

Creativity Art Education Tour 2023 - Barcelona to Paris
Conducted by Art Education Specialist Lucy Bartholomee, Ph.D.

Professional Development Summary

July 12-20, 2023

Total hours for participants attending the scheduled programs: 36 hours

- Art History lectures
- Guided tours to museums, galleries, and historical sites
- Discussions of pedagogy and instruction
- Creative workshops and art making activities

This document includes:

Daily Schedule of Lectures, Events, Sites, and Activities

Personalized additional PD hours and creative work supported by the program.

Selected professional standards for art educators supported during the nine day program.

- National Art Education Association Standards
- Texas Educator Standards, Pedagogy and Professional Responsibilities (EC-12)
- Texas Educator Standards, Visual Art

Creativity Art Education Tour 2023 - Barcelona to Paris

Professional Development Schedule

July 12-20, 2023

Pre-Departure Meetings

June 29, 7:00-9:00 pm on Zoom or July 1, 1:00-3:00 pm in person.

Meeting to review the goals and expectations of the trip; regulations for overseas travel. Art making activities included screen printing canvas bags and designing journals for use on the tour.

Total Hours: 2

Thursday, July 13, 2023

Arrival day in Barcelona, Spain

5:30-7:00 pm Orientation Session

Lucy Bartholomee & Lindsay Whittenberg

Distribution of art kits, watercolor painting activity, discussion of the philosophy and goals of the program.

7-7:30 pm Orientation Session 2

Pippa Couch

Discussion of teaching sessions, logistical expectations, safety, upcoming events. Distribution of personal receiving devices and ear buds.

Total Hours: 2

Friday, July 14, 2023

8:45 am - 12:30 pm

Guided tour and lecture of the history of Barcelona, including viewing and visiting the architecture of the ancient Romans, medieval and Gothic cathedrals and other structures, and the unique twentieth century Modernisme style.

Guided tour by an art historian of the Sagrada Familia cathedral and museum, designed by Antoni Gaudi in the early to mid-twentieth century, and still under construction. Followed by a guided tour of Gaudi's famed houses and designed outdoor spaces at Park Guell.

3:30 - 4:30 pm

Timed entrance to a masterpiece of Gothic architecture, the church of Santa Eulalia, built from the 13th to 15th centuries. Self-guided tours in the historic town center near ancient Roman walls and contemporary artists galleries.

5:00 - 7:15 pm Mosaic Workshop

Gaudi and his colleagues developed the Trencadís mosaic style that has become a characteristic of Barcelona style and design. Today's workshop was delivered by local artists who specialize in Trencadís techniques. Each participant created a mosaic using organic fragments of tile into their own designs. Strategies for teaching this technique to our students was discussed throughout the workshop.

Total Hours: 6.5

Saturday, July 15, 2023

9:30 - 10:30 am

Art history lecture on the architecture of the region of Southern France, including Roman settlements, building techniques, and structural elements on view (walls, aqueducts, monuments).

12:00 - 12:30 pm

Art history lecture about the architecture and history of [Carcassonne](#), a medieval walled fortification (790-1240) built upon Roman foundations dating back to the first century. Current restoration and preservation retain the late medieval structure.

12:30 – 3:00 pm

Carcassonne visit, self-guided exploration of the walls, castle, preserved homes, and other structures. (2 hours PD + lunch)

4:00 - 5:00 pm

Historical lecture on the regional culture, culinary (agriculture, cuisine), history, art, and geography.

6:10-7:10 pm

Mindscapes creative workshop: We gathered in the café area of the hotel to explore the concept of a landscape, both internal and external. Participants brought their program art kits and were given long paper with two prompts. The first was to select a landscape photograph from today's explorations as inspiration for a landscape painting or drawing. The second prompt is to reflect upon our personal landscapes, how we feel about all that we are seeing and

experiencing, and to creatively express emotions and ideas. Most participants started this project at this time and finished later.

Total Hours: 5.5

Sunday, July 16, 2023

9:00 - 10:00 am

Art history lecture about the life of Vincen van Gogh, from his early days in art making throughout his time in Provence. Particular emphasis was placed on his time living in Arles, working with other artists, his emotional breakdown and time spent in a local hospital, all while creating many of his most famous, iconic paintings.

