

# Art Education

## I. Knowing the Content

The professional education program provides evidence that Art Education certification candidates complete a program the same as the academic content courses and required electives of a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of the arts and competence in teaching K-12 grade students two- and three-dimensional art, art history, criticism and aesthetics including:

I.A. Concentrated study in at least one studio area and instructional procedures in at least one area of spatial, graphics and media art including:

drawing, painting, and sculpting,  
2-dimensional and 3-dimensional design,  
ceramics, jewelry and metals,  
photography, printmaking, or computer art

I.B. Art history including:

history of western and non-western art,  
concentration in a specific art history area,  
the role of the arts in human development,  
major themes, styles, artists/artworks and theories of artistic expression and development

I.C. Aesthetics including:

aesthetic dimension of experience,  
theories of art aesthetics,  
purposes and meaning of art,  
influences of the arts and humanities on shaping our heritage,  
philosophy of art

I.D. Criticism of works in the arts and humanities including:

analyzing and synthesizing,  
interpreting, classifying and forming a critical response,  
evaluating using concepts of critical response

## II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Art Education certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

communicate challenging learning expectations to each student,

establish and maintain rapport with students and promote mutual respect among students,  
instill in all students a belief that they can succeed in art education,  
establish and maintain consistent standards of classroom behavior,  
make the physical environment safe and conducive to learning

II.B. Planning of instruction, done independently and in collaboration with other educators,  
based upon:

art education subject matter,  
students and the community,  
Pennsylvania Academic Standards,  
content analysis with specific objectives,  
instructional methods, including materials and activities,  
results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from  
simple reproductions, and graphic demonstrations, to "essay-style" homework, class  
exhibitions, demonstrations, projects, and utilizing traditional tools as well as modern  
technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse  
learners

II.E. Assessing and evaluating student's understanding of content through a variety of  
means, providing feedback to students to assist learning, and adjusting instructional strategies

### **III. Professionalism**

The professional education program provides evidence that each teacher certification  
candidate demonstrates knowledge and competencies that foster professionalism in school  
and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for  
ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of  
Professional Practice and Conduct for Educators; and local, state, and federal laws and  
regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the  
elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the  
community at large to support learning by all students