

Art Standards

FINAL

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ART STANDARDS

- Standard I.*** The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.
- Standard II.*** The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.
- Standard III.*** The art teacher understands and promotes students' appreciation of art histories and diverse cultures.
- Standard IV.*** The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
- Standard V.*** The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Standard I. The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 1.1k how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multi-sensory experiences;*
- 1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;
- 1.3k the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;*
- 1.4k the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;* and
- 1.5k how the use of the senses helps gather information from the environment.

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;
- 1.2s use the terminology for art elements and principles in exploring artistic perception;
- 1.3s analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary;
- 1.4s construct art lessons that foster creative thinking and problem solving;
- 1.5s demonstrate and encourage observation and reflection on life experiences for use in the creation of art;
- 1.6s plan lessons that help students use art to explore, express, and reflect upon their perceptions;
- 1.7s identify visual symbols in artworks, the environment, and life experiences; and
- 1.8s analyze and compare visual characteristics of natural and human-made subjects.

Standard I. The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 4–8

The beginning teacher knows and understands:

- 1.6k all content specified for teachers in grades EC–4; and
- 1.7k how critical thinking and creative problem solving are applied in perceiving artworks.

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 1.8k all content specified for teachers in grades EC–8;
- 1.9k the use of symbols in art; and
- 1.10k universal themes in art and how their expression reflects different perceptions of and experiences in the world.

Application: What Teachers Can Do

Teachers of Students in Grades 4–8

The beginning teacher is able to:

- 1.9s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;
- 1.10s demonstrate how the elements and principles of art are used to convey perceptions in the art of different cultures; and
- 1.11s develop ideas from direct observation, imagination, and personal experience.

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 1.12s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
- 1.13s make subtle discriminations in analyzing visual relationships and content in works of art;
- 1.14s analyze how visual qualities express the meaning of images and symbols, using precise vocabulary; and
- 1.15s plan and offer opportunities for students to solve problems and create multiple solutions in art.

Standard II. The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 2.1k the characteristics of various two- and three-dimensional forms of art;
- 2.2k the qualities and uses of the various media used to produce artworks;
- 2.3k how the elements and principles of art are used in the creation of works of art in various media;
- 2.4k the techniques used to produce quality artworks in various media, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media;*
- 2.5k ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;
- 2.6k the difference between “copy art” and original art; and
- 2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media.

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 2.1s demonstrate and instruct students in techniques used to create various forms of art, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media;
- 2.2s demonstrate the application of art elements and principles in composing art in various media;
- 2.3s develop students’ ability to explain how they are creating works of art in various media for personal expression;
- 2.4s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and feelings;
- 2.5s articulate and demonstrate the difference between “copy art” and original works of art;
- 2.6s demonstrate critical and creative thinking as applied to the creation of works of art in various media; and
- 2.7s demonstrate the safe and appropriate use of art materials/equipment.

Standard II. The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher knows and understands:</p> <p>2.8k all content specified for teaches in grades EC–4;</p> <p>2.9k the principles of composition and design as applied to works of art in various media;</p> <p>2.10k relationships among the various visual arts; and</p> <p>2.11k techniques used to produce artworks using sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media.</p>	<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher is able to:</p> <p>2.8s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;</p> <p>2.9s describe, model, and provide examples of the range of expression available through various art media;</p> <p>2.10s describe, model, and provide examples of design in creating objects for everyday life; and</p> <p>2.11s demonstrate and instruct students in techniques used for sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media-generated art.</p>
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>2.12k all content specified for teaches in grades EC–8; and</p> <p>2.13k how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art) contributes to the creation of original works of art in various media.</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>2.12s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;</p> <p>2.13s create designs for use in everyday life using various media; and</p> <p>2.14s promote students’ development of visual literacy to enrich their own artistic creations and their everyday lives.</p>

Standard III. The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher is able to:</p>
<p>3.1k the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition;*</p> <p>3.2k the characteristics of art of various historical periods;</p> <p>3.3k why cultures create and use art;</p> <p>3.4k the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utilitarian, inspiration, social change) in different cultures; and</p> <p>3.5k careers in the arts.</p>	<p>3.1s describe, compare, and contrast art of different periods and cultures;</p> <p>3.2s compare and contrast the reasons why different cultures create and use art;</p> <p>3.3s describe the main idea in works of art from various periods and cultures;</p> <p>3.4s describe the role of art in everyday life;</p> <p>3.5s describe the role of art in storytelling and documenting history;</p> <p>3.6s demonstrate how ideas have been expressed using different media in different cultures and at different times; and</p> <p>3.7s describe the role of art in different careers.</p>
<p>* Generalists for grades EC–4 will be expected to have a basic understanding of this content.</p>	

