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Scott, Brandon, "Standards Based Art Education" (2013). *Art Education Case Studies*. 3.
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Standards Based Art Education

A Presentation by Brandon Scott

Art 399

What are “Standards”?

- Standards in American education define what students should know and be able to do in any given academic discipline.
- Standards are one outcome of the education reform effort generated in the 1980s, which emerged in several states and attained nationwide visibility with the publication of "A Nation at Risk" in 1983. This national wake-up call was powerfully effective.
- Six national education goals(or standards) were announced in 1990.

With the passage of the *Goals 2000: Educate America Act*, the national standards are written into law, naming the arts as a core, academic subject--as important to education as English, mathematics, history, civics and government, geography, science, and foreign language.

National Standards for Arts Education

- The National Standards for Arts Education were developed in 1994 by experts in education and the arts. They describe what a child with a complete, sequential education in the arts should know and be able to do at various grade levels (K-12) in each artistic discipline. The standards were developed by the Consortium of National Arts Education Associations, through a grant administered by The National Association for Music Education (NAfME).
- The National Coalition for Core Arts Standards is in the process of updating these standards...

How the Standards are Organized

i. Dance

ii. Music

iii. Theatre

iv. The Visual Arts

Dance



Music



Theatre



The Visual Arts



- There are individual Standards in each field of these disciplines. We will look at just the visual art standards.

There are 6 standards in this field and are split up like so

- K-4
- 5-8
- 9-12

<http://artsedge.kennedy-center.org/educators/standards.aspx?dir=1&mode=1&ps=24&sort=TitleAreaTitle#results>

This link will provide all grade groups and standards for each discipline I will just be looking into the First standard for each grade group.

Grade K-4 Visual Arts Standard 1

Content Standard

Understanding and applying media, techniques, and processes

Achievement Standard:

- Students know the differences between materials, techniques, and processes
- Students describe how different materials, techniques, and processes cause different responses
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner

Grade 5-8 Visual Arts Standard 1

Content Standard

Understanding and applying media, techniques, and processes

Achievement Standard

- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Grade 9-12 Visual Arts Standard 1

Content Standard

Understanding and applying media, techniques, and processes

Achievement Standard

Proficient:

- Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Advanced:

- Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

So.... The Content for Standard 1 stays the same, but the Achievement (or outcome) changes with each successive level. This will be the same for the following Standards:

- Standard 2: Using knowledge of structures and functions
- Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4: Understanding the visual arts in relation to history and cultures
- Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Standard 6: Making connections between visual arts and other disciplines

What Students Should Know and Be Able to Do in the Arts

- They should be able to communicate at a basic level in the four arts disciplines.

This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

- They should be able to communicate proficiently in at least one art form.

This includes the ability to define and solve artistic problems with insight, reason, and technical proficiency.

What Students Should Know and Be Able to Do in the Arts

- They should be able to develop and present basic analyses of works of art.

Structural perspectives

Historical perspectives

Cultural perspectives

Combinations of those perspectives.

This includes the ability to understand and evaluate work in the various arts disciplines.

What Students Should Know and Be Able to Do in the Arts

- They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- They should also have a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