10:00 am – 2:00 pm

Van Gogh tour of Arles - 1.5 hours

Self guided walking tour throughout the village, including a well preserved Roman arena, city walls, and the heritage of this village. Monuments are placed throughout the village marking places where Van Gogh set up his easel to paint iconic artworks.

Van Gogh foundation - 1 hour

Self-guided tour of the art museum and foundation dedicated to Van Gogh's time in Arles. Current exhibition includes five of his paintings, and a contemporary art exhibit featuring prominent female abstract expressionist paintings from the mid twentieth century.

[Luma](#) 1 hour

Self-guided tour of contemporary photography exhibit featuring artists from around the world. This museum is designed by premier architect Frank Ghery and is an architectural masterpiece.

[Pont Du Garde](#)

3:00-5:00 pm

Creative workshop at the ancient Roman aqueduct Pont du Garde, outside the city of Avignon. Noted for its expansive arches, the powerful structure brought water from miles away to the city of Nimes without the benefit of mortar between the sculpted stones. Nearby, olive trees planted in the year 908 provide shade while we create sun prints on light sensitive paper from natural and found objects in the area.

6:00-7:00 Creative Workshop: Found Object Compositions

We gathered in the park with objects we found or made over the last few days. Each participant was given a mold for designing and arranging their composition. Liquid resin was carefully poured over the designs. After curing overnight, the resin sculptures were ready to enjoy (and transport to Paris).

Evening Art/Ography Walk to see the Roman temple and other Roman sites in [Nimes](#).

1 hour (optional)

Total Hours: 5.5 or more

Monday, July 17, 2023

Train from Avignon to Paris

1:00-4:00 pm

Art and history lecture and driving tour of Paris by local art historian Agathe Godard. Stops include the Invalides, the Eiffel Tower, the Louvre, and several other buildings around the city. Topics include the history of Paris, particular architectural styles and noteworthy monuments, the importance of art in this city and its influence on the art world over time.

9:00-10:00 pm

Guided water tour featuring the riverside view of many significant structures in the city. A greater view of the repairs to Notre Dame cathedral are visible from this vantage point.

Total Hours: 5

Tuesday, July 18, 2023

9:00-9:30 am

Art history lecture on the impact of the first exhibited artworks by the group later named the Impressionists; discussion of the painting that coined the term and the controversial exhibitions by this groundbreaking group of artists.

10:00-11:30 am

Self-guided tour of the Musee Marmottan, housed in an 18th century historic home. Exhibitions include the largest collection of paintings by Claude Monet and many other notable painters such as Renoir and Morisot.

Other museums were visited on an individual basis today and will be noted on each participant's summary page.

5:00-7:00 pm Creative Workshop: Paint Paris

After taking the Metro to the top of Montmartre, we met a local painter for a guided painting workshop. He gave out painting materials and led us to a secluded location in the historic village. After a short demo, he provided guidance for selecting a viewpoint and area of focus from the complex landscape and architecture of the [Basilica of Sacré-Cœur de Montmartre](#). After painting this first scene, we moved to another location near homes and the tiny vineyard belonging to the community for a second painting experience.

Total Hours: 4 or more

Wednesday, July 19, 2023

8:50-9:30 am

Art history lecture about the history of Giverny and Claude Monet's selection of the area for his home. The history of his design and building of the famous ponds, Japanese bridge, and extensive cultivation of local and exotic flora and fauna was discussed, in addition to the history of other artists drawn to the area.

9:30 am - 12:20 pm

Self-guided tour of the house, gardens, and studio of Claude Monet. Creative opportunities included photography, sketching, and watercolors on prepared art postcards. Participants were prompted to write a note to themselves in the future. I will mail the postcards back to the participants in January.

