

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 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.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–4</i></p>	<p><i>Teachers of Students in Grades EC–4</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>2.1k the characteristics of various two- and three-dimensional forms of art;</p>	<p>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;*</p>
<p>2.2k the qualities and uses of the various media used to produce artworks;*</p>	<p>2.2s demonstrate the application of art elements and principles in composing art in various media;</p>
<p>2.3k how the elements and principles of art are used in the creation of works of art in various media;</p>	<p>2.3s develop students’ ability to explain how they are creating works of art in various media for personal expression;*</p>
<p>2.4k the techniques used to produce quality artworks in various media, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media;*</p>	<p>2.4s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and feelings;</p>
<p>2.5k ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;*</p>	<p>2.5s articulate and demonstrate the difference between “copy art” and original works of art;*</p>
<p>2.6k the difference between “copy art” and original art;* and</p>	<p>2.6s demonstrate critical and creative thinking as applied to the creation of works of art in various media; and</p>
<p>2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media.*</p>	<p>2.7s demonstrate the safe and appropriate use of art materials/equipment.*</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.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 3.1k the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition;*
- 3.2k the characteristics of art of various historical periods;*
- 3.3k why cultures create and use art;*
- 3.4k the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utilitarian, inspiration, social change) in different cultures;* and
- 3.5k careers in the arts.

* 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:

- 3.1s describe, compare, and contrast art of different periods and cultures;*
- 3.2s compare and contrast the reasons why different cultures create and use art;
- 3.3s describe the main idea in works of art from various periods and cultures;*
- 3.4s describe the role of art in everyday life;*
- 3.5s describe the role of art in storytelling and documenting history;
- 3.6s demonstrate how ideas have been expressed using different media in different cultures and at different times;* and
- 3.7s describe the role of art in different careers.

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.*

* 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.*

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

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–12</i></p>	<p><i>Teachers of Students in Grades EC–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art;*</p>	<p>5.1s evaluate and assess curricula and instruction in art;*</p>
<p>5.2k how to plan, implement, and evaluate instruction in art;*</p>	<p>5.2s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly;</p>
<p>5.3k various curriculum models for art;</p>	<p>5.3s develop and use instructional strategies to address the strengths and needs of each child, including children with special needs;*</p>
<p>5.4k stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art;*</p>	<p>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;*</p>
<p>5.5k strategies for teaching art to children with a variety of special needs;*</p>	<p>5.5s monitor and encourage the growth of students’ thinking in art, including students’ use of metacognitive skills;*</p>
<p>5.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;*</p>	<p>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;*</p>
<p>5.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;*</p>	<p>5.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;*</p>
<p>5.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;*</p>	<p>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;*</p>
<p>5.9k methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance); and</p>	<p>5.9s use instructional and communication technologies to enhance learning;*</p>
<p>5.10k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.*</p>	<p>5.10s engage in professional development in art and maintain familiarity with current research on teaching in art; and</p>
	<p>5.11s communicate effectively with other staff, parents/caregivers, and the community about the art program.</p>