

## Visual Arts K-12 (Ed 612.01) Self-Assessment Worksheet

### Ed 612.01 Visual Arts Standards

**Directions:** This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

<b>Ed 612.01 VISUAL ARTS.</b> The teacher preparation program for visual arts in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences, demonstrated competency, or equivalent experiences in following areas:	<b>DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).</b>	<b>DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.</b>
(a) In the area of personal artistry and art making:		
(1) Demonstrating depth of artistic knowledge by compiling a personal portfolio of artwork that shows a synthesis of concept development, personal voice, and technical skill in at least one medium;		

<p>(2) Demonstrating breadth of artistic knowledge by compiling a personal portfolio of artwork that shows development of technical skills and processes in each of the following art forms:</p> <ul style="list-style-type: none"> <li>a. Two-dimensional techniques and processes, including but not limited to:             <ul style="list-style-type: none"> <li>1. Observational drawings including objects, environment, and the figure and expressive drawing;</li> <li>2. Painting; and</li> <li>3. Printmaking;</li> </ul> </li> <li>b. Three-dimensional techniques and processes, including but not limited to:             <ul style="list-style-type: none"> <li>1. Ceramics; and</li> <li>2. Sculpture;</li> </ul> </li> <li>c. New and emerging digital and electronic technologies; and</li> <li>d. One or more additional media including:             <ul style="list-style-type: none"> <li>1. Fiber arts;</li> <li>2. Photography;</li> <li>3. Mixed media/materials;</li> <li>4. Cultural art forms;</li> <li>5. Jewelry;</li> <li>6. Installation; and</li> <li>7. Non-traditional materials;</li> </ul> </li> </ul>		
<p>(3) Applying the creative process to the development of composition, subject matter, ideas, and selection of media as demonstrated through a personal portfolio of artwork;</p>		

<p>(4) Developing a personal statement/philosophy to be included in a personal portfolio of artwork that demonstrates an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression; and</p>		
<p>(5) Demonstrating a range of artistic methodologies from exploration to mastery for a variety of media, materials, and processes showing related techniques and tools including proper care, safety, and use;</p>		
<p>(b) In the area of visual literacy and presentation:</p>		
<p>(1) Synthesizing foundational vocabulary to inform and develop a range of subject matter, symbols, and ideas in the creation and analysis of art including:</p> <ul style="list-style-type: none"> <li>a. Elements of art including line, space, color, shape, form, value, and texture; and</li> <li>b. Principles of design organization including balance, proportion, emphasis and contrast, unity and harmony, pattern, movement, and rhythm;</li> </ul>		
<p>(2) Analyzing the expressive, representational, and symbolic characteristics of the visual language;</p>		

<p>(3) Displaying, presenting, and exhibiting artwork in a variety of settings, platforms of technology, and in diverse contexts that are educationally informative to multiple audiences;</p>		
<p>(4) Demonstrating proficiency in presentation of written and oral artist statements and/or exhibition statements; and</p>		
<p>(5) Applying knowledge and understanding of copyright law and fair use practices to personal art making;</p>		
<p>(c) In the area of history, culture, and aesthetic context:</p>		
<p>(1) Demonstrating the ability to perceive, interpret, and respond to ideas, experiences, and the environments of the visual arts of various cultures;</p>		
<p>(2) Demonstrating an understanding of global art history and how visual art is an integral component of history and the human experience from early cultures to contemporary times;</p>		
<p>(3) Identifying, analyzing and applying criteria for making visual aesthetic judgments from cultural, historical and personal perspectives; and</p>		
<p>(4) Demonstrating the ability to reflect on and assess one's artwork and the work of others, recognizing and considering a variety of viewpoints and using methods of art criticism; and</p>		

(d) In the area of curriculum and assessment:

- (1) Designing and advocating for a comprehensive K-12 visual art program that:
- a. Facilitates the development of artistic skill, creative processes and aesthetic understanding sequentially over time;
  - b. Is consistent with RSA 193-C: 3, III;
  - c. Includes art making and other materials appropriate to the diverse needs, interests, and capacities of all students;
  - d. Includes opportunities and resources available beyond the visual art classroom; for example museums, galleries, artist studios, community artists, and recognition programs;
  - e. Can be made available to all students by designing and constructing modifications to visual art tools and materials that meet unique student needs;
  - f. Integrates global art history into the visual art curriculum;

<p>g. Includes planning and implementation of lessons that connect thinking skills, concepts, and themes among the visual arts and other disciplines;</p> <p>h. Integrates current technologies and multimedia to enhance and develop concepts and skills;</p> <p>i. Includes introducing students to a variety of career options and assists students in investigating career options, when appropriate; and</p> <p>j. Guides students in the creation of their personal and professional portfolios, when appropriate; and</p>		
<p>(2) Developing and applying multiple formal and informal assessment methods specific to visual art to determine students' attainment of art-based competencies.</p>		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86, EXPIRED 2-21-92

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04, EXPIRED: 12-17-12

New. #10506, eff 1-17-14