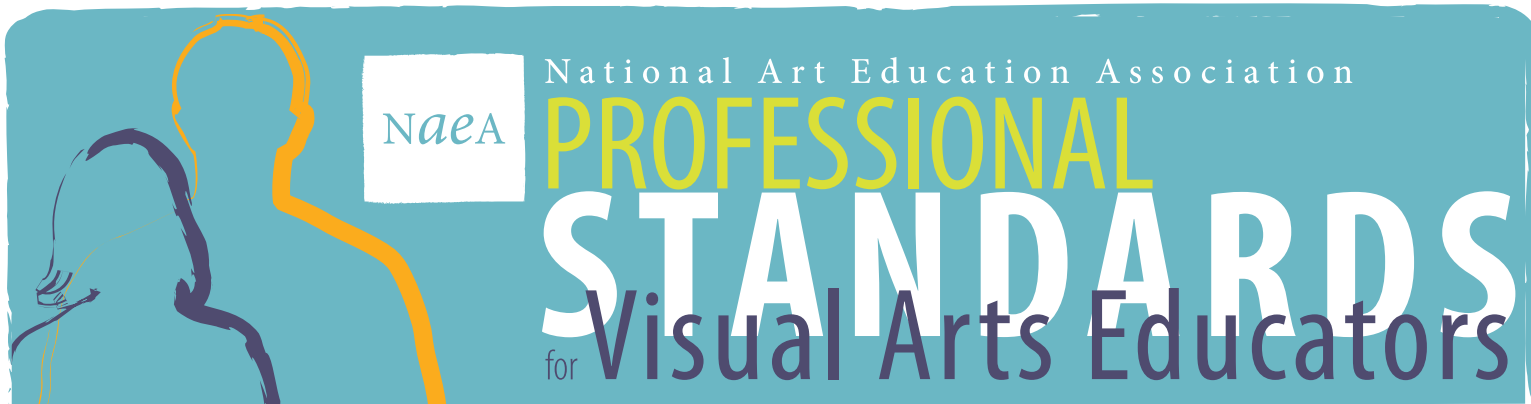
2:30-4:30 pm

Louvre guided tour: A local art historian led participants through the enormous museum to focus on several of the most famous artworks. She also stopped at other exquisite artworks that are noteworthy (without the crowds) for further comparison and discussion of a range of artistic movements and artists.

Optional excursion to the medieval jewel, the [Sainte-Chapelle](#) cathedral, for a chamber music concert and private viewing as the sun set through stained glass windows built in the 13th century.

Total Hours: 5.5 or more

Additional Art Making Credits



CONTEXT The National Art Education Association is committed to ensuring that all students have access to a high quality, certified visual arts educator in every K-12 public school across the United States, recognizing that effective arts instruction is a core component of 21st-century education.

Professional Standards for Visual Arts Educators represents the knowledge, skills, and attitudes art educators should possess to provide high-quality art instruction for all students. They represent the threshold that all art educators—whether new to the profession or veterans—can pass, and as such can guide and support meaningful instruction and the continued development of arts educators. In addition, the *Professional Standards for Visual Arts Educators* are inclusive of those of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE).

THE STANDARDS The following Standards represent the professional judgment of the art education field about the knowledge and skills all visual arts educators should possess in order to provide high-quality instructional studies in the arts for every student. The Standards apply to both elementary and secondary art teachers, as well as arts educators who teach in museums, early-childhood programs, and other community settings. Users of the Standards should be careful to apply the standards that are appropriate for their setting.

CONTENT OF ART

Standard I: Visual Arts Educators Have a Thorough Understanding of the Visual Arts

Visual arts educators:

