

**Art
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/08/02)**

006.06 Art

006.06A Grade Levels: K-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may organize and teach art learning experiences for students in kindergarten through grade 12.

006.06D Certification Endorsement Requirements: The endorsement shall require 52 semester hours in art. This shall include coursework which addresses preparation for teaching art to kindergarten, elementary, middle school, and secondary-aged students.

006.06E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective art teachers to be able to:

- A. Demonstrate knowledge and an understanding of the content of art, including being able to:
 - 1. Demonstrate studio skills and an understanding of their own art making processes, qualities, and techniques using different media, styles, and form of expression;
 - 2. Make meaningful interpretations and judgments about their own artworks and the works of other artists through written and oral discussions;
 - 3. Demonstrate an understanding of the cultural and historical contexts surrounding works of art;
 - 4. Demonstrate knowledge and an understanding of aesthetic and artistic purposes of art, including philosophical and ethical issues related to the visual arts;

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5. Demonstrate knowledge and an understanding of contemporary art and the art world;
 6. Describe the value of studying artworks from popular culture, folk cultures, and other cultural groups;
 7. Demonstrate knowledge and an understanding of the use of traditional and new technologies within the visual arts and art education, including computer graphics, computer software, and the Internet within the visual arts and educational settings; and,
 8. Identify the multiple contexts in which art exists such as museums, galleries, and alternative educational settings, as well as within their own unique communities.
- B. Select appropriate instructional content, including being able to:
1. Demonstrate an understanding of the range of learning opportunities that a comprehensive approach to art education provides for students of various cultures, ages, abilities, and developmental levels; and,
 2. Develop instruction which makes traditional, popular, and contemporary art worlds accessible to students.
- C. Demonstrate knowledge and an understanding of student characteristics, abilities, and learning styles, including being able to:
1. Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;
 2. Demonstrate an understanding that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies; and,
 3. Demonstrate a repertoire of teaching strategies appropriate to the needs of all students, including those with different learning styles, and special needs.
- D. Observe students in the classroom with sensitivity toward individual approaches and responses to art, including being able to:
1. Gather and use information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs; and,
 2. Provide for differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures.
- E. Plan appropriate instruction, including being able to:

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1. Facilitate students in creating, experiencing, and understanding art which is relevant to their life activities and interests;
 2. Insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools; and,
 3. Develop challenging but realistic instruction experiences that are appropriate to individual levels of cognitive, artistic, emotional and physical development.
- F. Develop curriculum which reflects the goals and purposes of art education, including being able to:
1. Develop curricular goals which reflect the necessity for students to have unique, informed and enriching experiences creating and responding to art, including the work of established artists and peers;
 2. Make curricular decisions with consideration of national, state, and local curriculum standards and frameworks;
 3. Organize, structure, and pace in-depth learning experiences in the classroom;
 4. Develop short- and long-term instructional units as components of a comprehensive, sequential curriculum;
 5. Demonstrate the inter-relatedness of curriculum, instruction, and assessment;
 6. Describe curriculum resources produced by museum education departments and other publishers; and,
 7. Select appropriate resources to implement one's own and district curricular goals.
- G. Develop curriculum which reflects an understanding of the breadth, depth, and purposes of art, including being able to:
1. Develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;
 2. Develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;
 3. Select works of art to support one's own teaching goals;
 4. Evaluate the content of the art curriculum with regards to individual and societal issues; and,
 5. Provide student experiences in art which increase their understanding of historical, critical and aesthetic concepts.
- H. Develop curriculum which is inclusive of the goals, values and purposes of education, the community and society, including being able to:

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1. Articulate how the art curriculum coordinates with the school, district and state curriculum guidelines; NAEA Goals; and National Standards;
 2. Plan and implement art curriculum which is aligned with the Nebraska K-12 curriculum framework in visual arts;
 3. Describe how art interrelates with reading, writing, mathematics, science, and the social sciences;
 4. Adapt, change, modify and select from a range of curricular options based on student needs;
 5. Develop instructional units appropriate for all students;
 6. Incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem solving abilities;
 7. Develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;
 8. Communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large; and,
 9. Communicate the goals of the art curriculum to others.
- I. Promote student learning and growth in the content of art, including being able to:
1. Implement a comprehensive approach to art education that integrates art production, art history, aesthetics and art criticism;
 2. Create instruction compatible with students' backgrounds, understandings, ages, and levels of development;
 3. Provide students opportunities to experiment with and expand their repertoires of media and techniques in their art making and to see the connections between their own approaches and those used by other artists;
 4. Facilitate students in recognizing multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;
 5. Facilitate students in learning to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;
 6. Provide students opportunities to engage in the meaningful exploration, analysis, interpretation, and judgment of art, including making connections between the meanings in the world of art and in their own lives;

