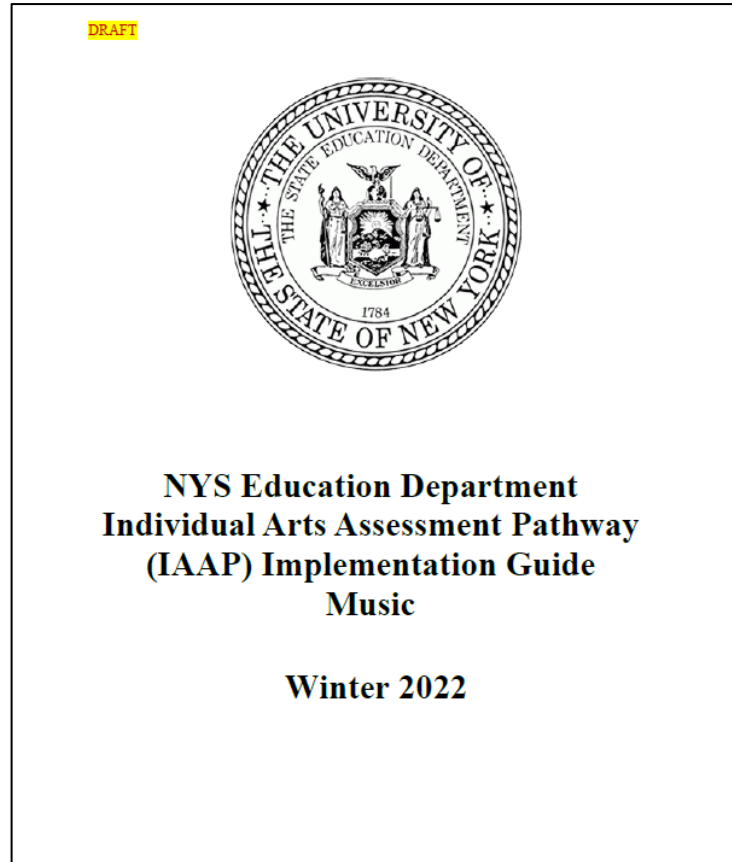
Program Application questions

Program applications must include:

1. Type of school
2. Name and job titled of applicate completing the form
3. Local IAAP point person to receive all communications about the IAAP from NYED
4. A description of how student's artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
5. Which discipline(s) (Visual arts, Media Arts, Music, Theatre and/or Dance) will the IAAP be offered in?
6. Projected enrollment in year one
7. A description of how the local IAAP will be communicated to students, parents, teachers, and school counselors
8. 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



Individual Arts Assessment Pathway (IAAP) Implementation Guides



Implementation guides include:

- ✓ FAQ
- ✓ Information on applying to offer the IAAP
- ✓ Mandatory portfolio requirements
- ✓ Mandatory items for special strands
- ✓ Local IAAP grading guidance
- ✓ Sample rubrics
- ✓ Implementation considerations and resources

Implementation Guides Highlights

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								

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								

Sample student and sample teacher tracking checklists are available in the discipline specific implementation guides

Visual/Media Arts Sample Tracking Checklists

Implementation Guides highlights

SAMPLE Rubrics

The following rubrics are provided as *suggested* tools for assessing IAAP portfolio entries. Districts may adopt the sample rubrics or create rubrics that are aligned with local curricula and grading procedures; however, all IAAP portfolio grading rubrics must be aligned with the eleven NYS Music Anchor Standards.

Sample Rubrics by Strand

Anchor Standard	Performance Indicator
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MU:Cr1.1.E.HSII a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.
Anchor Standard 2: Organize and develop artistic ideas and work	MU:Cr2.1.E.HSII a. Select from and develop previous ideas to create complete passages of music. b. Preserve drafts of creative work through standard notation and recording technology.
Anchor Standard 3: Refine and complete artistic work	MU:Cr3.1.E.HSII a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria. MU:Cr3.2.E.HSII a. Share created musical passages, individually or as an ensemble.