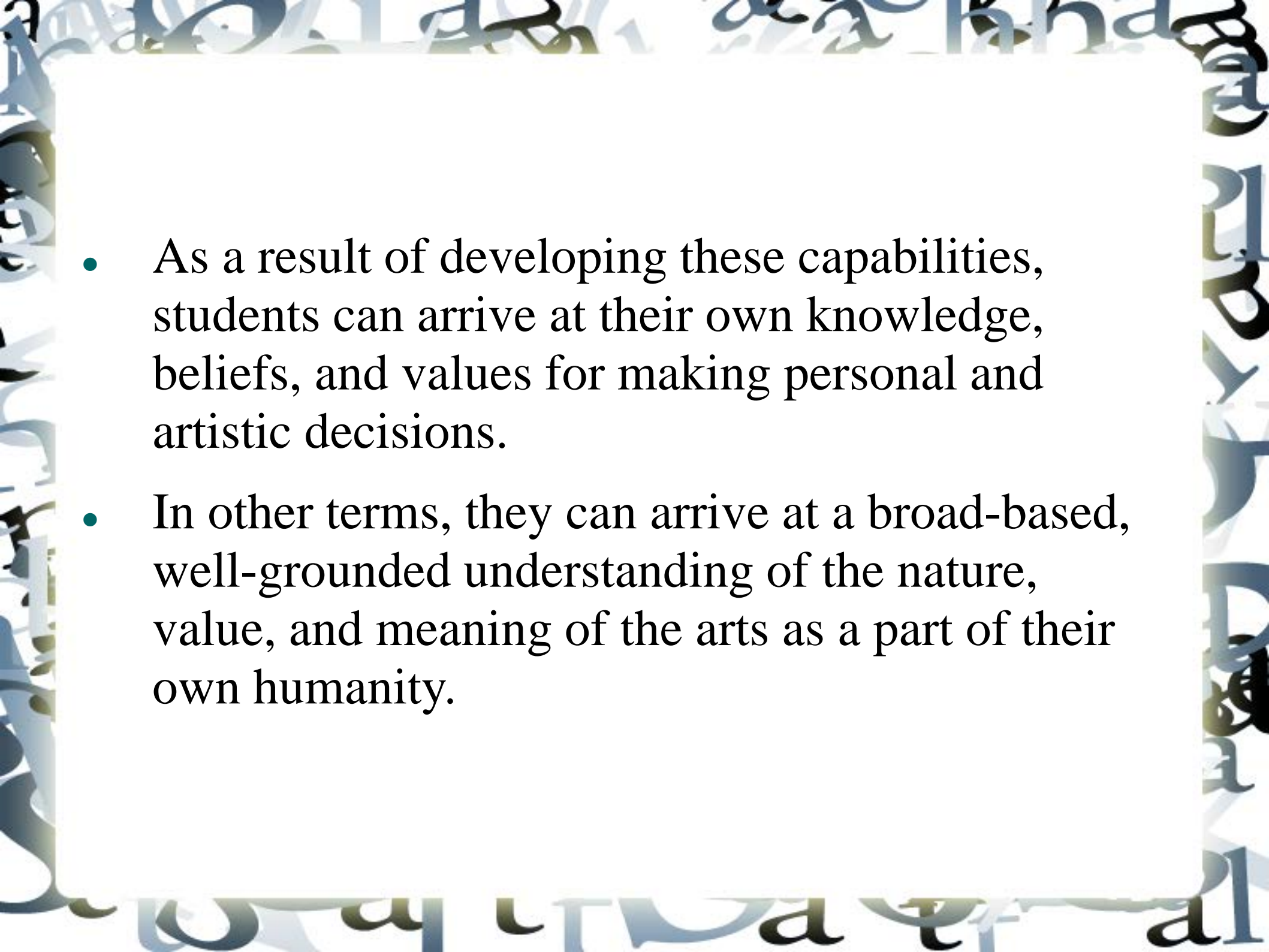
What Students Should Know and Be Able to Do in the Arts

- They should be able to relate various types of arts knowledge and skills within and across the arts disciplines.

This includes mixing and matching competencies

Understandings in art-making, history, and culture

Analysis in any arts-related project

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- A decorative border surrounds the central text area, featuring a repeating pattern of stylized, overlapping letters and symbols in shades of blue and grey.
- As a result of developing these capabilities, students can arrive at their own knowledge, beliefs, and values for making personal and artistic decisions.
 - In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

The Importance of Standards

Agreement on what students should know and be able to do is essential if education is to be consistent, efficient, and effective.

Standards for Arts Education are important for two basic reasons.

- First, they help define what a good education in the arts should provide: a thorough grounding in a basic body of knowledge and the skills required both to make sense and make use of the arts disciplines.
- Second, when states and school districts adopt these Standards, they are taking a stand for rigor in a part of education that has too often, and wrongly, been treated as optional.

Also...

These Standards provide a vision of competence and educational effectiveness, but without creating a mold into which all arts programs must fit.

The Standards are concerned with the results (in the form of student learning) that come from a basic education in the arts, not with how those results ought to be delivered.

Those matters are for states, localities, and classroom teachers to decide.

In other words, while the Standards provide educational goals and not a curriculum, they can help improve all types of arts instruction.

Things to Think About...

- What are the benefits of an Art Education, and why is it important?
- Do you feel like having standards limit creative freedom?