- Have strong studio skills and a well-developed understanding of their own artmaking processes, qualities, and techniques. They are able to express their ideas, feelings, and values through the meaningful creation of artworks using different media, styles, and forms of expression;
- Make meaningful interpretations and judgments about their own artworks and the works of other artists. They are able to interpret and make meaning of art, and to critically evaluate art through oral and written discourse. They recognize that informed discussion of art is an essential component of art education;
- Are knowledgeable about the cultural and historical contexts surrounding works of art and visual culture in general. They understand that art and other forms of visual culture communicate, challenge, and shape cultural and social values;
- Are knowledgeable about aesthetic and artistic purposes of art. They are able to explore philosophical and ethical issues related to the visual arts. They recognize that the making and study of art can be approached from a variety of viewpoints, such as feminism, formalism, postmodernism, and political perspectives;
- Are knowledgeable about contemporary art and the art world, and recognize the value of studying artworks from popular culture, folk cultures, and various cultural groups;
- Are knowledgeable about the use of traditional and new technologies within the visual arts. They are cognizant of the roles that digital media and the Internet serve within the visual arts and educational settings;
- Recognize that art exists in multiple contexts, including museums, galleries, schools, and homes, as well as other settings of public and private life;
- Are able to organize a safe, interesting, and psychologically positive environment that is conducive to creativity, expression, and making art; and
- Recognize that learning about the visual arts is a life-long endeavor and is a valuable component of human experience.

KNOWLEDGE OF STUDENTS AS LEARNERS

Standard II: Visual Arts Educators Understand Student Characteristics, Abilities, and Learning Styles

Visual arts educators:

- Demonstrate an understanding of artistic development as a complex multidimensional process affected by psychological, experiential, and social factors. They know that creative instruction can enhance student motivation and curiosity;
- Recognize the importance of helping students learn how to make, manipulate, and modify symbols as an integral part of the arts education curriculum;
- Recognize that stages of development in artmaking and response to art are general models, and that each student, regardless of age, progresses on an individual basis in achieving art competencies;
- Insightfully probe and observe students and student work to understand individual differences that exist in the classroom. They respect and value the unique backgrounds, abilities, and interests of all students; and
- Know the importance of acquiring information about students' needs through observations and formal and informal conversations with students, their families, other teachers, counselors, school psychologists, and administrators. They provide opportunities for students to learn content and demonstrate their understanding in a variety of ways.

UNDERSTANDING OF SOCIAL AND CULTURAL DIVERSITY

Standard III: Visual Arts Educators Understand Diverse Social and Cultural Constructions of Identity

Visual arts educators:

- Understand that individuals' identities can be shaped by the social and cultural groups to which they belong. Such groups include gender, ethnicity, economic class, sexual identity, and geography, as well as other aspects of identity;
- Embrace diversity of peoples, philosophies, and cultural histories in instruction, consistently modeling for students the importance of understanding and valuing others;

- Are aware of and knowledgeable about their students' cultural backgrounds; and
- Are sensitive to differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic philosophies and values of different cultures.

TEACHING AND LEARNING

Standard IV: Visual Arts Educators Make Informed Selections of Art Content and Curricula

Visual arts educators:

- Develop curricula that address students' ability to respond and interpret art content, and to create meaning through artmaking;
- Understand that individual approaches to artistic problems must be explicitly encouraged and nurtured through thoughtfully developed curriculum and instruction;
- Promote student experiences in art by equipping students with a knowledge base that includes concepts related to presentation and exhibition as well as historical, critical, and aesthetic concepts;
- Consider national, state, and local curriculum standards and frameworks while planning strategies for learning and teaching;
- Make accessible to students the traditional, popular, and contemporary art worlds, and art from a wide range of cultures; and
- Are familiar with the wide range of curriculum resources produced by museum education departments and professional publishers, and are able to make selections appropriate for their own curricular goals.

Standard V: Visual Arts Educators Use Knowledge of Students as Learners to Plan Appropriate Instruction

Visual arts educators:

- Develop a repertoire of teaching strategies appropriate to the needs of all students. They know that students have different cultural backgrounds and learning styles;
- Know that students may take different paths to the understanding and creation of art and are able to plan instruction that allows for these differences;
- Help students create, experience, and understand art relevant to their experiences and interests;
- Provide opportunities for students to work cooperatively as well as individually; and
- Have high expectations for all students appropriate to individual levels of artistic, cognitive, emotional, moral, physical, and social development.

Standard VI: Visual Arts Educators Use Contemporary Technology to Enhance Teaching and Learning

Visual arts educators:

- Create curricula that include artmaking in new forms and media;
- Create learning environments that use current and emerging technologies as instructional and learning tools; and
- Provide opportunities for students to document and display their artwork through the use of new media.