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.			
	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.			
2: VA/MA: Organize and develop artistic ideas and work	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.	Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials,		

Visual and Media Arts: possible artifacts by anchor standard

Music: Sample rubrics by special strand

Music Implementation Guide Highlights

Music Mandatory Requirements by Special Strand

Portfolio entries must include a creative, performance, and reflection entry from each of three units of study. Each of the mandatory entries must be present for the portfolio to be submitted for evaluation. The balance of the portfolio is at the District's discretion, but evidence of attainment of the HS Level II Accomplished Performance Indicators within each of the eleven NYS Music Standards must be provided.

Composition & Theory			
COMPOSITION & THEORY			
	Unit One Artifacts	Unit Two Artifacts	Unit Three Artifacts
Creative Products	<i>CR 1, 2, 3: Notation</i> - Create a monophonic binary or theme and variation form. - Notate the composition using standard notation (hand-written or software program). <i>PR 4, 5, 6: Video Recording</i> - Participate in a performance of the portfolio composition.	<i>CR 1, 2, 3: Notation</i> - Create a homophonic composition in binary, ternary or rondo form. - Notate the composition using standard notation (hand-written or software program). <i>PR 4, 5, 6: Video Recording</i> - Participate in a performance of the portfolio composition.	<i>CR 1, 2, 3: Notation</i> - Create a composition in a style of choice. The composition should be three to five-minutes in length. - Notate the composition using accepted notation practices (hand-written or computer-generated). <i>PR 4, 5, 6: Video Recording</i> - Participate in a performance of the portfolio composition.
Creative Process	<i>In 500 or fewer words or in a video recording of three or fewer minutes:</i> <i>PR 4, 5, 6</i> Describe the process used to assess and refine the technical and expressive aspects of evolving drafts leading to the final version of the composition.	<i>In 500 or fewer words or in a video recording of three or fewer minutes:</i> <i>RE 7, 8, 9</i> Compare and contrast professional interpretations of a composition, referencing the composer's intent by citing the use of musical elements, compositional techniques, context, and the style/genre of the work.	<i>In 500 or fewer words or in a video recording of three or fewer minutes:</i> <i>CN 10, 11</i> - Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience. - or - Research the impact of a musician or a group of musicians on a society and identify the factors that contributed to the impact.

Music Grading Organizers by Special Strand

COMPOSITION AND THEORY				
Anchor Standards	HSII Accomplished Performance Indicators	Achievement Levels		
		HSII Accomplished (Meets Standard)	HSI Proficient (Approaches Standard)	No Entry (Ineligible Portfolio)
COMPOSITION				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MU: Cr1.1.C.HSII a. Generate melodic, rhythmic, and harmonic ideas for improvisations and compositions (such as binary, rondo or ternary).			
Anchor Standard 2: Organize and develop artistic ideas and work	MU:Cr2.1.C.HSII a. Select, develop, and organize melody, rhythmic, and harmonic ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary) and explain their development.			
Anchor Standard 3: Refine and complete artistic work	MU:Cr3.1.C.HSII a. Identify, describe, and apply selected teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. MU:Cr3.2.C.HSII a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music and compositional techniques have been employed to realize expressive intent. b. Describe the selected contexts and performance media for presenting personal works and explain why they successfully affect the final composition and presentation.			

Grading organizers by special strand are provided as a suggested tool for assisting members of the grading committee in organizing their work and providing feedback to students and their sponsoring teachers