Standard III. The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher knows and understands:</p> <p>3.6k all content specified for teachers in grades EC–4;</p> <p>3.7k how different cultures use art elements and principles to create art and convey meaning in different ways;</p> <p>3.8k the effects that political, economic, and cultural conditions may have on a society’s art;</p> <p>3.9k the effects of technological advances on art; and</p> <p>3.10k the skills and training needed to pursue various careers in art.</p>	<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher is able to:</p> <p>3.8s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;</p> <p>3.9s assist students in developing an appreciation for art of the past and present and of cultures different from their own;</p> <p>3.10s assist students in developing an appreciation for the value and roles of art in U.S. society;</p> <p>3.11s compare and contrast works of art from various cultures and periods in terms of theme, style, technique, medium, function, and intent;</p> <p>3.12s examine the use of art of other cultures and periods as a source of inspiration in the creation of artworks;</p> <p>3.13s analyze how electronic media and technologies have influenced art;</p> <p>3.14s analyze the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from the United States and other societies;</p> <p>3.15s analyze and demonstrate relationships between technology and art;</p> <p>3.16s identify vocational and avocational opportunities in art and the use of art skills in various jobs; and</p> <p>3.17s help students understand and contribute to arts in their local community.</p>

Standard III. The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 3.11k all content specified for teachers in grades EC–8;
- 3.12k trends and movements in art; and
- 3.13k the value of art to the individual and to society.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 3.18s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
- 3.19s explain historical and contemporary trends and movements in art;
- 3.20s analyze and illustrate the connections among the visual arts; and
- 3.21s analyze the influence of contemporary cultures on artworks.

Standard IV. The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 4.1k the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art);* and
- 4.2k criteria that are used to evaluate student works of art.

Teachers of Students in Grades 4–8

The beginning teacher knows and understands:

- 4.3k all content specified for teachers in grades EC–4;
- 4.4k how to analyze, interpret, and evaluate works of art, including art of various eras and cultures;
- 4.5k how cultural context applies in the interpretation and evaluation of a work of art;
- 4.6k multiple models for critiquing one’s own artworks and those of others; and
- 4.7k the elements of and purposes for student portfolios.

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 4.1s assist students in developing the age-appropriate skills necessary for appreciation of art; and
- 4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks.

Teachers of Students in Grades 4–8

The beginning teacher is able to:

- 4.3s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;
- 4.4s assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks;
- 4.5s interpret the content or meaning of art, both representational and abstract;
- 4.6s provide students with various models that may be used to develop a portfolio of their work; and
- 4.7s demonstrate a variety of multisensory, verbal, and written responses to art.

Standard IV. The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 4.8k all content specified for teachers in grades EC–8; and
- 4.9k major models of art criticism.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 4.8s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
- 4.9s use various theories in analyzing and evaluating works of art;
- 4.10s analyze relationships of the visual arts to the other arts and to other aspects of human endeavor;
- 4.11s assist students in developing the skills necessary to interpret and evaluate artistic decisions in the artwork of others and to justify their decisions in their own artwork;
- 4.12s apply appropriate evaluative criteria in relation to portfolios, individual artworks, and works in progress;
- 4.13s analyze, interpret, and critique artworks and form conclusions about formal properties, historical and cultural context, intent, and meaning; and
- 4.14s assist students in recognizing art’s power to influence.

Standard V. The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art;
- 5.2k how to plan, implement, and evaluate instruction in art;
- 5.3k various curriculum models for art;
- 5.4k stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art;
- 5.5k strategies for teaching art to children with a variety of special needs;
- 5.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
- 5.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
- 5.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
- 5.9k methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance); and
- 5.10k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 5.1s evaluate and assess curricula and instruction in art;
- 5.2s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly;
- 5.3s develop and use instructional strategies to address the strengths and needs of each child, including children with special needs;
- 5.4s manage the safe and efficient use of art materials, art processes, and studio space, and instruct students in the safe use of art materials and equipment;
- 5.5s monitor and encourage the growth of students’ thinking in art, including students’ use of metacognitive skills;
- 5.6s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
- 5.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
- 5.8s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
- 5.9s use instructional and communication technologies to enhance learning;
- 5.10s engage in professional development in art and maintain familiarity with current research on teaching in art; and

Standard V. The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

5.11s communicate effectively with other staff, parents/caregivers, and the community about the art program.