ASSESSMENT, EVALUATION, AND REFLECTION

Standard VII: Visual Arts Educators Conduct Meaningful and Appropriate Assessments of Student Learning

Visual arts educators:

- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs;
- 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;

- Practice assessment as a joint venture through which both student and teacher understanding is enhanced;
- Provide opportunities for students to assess their own knowledge and skills and demonstrate an understanding of standards;
- Ensure that all students have many equal opportunities to display what they know and can do in art;
- Provide recognition of a variety of student accomplishments and positive habits of mind; and
- Evaluate student progress in relation to both short- and long-term instructional objectives.

Standard VIII: Visual Arts Educators Systematically Reflect on their Own Teaching Practice

Visual arts educators:

- Reflect on their teaching practice to extend their knowledge, improve their teaching, and refine their evolving philosophy of education. They recognize that they will gain expertise with experience and will continue to improve their effectiveness;
- Are open to new ideas for teaching and continually seek to broaden their teaching skills;
- Observe and analyze the teaching practices of others, and seek and accept qualified advice and constructive critiques of their teaching practice from arts supervisors, administrators, and colleagues;
- Evaluate the effectiveness of their instruction on students; and
- Search for patterns of student accomplishment and behavior in their classrooms that reflect on the impact of their teaching practice.

Standard IX: Visual Arts Educators Assess Program Effectiveness

Visual arts educators:

- Formulate questions that address the effectiveness of art programs with regard to program, school, district, and cross-district goals;
- Know the importance of reporting results of assessments in appropriate ways to students, families, administrators, and the public; and
- Develop assessment strategies to deal with broad issues of program effectiveness. They use effective forms of communication to convey results to various audiences, including exhibits, portfolios, test scores, and so on.

COLLABORATION, PROFESSIONAL ENGAGEMENT, AND LEADERSHIP

Standard X: Visual Arts Educators Collaborate with Other Educators

Visual arts educators:

- Identify topics and art resources that can be pursued in an interdisciplinary manner with other educators while maintaining the integrity of each discipline. They encourage colleagues to incorporate the arts as essential components of interdisciplinary study;
- Seek to learn about the pedagogical practices and instructional programs of other educators to collaborate and form interdisciplinary connections to make art an articulated and central part of the school curriculum; and
- Work to break down stereotypes about art and learning that may exist among administrators, parents, and faculty in other subject areas.

Standard XI: Visual Arts Educators Serve Their Schools and Communities

Visual arts educators:

- Are involved and contributing members to the school community, being part of policy committees and educational councils and involved in collaborations with other educators and colleagues at all levels;
- Provide leadership for administrators, decision makers, policy makers, and other stakeholders about the value of the visual arts in a student's comprehensive program of studies;
- Are willing to work with colleagues to improve and evaluate professional development plans and practices;

- Take student art into the community where it becomes a positive influence within the community;
- Work with colleagues in the schools to foster a professional culture that has a significant place for the arts; and
- Regularly attend art shows in other schools, galleries, universities, and museums and demonstrate the value of working with educators from other schools, districts, colleges and universities, arts organizations, and museums.

Standard XII: Visual Arts Educators Continue Their Professional Development throughout Their Careers

Visual arts educators:

- Participate in seminars, workshops, and conferences to further their professional development and encourage colleagues to do the same;
- Understand the history of the profession and current philosophical foundations of visual arts education;
- Continually examine their assumptions and thinking about themselves, their students, and the field of visual arts education;
- Clearly articulate their teaching philosophies and the unique ways in which art learning can contribute to cognitive, emotional, moral, and social growth;
- Maintain a professional resume and teaching portfolio, and understand the importance of continuing to document their teaching effectiveness throughout their careers; and
- Remain aware of current research in the field and continually seek out and implement varied instructional strategies.

Standard XIII: Visual Arts Educators Contribute to the Growth of Their Profession

Visual arts educators:

- Are active members of associations, museums, and organizations connected to their profession;
- Continue to develop the capacity to be leaders in various educational and professional roles;
- Understand the importance of making presentations at professional, school, parent, and community meetings;
- Contribute to the literature of the profession; and
- Serve as peer coaches or mentors to student teachers, new teachers, and other colleagues.