Implementation Guide Highlights

Theater: Evidence of learning rubric

Dance: suggested artifacts by portfolio requirement

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Achievement Levels																							
			HS-II	HS-I	N																					
Performance	Video recording of two minutes of technique in two dance forms per year. **	PR	Theater IAAP Evidence of Learning <table><thead><tr><th>Criteria and Standards</th><th>Above Standard</th><th>At Standard</th><th>Near Standard</th><th>Below Standard</th></tr></thead><tbody><tr><td>Structural Elements Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing</td><td>All structural elements are included in a professional, comprehensive, accurate, and logically organized manner.</td><td>Structural elements are comprehensive, accurate, and logically organized.</td><td>Some structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.</td><td>Structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.</td></tr><tr><td>Statement of Goals/Artist Statements Anchor Standard 1 Anchor Standard 10</td><td>Artist statement demonstrates thoughtfulness and sophistication in its writing style Project goals are clearly reflected in the final project</td><td>Artist statement is clearly written. Project goals are reflected in the final project</td><td>Artist statement is developing and shows some effort, but the piece needs more work. Project goals somewhat reflect the final outcome.</td><td>Artist statement is unclear. Project goals are not reflected in the final outcome.</td></tr><tr><td>Evidence of Creative Process/Artifacts/ Critical Understanding Anchor Standard 2 Anchor Standard 3</td><td>Able to demonstrate comprehensive knowledge and sophisticated understanding of the elements of the art form studied. Able to communicate a well-developed critical understanding of the art form studied, in the context of one's project.</td><td>Able to demonstrate knowledge and understanding of the elements of the art form studied. Able to communicate a level of critical understanding of the art form studied, in the context of one's project..</td><td>Able to demonstrate limited knowledge and understanding of the elements of the art form studied. Able to communicate a limited critical understanding of the art form studied, in the context of one's project.</td><td>Does not meet descriptors. Does not reach a standard described by any of the descriptors.</td></tr></tbody></table>				Criteria and Standards	Above Standard	At Standard	Near Standard	Below Standard	Structural Elements Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing	All structural elements are included in a professional, comprehensive, accurate, and logically organized manner.	Structural elements are comprehensive, accurate, and logically organized.	Some structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.	Structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.	Statement of Goals/Artist Statements Anchor Standard 1 Anchor Standard 10	Artist statement demonstrates thoughtfulness and sophistication in its writing style Project goals are clearly reflected in the final project	Artist statement is clearly written. Project goals are reflected in the final project	Artist statement is developing and shows some effort, but the piece needs more work. Project goals somewhat reflect the final outcome.	Artist statement is unclear. Project goals are not reflected in the final outcome.	Evidence of Creative Process/Artifacts/ Critical Understanding Anchor Standard 2 Anchor Standard 3	Able to demonstrate comprehensive knowledge and sophisticated understanding of the elements of the art form studied. Able to communicate a well-developed critical understanding of the art form studied, in the context of one's project.	Able to demonstrate knowledge and understanding of the elements of the art form studied. Able to communicate a level of critical understanding of the art form studied, in the context of one's project..	Able to demonstrate limited knowledge and understanding of the elements of the art form studied. Able to communicate a limited critical understanding of the art form studied, in the context of one's project.	Does not meet descriptors. Does not reach a standard described by any of the descriptors.
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Video recording of a 3-8 minute performance of a formal dance work created by teacher, guest artist, or self per year. **	CF CF CF PR PR CN																									
Choreography	5-6 small or large group works, movement studies, or compositions over the course of the pathway.	CF CF CF RE PR PR CN																								
	Video of rehearsal footage and choreographic processes.	CN																								
	Written journal entries reflecting on the choreographic process including rehearsal activities, explorations, revisions, goals, and outcomes.	CF CF CF CN																								

Earning Credit: Existing Structures

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.

Independent study Independent Study (Elective Credit) 8 NYCRR 100.5(d)(9)	Grade 8 Acceleration Grade 8 Acceleration 8 NYCRR 100.4(d)	Participation in Performance arts Participation in Performance Arts 8 NYCRR 100.5(d)(2)
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.	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.	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.

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Earning Credit

Existing Structures:

- Independent study [8 NYCRR 100.5\(d\)\(9\)](#)
- Grade 8 acceleration [8 NYCRR 100.4\(d\)](#)
- Participation on performance arts [8 NYCRR 100.5\(d\)\(2\)](#)

External Structures that could be utilized to meet portfolio elements:

- NYSSMA solo Adjudication
- NYSATA Portfolio Project



Sample Student Workbooks

Sample student workbooks are available for: [Theater](#), [Visual/Media Arts](#), and [Music](#); Dance is forthcoming, soon!

