



TEAM Portfolio Resource Guide

Fine Arts

2018-19

This document provides fine arts educators with content-specific resources for implementing the student growth portfolio model in 2018-19. It should be used in conjunction with the **2018-19 TEAM Portfolio Guidebook for Administrators and Teachers**, which can be found on the TEAM website [here](#). *Click on an item in the contents below to navigate directly to that part of the document.*

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Introduction

This document reflects the new fine arts standards. Fine arts educators are encouraged to collaborate with colleagues and Fine Arts instructional leaders to deepen understanding of the standards. The latest fine arts standards information can be found on the department website [here](#).

Additional information about fine arts in Tennessee schools and the State of the Arts initiative can be found [here](#).

Fine Arts Portfolio Overview

Shared between all fine arts disciplines are the eleven foundations and the four overarching domains. The Tennessee student growth portfolio model implemented the use of the Perform, Create, Respond, and Connect domains in 2011, and the 2016 Standards for Arts Education continue to group all of the revised standards in similar domains, listed below. It is important to keep in mind that the order of the domains will depend on each specific content area. Standards within the following domains are available for choice for the 2018-19 fine arts TEAM portfolio:

P=Perform (Music, Dance, Theatre); Present (Visual Arts); Produce (Media Arts)

Cr=Create

R=Respond

Co=Connect

As mentioned previously, each domain has two or three “foundations” that are common among all fine arts disciplines, totaling eleven overarching statements of requisite behaviors for artistic growth. Again, it is important to keep in mind that that not all foundations are implied to be weighted equally. The weighting changes depending on the grade and course expectations for the specific fine arts disciplines.

Foundations

P=Perform (Music, Dance, Theatre); Present (Visual Arts); Produce (Media Arts)

1. Select, analyze, and interpret artistic work for performance/presentation/ production.
2. Develop and refine artistic techniques and work for performance/presentation/ production.
3. Convey and express meaning through the performance/presentation/production of artistic work.

Cr=Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

R=Respond

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

Co=Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context.

The fine arts portfolio contains four evidence collections. As best practice, the four collections should represent three of the four domains (i.e., perform/present/produce, create, respond, and connect). **Each collection can only be scored for one of the domains.** Scoring penalties will not be applied if this expectation is not followed; however, individual districts may have additional guidelines or expectations.

Each evidence collection contains evidence from two points in time within the year. Teachers choose a purposeful sampling of students to represent their class. Sampling should reflect the teaching load and demonstrate evidence of teacher's impact on the learning of children from varying populations. At least two of four collections must contain evidence of growth for three levels of learners (i.e., emerging, proficient, and advanced). This is considered a "differentiated students" sample. Scoring penalties will not be applied if this expectation is not followed; however, individual districts may have additional guidelines or expectations.

Fine Arts Portfolio Structure

As outlined above, the scoring rubrics contain four domains:

- **Perform** (Music, Dance, Theatre); **Present** (Visual Arts); **Produce** (Media Arts)
- **Create**
- **Respond**
- **Connect**

The indicators in the scoring rubrics are meant to serve as a guide, rather than a formula, for rating evidence. It is not necessary or expected that each evidence collection meet all indicators within each performance level. Always consult the scoring rubrics for clarity on which domain lessons are targeting to avoid submitting evidence that is self-scored using an incorrect domain.

Types of Samples

Differentiated Sample

A fine arts differentiated sample collection demonstrates growth for multiple learning levels (i.e., emerging, proficient, and advanced). To achieve this, at least two collections must identify students

of three various learning levels and document how they have grown in the same skills/performance tasks. Some teachers find this to be the simplest way to document all collections.

Group Sample

A fine arts group sample collection represents growth from ensembles or groups of students without specific regard to individual learning levels. When considering purposeful sampling, it is important to show how ALL students have grown, not just the high or low achievers.

Purposeful Sampling in Fine Arts

The following chart shows *an example* of how purposeful sampling can be approached with specific examples for an elementary music teacher who teaches K-5.

Purposeful Sampling Requirements	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
Evidence from varying populations (at least two that are a differentiated sample)	Large ensemble (group sample)	Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)	Full class (group sample)	Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)
Domain (three of the four represented)	Perform	Create	Perform	Respond
Grade level	Fifth grade recorder ensemble	Second grade	Kindergarten	Fourth grade
Time span between Point A and Point B	Span of two weeks (or 10 instructional sessions as this class meets daily)	Span of six weeks (or six instructional sessions)	Beginning of the first semester until February	Span of three months (or 11 instructional sessions)

The following chart shows *an example* of how purposeful sampling can be approached with specific examples for a visual arts teacher who teaches 6–8.

Purposeful Sampling Requirements	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
Evidence from varying populations (at least two that are differentiated sample/ Type II)	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)
Domain (three of the four represented)	Perform	Create	Perform	Respond
Grade level	Sixth grade rotation	Seventh grade yearlong	Eighth grade yearlong	Eighth grade rotation
Time span between Point A and Point B	Span of two weeks (or 10 instructional sessions as this class meets daily)	Span of 10 weeks	Beginning of the first semester until February	Span of six weeks (or 130 instructional sessions)

Fine Arts Scoring Rubrics

While the recommended method of viewing scoring rubrics is within the TEAM Portfolio online system, they are also available for download from the TEAM website [here](#).

Fine Arts Portfolio Planning Template

	Collection 1		Collection 2		Collection 3		Collection 4	
Evidence Description (targeted objectives, learning experience, assessment event)								
Sample Type (circle one)	Group	Differentiated	Group	Differentiated	Group	Differentiated	Group	Differentiated
Domain (circle one)	Create	Connect	Create	Connect	Create	Connect	Create	Connect
	Perform	Respond	Perform	Respond	Perform	Respond	Perform	Respond
Course Represented								
Time Span (target dates)	Point A	Point B						