

5440-02 Art

1. The holder is authorized to teach art and design in grades PK-~~6~~8, ~~7~~5-12, or PK-12, ~~as specified on the endorsement~~based on practicum and student teaching experience.
2. In order to qualify for this endorsement, the candidate shall demonstrate the following:
Knowledge Standards:
 - 2.1. Demonstrates knowledge of art, design and art education concepts and skills delineated in current ~~national~~National Art Education Association professional standards and National Core Arts Standards in Vermont's Framework of Standards and Learning Opportunities, including:
 - 2.2. The processes and stages of ~~children's and/or adolescents'~~ artistic and aesthetic development
 - 2.3. Understanding philosophical and ethical issues related to the visual arts, recognizing that art and design can be approached from a variety of contexts such as political, social, historical, societal, and cultural ~~The historical development and role of the visual arts in contemporary and past cultures and time periods~~
 - 2.4. Art and design as a mode of communication and a source of creative personal realization theory, including an understanding of the visual arts as a fundamental ~~expression of human emotion and form of communication~~
 - 2.5. Philosophies and methods of art and design including historical, contemporary and innovative practices ~~education (e.g., Process Models of art education, Discipline-Based Art Education)~~
 - 2.6. Principles, purposes, and design of assessments in the visual arts, including the current concepts and mandates ~~of critical response and self-assessment~~
 - 2.7. Artistic practices of creating, presenting, connecting and responding ~~The elements and principles of two and three dimensional design (line, shape, color, value, texture, space, form, balance, pattern, rhythm, dominance, contrast, and movement)~~
 - 2.8. Depth of study ~~Expertise~~ in one or more of the visual and/or design arts (~~i.e. architecture, crafts, drawing, painting, photography, printmaking, or sculpture~~), as demonstrated by presentation and exhibition of one's work
 - 2.9. Breadth of study in ~~Basic command~~ of a variety of art and design media and materials ~~arts media (clay, tempera, etc.), including an understanding of the different properties each possesses~~

3. Performance Standards:

Implements a visual arts curriculum that enables students to become artistically literate citizens. experience the beauty, emotional intensity, and thoughtfulness of art through making, studying, interpreting, and evaluating works of art. Specifically, the educator:

- 3.1. Fosters~~Creates~~ an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place
- 3.2. Utilizes~~Creates, selects, and adapts~~ a variety of resources, materials, and technologies, that support students as they learn through and about art
- 3.3. Models and develops artistic the use of the vocabulary of the visual literacy and process through content and context to build students' capacity arts to create describe and respond describe, respond and to connect to works of art
- 3.4. Creates opportunities for students to embrace diversity of peoples, philosophies and cultural histories learn tolerance and respect for others through instruction in the multicultural nature of art history
- 3.5. Develop Uses a repertoire variety of assessment strategies consistent with instructional goals, teaching appropriate methods and individual student needs, including student self assessment, to assess students' artistic development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum
- 3.6. Reflect on their teaching practice to extend their knowledge, improve their teaching, and refine their evolving philosophy of ~~Adapts materials, tasks, etc. to ensure the full access of all students, including special needs students, to a rich visual arts education~~
- 3.7. Makes adaptations and differentiates to ensure full access to the discipline ~~Integrates classroom curricular themes with the art curriculum (early childhood/elementary)~~
- 3.8. Collaborates and forms interdisciplinary connections within the school and community ~~Advocates for a rich visual arts education for all students at the earliest possible age~~
- 3.9. Exposes students to art and design related careers
- 3.10. Advocates for a rich visual arts and design education for all students. For example, through collaboration, evidence-based practices, participation in professional organizations visibly within the community
- 3.11. Coordinates and plans presentations of student learning in the arts

3.8.3.12. Incorporates the transferable skills into instruction, curriculum and assessment including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology

4. Additional Requirements: A major in art or design, or the equivalent, with foundational course of study in art, or the equivalent in that reflects depth and breadth of artistic study in undergraduate and/or graduate coursework;

4.5. A minimum of a practicum, or the equivalent, in art education at the elementary (PK-86) or middle/secondary (57-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in art education at **both** the PK-86 and 57-12 instructional levels is required.

5.6. REQUIRED TESTING: Praxis II Art: Content and Analysis Subject Assessment in Art – Test Code 5135.