Student-Artist Directions

Part 1 - Overview and Explanation
Part 2 - Statement of Goals
Part 3 - Artifact Collection
Part 4 - Initial Performance
Part 5 - Evidence of Peer and Teacher Feedback
Part 6 - Final Performance

Part 1: Overview and Explanation

Through the next 3-4 years, you will be working as a Student-Artist. Be careful to use this workbook as a communication tool for your work.

Work should demonstrate quality in the Arts and demonstrate quality in the Arts.

You will submit your portfolio at the end of the year.

The Initial Performance/Portfolio is the initial performance/portfolio. Your final work should be typed.

You may use work accumulated throughout the duration of the year. Select your best work. Your teacher must be typed. Your teacher must be typed.

Please use the following format for your work:

- **Font Type:** Use a serif font
- **Font Size:** 12 point
- **Margins:** One inch
- **Line Spacing:** Double

Your portfolio should be organized as follows:
1. Title Page

Possible Artifacts by Standard and 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		
	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.		
2: VA/MA: Organize and develop artistic ideas and work	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,	Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials, 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	

Individual Arts Assessment Pathway (IAAP) Draft Implementation resources for Approved Pilot Schools



INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)
PROFESSIONAL DEVELOPMENT MODULE

MODULE 1: GETTING STARTED



INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)
PROFESSIONAL DEVELOPMENT MODULE

MODULE 2: PLANNING AND APPLYING FOR THE IAAP



INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)
PROFESSIONAL DEVELOPMENT MODULE

MODULE 3: GUIDANCE FOR TEACHERS AND STUDENTS



An implementation guide for each artistic discipline is available on the Departments Individual Arts Assessment Pathway Webpage.

Implementation Guide Direct Links

- [Visual and Media Arts](#)
- [Music](#)
- [Theater](#)
- [Dance](#)

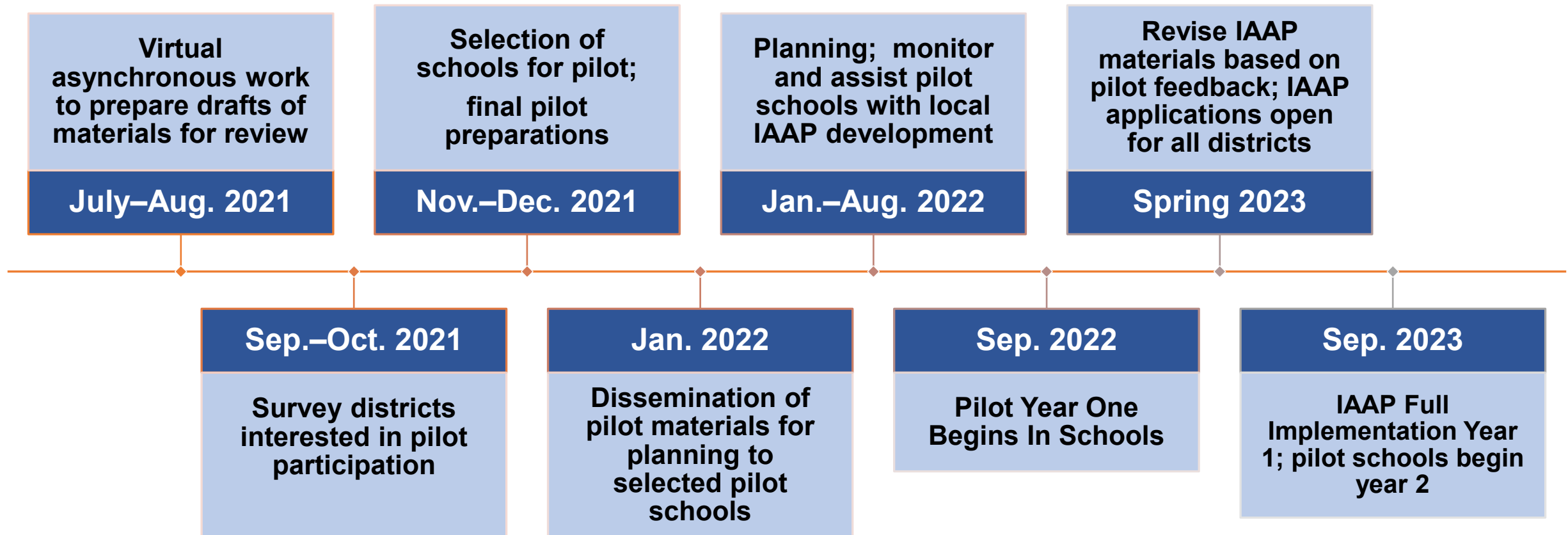
A series of Professional Development Modules are available to assist pilot districts in implementation of their local IAAP