HOW THIS DOCUMENT WAS DEVELOPED

Professional Standards for Visual Arts Educators was developed by a broad group of educators representing a wide range of discipline-based knowledge and pedagogical experience in art education. The document was created and reviewed by national committees that included K-12 teachers, district and state arts supervisors, and museum and university educators.

All NAEA members were offered the opportunity to provide input by contributing research, commenting on drafts, and suggesting additions and revisions.

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NAEA

Advancing Art Education

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Texas Education Association

Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Selected professional standards for art educators supported during the nine day program.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know

- 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;
- 1.16k the use of appropriate materials and resources for preparing instruction,
- 1.18k the use of resources beyond the campus to help students meet academic and to enhance students' learning opportunities.
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

Application: What Teachers Can Do

- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.16s use various types of materials and other resources to aid in preparing and presenting lessons, and assessing learning; implementing instruction;
- 1.18s use resources available outside the school (e.g., museums, businesses, community members)
- 1.23s provide students with opportunities to explore content from many perspectives

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.4k the importance of communicating enthusiasm for learning.

Application: What Teachers Can Do

- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Teacher Knowledge: What Teachers Know

- 3.6k how to present content to students in relevant and meaningful ways;
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

Demonstrating Flexibility and Responsiveness

- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.

Application: What Teachers Can Do

- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with students' prior knowledge and experience;

Demonstrating Flexibility and Responsiveness

- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity
- 3.19s adjust instruction based on ongoing assessment of student understanding; and 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7k the various ways in which teachers may contribute to their school and district;

Continuing Professional Development Continuing Professional Development

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments;
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Application: What Teachers Can Do

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;

Continuing Professional Development Continuing Professional Development

- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Texas Educator Standards, Visual Art¹

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

- 1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation
- 1.5k how the use of the senses helps gather information from the environment
- 1.7k how critical thinking and creative problem solving are applied in perceiving artworks
- 1.10k universal themes in art and how their expression reflects different perceptions of and experiences in the world

Application: What Teachers Can Do

- 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
- 1.11s develop ideas from direct observation, imagination, and personal experience
- 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

- 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
- 2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media

Application: What Teachers Can Do

- 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
- 2.3s 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
- 2.10k relationships among the various visual arts

- 2.11k techniques used to produce artworks using sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media
- 2.9s describe, model, and provide examples of the range of expression available through various art media
- 2.10s describe, model, and provide examples of design in creating objects for everyday life
- 2.11s demonstrate and instruct students in techniques used for sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media-generated art
- 2.13s create designs for use in everyday life using various media

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

Teacher Knowledge: What Teachers Know

- 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
- 3.7k how different cultures use art elements and principles to create art and convey meaning in different ways
- 3.8k the effects that political, economic, and cultural conditions may have on a society's art
- 3.12k trends and movements in art
- 3.13k the value of art to the individual and to society

Application: What Teachers Can Do

- 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
- 3.9s assist students in developing an appreciation for art of the past and present and of cultures different from their own
- 3.11s compare and contrast works of art from various cultures and periods in terms
- 3.12s examine the use of art of other cultures and periods as a source of inspiration in the creation of artworks
- 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
- 3.19s explain historical and contemporary trends and movements in art
- 3.20s analyze and illustrate the connections among the visual arts
- 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

- 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)
- 4.2k criteria that are used to evaluate student works of art.
- 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

Application: What Teachers Can Do

- 4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in 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
- 4.7s demonstrate a variety of multisensory, verbal, and written responses to 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
- 4.13s analyze, interpret, and critique artworks and form conclusions about formal properties, historical and cultural context, intent, and meaning

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

- 5.2k how to plan, implement, and evaluate instruction in art

Application: What Teachers Can Do

- 5.5s monitor and encourage the growth of students' thinking in art, including students' use of metacognitive skills
- 5.10s engage in professional development in art and maintain familiarity with current research on teaching in art