



Indiana Content Standards for Educators

FINE ARTS—VISUAL ARTS

Visual arts teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Visual arts teachers have a broad and comprehensive understanding of the elements and principles of art.

Standard 2: Media, Tools, Techniques, and Processes

Visual arts teachers have a broad and comprehensive understanding of media, tools, techniques, and processes used in visual arts.

Standard 3: Art in Context

Visual arts teachers have a broad and comprehensive understanding of the historical, political, social, and cultural contexts of art created throughout the world from ancient times to the present.

Standard 4: The Integrative Nature of Visual Arts, and Visual Arts Careers

Visual arts teachers have a broad and comprehensive understanding of the integrative nature of visual arts, and visual arts careers.

Standard 5: Aesthetics and Art Criticism

Visual arts teachers have a broad and comprehensive understanding of aesthetics and art criticism.

Standard 6: Art Production

Visual arts teachers have a broad and comprehensive understanding of art production.

Standard 7: Visual Arts Instruction and Assessment

Visual arts teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the visual arts.

Fine Arts–Visual Arts Educator Standards

The Indiana Educator Standards for Fine Arts–Visual Arts describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Visual Arts. The Indiana Academic Standards can be found [here](#).

Standard 1: The Elements and Principles of Art

Visual arts teachers have a broad and comprehensive understanding of the elements and principles of art, including:

- 1.1 the characteristics and qualities of the elements and principles of art
- 1.2 ways in which the elements and principles of art are used to achieve specific effects, communicate ideas, or solve problems in given works of art

Standard 2: Media, Tools, Techniques, and Processes

Visual arts teachers have a broad and comprehensive understanding of media, tools, techniques, and processes used in visual arts, including:

- 2.1 the characteristics and uses of media, tools, techniques, and processes in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography
- 2.2 ways in which particular media, tools, techniques, and processes affect meaning or expression in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography
- 2.3 the proper use and care of media and tools in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography
- 2.4 safety and health issues related to the use of media, tools, techniques, and processes in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography

Standard 3: Art in Context

Visual arts teachers have a broad and comprehensive understanding of the historical, political, social, and cultural contexts of art created throughout the world from ancient times to the present, including:

- 3.1 styles and distinguishing characteristics of art from various cultures of Africa, the Middle East, Asia, Oceania, the Americas, and Europe
- 3.2 purposes and functions of art from various cultures of Africa, the Middle East, Asia, Oceania, the Americas, and Europe
- 3.3 ways in which artworks from various cultures of Africa, the Middle East, Asia, Oceania, the Americas, and Europe relate to their historical, political, social, and cultural contexts
- 3.4 significant art movements and their development throughout history

Standard 4: The Integrative Nature of Visual Arts, and Visual Arts Careers

Visual arts teachers have a broad and comprehensive understanding of the integrative nature of visual arts, and visual arts careers, including:

- 4.1 the role of visual arts as a critical element in learning across all disciplines
- 4.2 ideas, themes, and concepts in the visual arts that are expressed in other arts disciplines and other academic disciplines
- 4.3 ways in which the visual arts develop aesthetic awareness, visual observation skills, critical-thinking skills, creative problem-solving skills, and communication skills that are used in everyday life
- 4.4 career opportunities in the visual arts
- 4.5 skills and educational requirements for various visual arts-related careers

Standard 5: Aesthetics and Art Criticism

Visual arts teachers have a broad and comprehensive understanding of aesthetics and art criticism, including:

- 5.1 critical models and aesthetic theories
- 5.2 addressing aesthetic questions in works of visual art
- 5.3 describing, analyzing, interpreting, and evaluating works of visual art
- 5.4 definitions of art

Standard 6: Art Production

Visual arts teachers have a broad and comprehensive understanding of art production, including:

- 6.1 developing skills or competencies with various art media
- 6.2 choice of subject matter, symbols, and themes in artworks
- 6.3 expressing personal experiences and emotions through artworks
- 6.4 creative solutions to composition problems in artworks
- 6.5 sharing artwork with others, respecting the artwork of others, and critiquing the artwork of others
- 6.6 making choices to create meaning in artworks

Standard 7: Visual Arts Instruction and Assessment

Visual arts teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the visual arts, including:

- 7.1 the Indiana Academic Standards for Visual Arts
- 7.2 the ArtsEdge national standards and ISTE technology standards
- 7.3 instructional strategies and resources for promoting student understanding of concepts and skills related to visual arts
- 7.4 strategies and skills for designing and implementing visual arts instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 7.5 instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, decision-making, communication, and performance skills in the visual arts
- 7.6 communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the visual arts classroom
- 7.7 strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about visual arts and the creation of art
- 7.8 strategies and skills for effectively assessing student understanding and mastery of essential visual arts concepts and skills
- 7.9 collaborating with educators in other disciplines to integrate visual arts concepts into the curriculum at all levels