- [Professional Development Module 1: Getting Started](#)
- [Professional Development Module 2: Planning and Applying for the IAAP](#)
- [Professional Development Module 3: Guidance for Teachers and Students](#)

All draft resources were revised February 2023

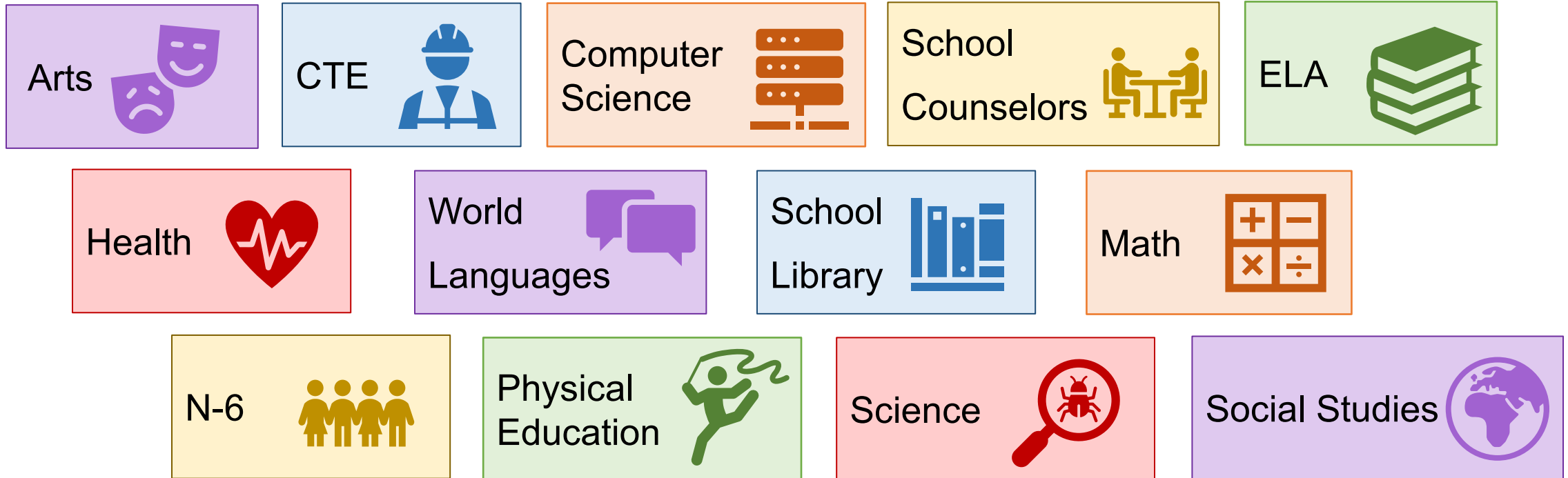


Individual Arts Assessment Pathway (IAAP) Development Timeline



Content Area Notification Service

Join our [Notification Service](#) for news and updates from the Office of Standards and Instruction.



Arts Learning Standards Resources

Arts Learning Standards and NYSED Resources

All resources for the ***New York State Learning Standards for the Arts*** are found on the

[NYSED Arts Learning Standards Web Page](#)

[NYSED Arts Standards Implementation Guide](#)

[NYSED Arts Professional Development Resources](#)

Additional NYSED Resources

[Diversity, Equity, and Inclusion \(DEI\) Webpage](#)

Media Arts

[MEDIA ARTS Standards At-a-Glance](#)

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Arts Learning Standard Resources

Visual Art

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Theatre

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Music

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Dance

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Questions?

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Thank You!