

Ed 612.01 <u>Visual Arts</u> . 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 and demonstrated competency and equivalent experiences in following areas:	
(a) In the area of art-making:	
(1) Ability to demonstrate a variety of techniques and processes in each of the following art forms:	
a. Two-dimensional;	
b. Three-dimensional;	
c. Electronic media; and	
d. Crafts;	
(2) Ability to develop a personal iconography using different media, styles, and forms of expression, as evidenced by a personal portfolio of artwork that displays a range of media, techniques, artistic processes, ideas, and genres;	
(3) Demonstration of advanced proficiency in at least one visual medium, as evidenced by a personal portfolio of exemplary work;	

(4) Ability to identify, describe, and apply the elements of visual art, including color, shape, form, space, line, value, and texture, in the creation and analysis of art;	
(5) Ability to identify, describe, and apply the principles of design, including balance, unity and rhythm, in the creation and analysis of art;	
(6) Ability to select and apply a range of subject matter, symbols, and ideas to art making; and	
(7) Ability to display and exhibit artwork;	
(b) In the area of history and culture:	(b) art history and culture
(1) Knowledge of the relationships among art-making, culture, and history;	(1) Show evidence of developing, analyzing and interpreting works of art in terms of history, aesthetics and culture (art enables expression, voice, history)

	<p>1.)</p> <ul style="list-style-type: none">- demonstrate the ability to analyze and interpret works of art- demonstrate knowledge of techniques and core concepts of the visual arts- ability to apply (articulate) the role of art from historical, contemporary and cultural perspective <p>(Want student teacher to be able to explain and interpret art but also to give students they will be teaching this value in their art lessons.)</p> <p>(Later to be used in response and reflection section making personal art connections.</p> <p>Creating Presenting Responding=Analyze Use Apply to make for easy interpretation)</p>

<p>(2) Ability to research, analyze, and communicate diverse cultural and historical contexts surrounding works of art, including, but not limited to artworks from:</p>	<p>(2)Apply, articulate and synthesize the role of art historical movements (and other disciplines, social and political) in diverse cultural environments (use of technical skills and medium in application)</p> <p>2.) -apply history and philosophy to creative works</p> <p>- Show the ability to articulate art history and diverse cultures relative to the art-making process</p> <p>-develop an artistic voice</p> <p>(use the history and culture to engage your future students in art making rather than “make and take” lessons” lacking purpose and depth)</p>
a. Popular culture,	
b. Folk culture;	
c. Indigenous culture; and	
d. Other cultural groups; and	

(3) Ability to recognize and understand, by research, conjecture, and observation, the content and purpose of:	(3) Understand and communicate the purpose of artistic creation as a means of self expression and intrapersonal values (moved up to last category)- develop an artistic voice
a. Self-expression, or art-making to oneself; and	
b. Art-making to others;	
(c) In the area of responding to art:	(c) reflecting and responding to art (artistic reflection)

(1) Ability to make meaningful interpretations and judgments about the candidate's own artworks and the works of other artists, using a variety of aesthetic lenses;	<p>(1)create and/or demonstrate interpretation and value of art using diverse methods (leading to development of a personal philosophy of art, metacognition)(visual literacy)(meaningful work)</p> <p>1.</p> <ul style="list-style-type: none"> -Comprehend the artists role in contemporary culture -Reflect and respond to their own art and that of others -Demonstrate the skill to advocate for the transferability of the arts -Generate questions about the arts through investigation and research
(2) Recognition that informed discussion of art is an essential component of visual art education;	
(3) Ability to analyze, interpret, and critically evaluate art; and	(2)Demonstrate the ability to advocate for arts (through problem solving, collaboration in response to real world meaning and the larger community)
(4) Ability to articulate a personal philosophy toward creating art;	

(d) In the area of making connections involving art:	(3) Show collaboration in arts through transferability of skills and roles. Generate questions about arts through investigation and research. (meaningful goal setting)
(1) Ability to understand that creating in the arts is a life-long human endeavor and that the arts impact daily life as an expression of the human spirit;	
(2) Ability to experience other art forms and relate them to visual art as well as to disciplines outside the arts;	
(3) Ability to understand the various roles that artists have assumed throughout history as well as in contemporary life; and	
(4) Ability to identify a range of visual arts career options;	
(e) In the area of pedagogy:	
(1) Ability to demonstrate a variety of developmentally appropriate techniques and processes as well as related materials and tools for art production;	
(2) Ability to model and communicate to students issues of safety and health associated with materials, tools, and procedures;	

(3) Ability to communicate characteristics of materials, tools, and procedures, and their standard use and maintenance;	
(4) Ability to guide student development in observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;	
(5) Ability to guide students in selecting and applying subject matter, symbols, and ideas to express meaning in artwork; and	
(6) Ability to facilitate student discussions around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;	
(f) In the area of curriculum and assessment	
(1) Ability to design and advocate for a comprehensive K-12 visual art program that:	
a. Develops artistry and artistic skill sequentially over time;	
b. Is consistent with RSA 193-C:3, III;	
c. Includes learning materials appropriate to the diverse needs, interests, and capacities of all students;	

d. Addresses opportunities available beyond the regular classroom;	
e. Can be made available, through modification and accommodation, to all students; and	
f. Embeds global art history into the art-making curriculum;	
(2) Ability to understand and use multiple formal and informal strategies specific to visual art to:	
a. Continually assess individual and group learning through a variety of authentic assessment methods, including, but not limited to:	
1. Portfolio design; and	
2. Performance-based assessment; and	
b. Communicate students' progress to students and parents; and	
(3) Ability to plan and implement lessons that connect thinking skills, concepts, and themes among the visual arts and an array of disciplines; and	

(g) In the area of career development:	
(1) Ability to expose students to a variety of career options for the visual arts;	
(2) Ability to assist students in investigating career options in the visual arts; and	
(3) Skill in guiding students in the creation of their personal portfolios, when appropriate.	
	<p><u>Source.</u> #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by # 3 1 9 8 , e f f 2 - 2 1 - 8 6 , E X P I R E D 2-21-92</p>
	<p><u>New.</u> #6366, eff 10-30-96, E X P I R E D : 10-30-04</p>
	<p><u>New.</u> #8229, eff 12-17-04</p>