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7. Provide students opportunities to become familiar with the history of art, specific artists and art forms of various cultures; and,
 8. Engage students in thoughtful oral and written inquiry into the nature of art, including different forms of theoretical and philosophical approaches to art.
- J. Create effective instructional environments conducive to student learning, including being able to:
1. Create a physically, emotionally, and intellectually safe environment for all students, including those with special needs;
 2. Create an instructional environment which reflects a respect for diversity;
 3. Promote principles of fairness and equity;
 4. Manage a classroom that allows for simultaneous activities that take place daily in today's diverse and changing classrooms;
 5. Provide opportunities for students to take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways; and,
 6. Integrate a variety of instructional resources to enhance learning for all students.
- K. Evaluate one's own teaching practices and make appropriate modifications and adjustments, including being able to:
1. Describe current developments in teaching and schooling at local, state, and national levels; and,
 2. Utilize classroom research to improve the quality of art instruction in their classrooms.
- L. Collaborate with other teaching and administrative professionals; including being able to:
1. Identify issues and art resources that can be explored in an interdisciplinary manner with other teachers.
- M. Conduct meaningful and appropriate assessments of student learning, including being able to:
1. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;
 2. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;
 3. Use assessment as a joint venture through which both student and teacher understanding is enhanced;

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4. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;
 5. Assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;
 6. Provide for the individuality of students and individual responses to assignments;
 7. Provide for all students an equal opportunity to display what they know and can do in art, including displays for peers, family members, and the community;
 8. Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;
 9. Model good assessment processes that assist students in assessing their own work and the work of their peers; and,
 10. Provide recognition of a variety of student accomplishments and positive behaviors.
- N. Adapt their assessments to serve school-wide and system goals, including being able to:
1. Assess the effectiveness of an art program with regard to program, school, and district goals;
 2. Develop assessment strategies to deal with broad issues of program effectiveness;
 3. Select and evaluate forms of communication needed to convey results to various audiences, including exhibits, portfolios, test scores;
 4. Convey results in meaningful, understandable form appropriate for popular audiences; and,
 5. Describe the importance of reporting results of assessments to students, families, administrators, and the public.
- O. Reflect on their own practices, including being able to:
1. Articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional and social growth;
 2. Develop a professional resume and portfolio;
 3. Research different teaching strategies;
 4. Communicate to the larger community including school administrators, parents and colleagues in other disciplines the vital role that the visual arts play in education;

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5. Describe the importance of their active participation, as an art teacher, in policy committees, educational councils, and other collaborative efforts with other educational professionals and community members;
 6. Describe educational and art literature, including publications and Internet sites;
 7. Collaborate with colleagues in the schools to foster a professional culture that has a significant place for the arts;
 8. Describe the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums; and,
 9. Produce studio quality works of art.
- P. Describe the relationship of the school art program and the role of the art teacher to the total community, including being able to:
1. Actively participate in the total school community;
 2. Collaborate with colleagues to improve and evaluate professional development plans and practices; and,
 3. Describe ways to provide leadership in educational and professional roles.
- Q. Contribute to the growth of the profession, including being able to:
1. Describe the history of the profession and the foundations of art education;
 2. Describe the importance of making presentations at professional, school, parent, and community meetings;
 3. Describe the importance of research and its impact on practices in the classroom; and,
 4. Create a professional growth plan that may include:
 - a. conducting action research in their own classrooms;
 - b. collaborating with educational researchers to examine their own practices;
 - c. methods for expanding their repertoire of teaching methods and strategies;
 - d. means for deepening their knowledge of art, art education, and learning and development, and,
 - e. modeling what it means to be an educated person for their students.