Selected Bibliography of Standards and Sources Related to Fine Arts–Visual Arts

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2008). *Indiana academic standards for visual arts*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-Arts/2008-09-03-VisualArts.pdf>
2. Consortium of National Arts Education Associations (CNAEA). (1994). *National standards for arts education*. <http://artsedge.kennedy-center.org/educators/standards.aspx?facet:ArtsSubjectName=Visual+Arts#results>
3. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Fine Arts–Visual Arts Content

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Sources on Student Learning and Pedagogical Methodology

9. Smilan, C., & Miraglia, K. M. (2009). Art teachers as leaders of authentic art integration. *Art Education*, 62(6), 39–45.
10. Gadsden, V. (2008). The arts and education: Knowledge generation, pedagogy, and the discourse of learning. *Review of Research in Education*, 32(1), 29–61.
11. Dorn, C. M., Madeja, S. S., & Sabol, F. R. (2004). *Assessing expressive learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
12. Hickman, R. (Ed.). (2004). *Art education 11–18*. (2nd ed.). London: Continuum.
13. Freedman, K. (2003). *Teaching visual culture: Curriculum, aesthetics and the social life of art*. New York: Teachers College Press.
14. Yokley, S. H. (1999). Embracing a critical pedagogy in art education. *Art Education*, 52(5), 18–24.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Visual Arts	Indiana Academic Standards for Visual Arts	CNAEA National Standards for Arts Education	ISTE National Educational Technology Standards
<u>Standard 1: The Elements and Principles of Art</u> Visual arts teachers have a broad and comprehensive understanding of the elements and principles of art.	K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; H.7	K-4.2; K-4.3; 5-8.2; 5-8.3; 9-12.2;	
<u>Standard 2: Media, Tools, Techniques, and Processes</u> Visual arts teachers have a broad and comprehensive understanding of media, tools, techniques, and processes used in visual arts.	K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; H.7	K-4.1; 5-8.1; 9-12.1	1a–1d; 2a–2d; 3a–3d; 4a–4d; 5a–5d
<u>Standard 3: Art in Context</u> Visual arts teachers have a broad and comprehensive understanding of the historical, political, social, and cultural contexts of art created throughout the world from ancient times to the present.	K.1-2; 1.1-2; 2.1-2; 3.1-2; 4.1-2; 5.1-2; 6.1-2; 7.1-2; 8.1-2; H.1-2	K-4.4; 5-8.4; 9-12.3; 9-12.4; 9-12.6	
<u>Standard 4: The Integrative Nature of Visual Arts, and Visual Arts Careers</u> Visual arts teachers have a broad and comprehensive understanding of the integrative nature of visual arts, and visual arts careers.	K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; H.8	K-4.6; 5-8.6; 9-12.6	1a–1d; 3a–3d; 5a–5d
<u>Standard 5: Aesthetics and Art Criticism</u> Visual arts teachers have a broad and comprehensive understanding of aesthetics and art criticism.	K.3-5; 1.3-5; 2.3-5; 3.3-5; 4.3-5; 5.3-5; 6.3-5; 7.3-5; 8.3-5; H.3-5	K-4.3; 5-8.3; 9-12.2; 9-12.3; 9-12.4; 9-12.5	
<u>Standard 6: Art Production</u> Visual arts teachers have a broad and comprehensive understanding of art production.	K.6; K.7; K.8; 1.6; 1.7; 1.8; 2.6; 2.7; 2.8; 3.6; 3.7; 3.8; 4.6; 4.7; 4.8; 5.6; 5.7; 5.8; 6.6; 6.7; 6.8; 7.6; 7.7; 7.8; 8.6; 8.7; 8.8; H.6; H.7; H.8	K-4.1; K-4.3; K-4.5; 5-8.1; 5-8.3; 5-8.5; 9-12.1; 9-12.3; 9-12.5	1a–1d; 2a–2d; 3a–3d; 4a–4d; 5a–5d

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Visual Arts	Indiana Academic Standards for Visual Arts	CNAEA National Standards for Arts Education	ISTE National Educational Technology Standards
<u>Standard 7: Visual Arts Instruction and Assessment</u> Visual arts teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the visual arts.			1a–1d; 2a–2d; 3a–3d; 4a–4d; 5a–5d