

DEPARTMENT OF ART
Bachelor of Arts in Art Education

PROGRAM OVERVIEW

The University of North Carolina at Pembroke's Undergraduate Art Education program is designed to prepare candidates for professional careers in public school teaching. Upon successful completion of the undergraduate program of study in Undergraduate Art Education and related requirements, graduates are eligible for an "A" license (the initial teaching license) to teach in the State of North Carolina.

The Art Education program nurtures the development of future teachers in their academic endeavors of the visual arts including the components of history, criticism, aesthetics and production of art. As university students, prospective art educators develop a comprehensive and integrated understanding of the visual arts, crafts, and art history. They acquire knowledge about the various techniques, materials, and studio procedures of art production, and learn how to translate those processes into sequentially based curricula. Students gain knowledge, in the classroom and during field experiences of the structure, procedures, and processes found in schools as related to the special area of art education.

On completion of the program, art education students will possess a comprehensive and integrated understanding of the visual arts, crafts, and art history. They will be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society.

The North Carolina State Department of Public Instruction, the National Council for the Accreditation of Teachers Education (NCATE), and the Southern Association of Colleges and Schools (SACS), accredits the Undergraduate Art Education program.

Program of Study

Program Goals and Objectives

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. Attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;

2. Become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. Possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. Be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. Gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. Know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. Take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

STANDARDS FOR VISUAL ARTS TEACHERS

Standard 1: Visual arts teachers know the content they teach.

Visual arts teachers are knowledgeable about:

Critical and Creative Thinking

Indicator 1: Conceptualizing and developing ideas for creating artwork

Indicator 2: Creative problem solving in the process of art making

Indicator 3: Perceptual awareness in organizing and implementing images

Indicator 4: Evaluating and refining concepts in the creation of original artwork

Art Making

Indicator 5: A variety of art forms such as painting, drawing, sculpture, crafts, performance, video, photography, conceptual art, technology, design, printmaking, and environmental art

Indicator 6: The importance of studio skills, including traditional and new technologies (media, tools, techniques)

Indicator 7: Expression through feelings, qualities, values, and styles

Safety

Indicator 8: Safe and responsible use of media, tools, and equipment in the art classroom

Indicator 9: Providing a safe appropriate working environment in the art classroom

Aesthetics

- Indicator 10: The nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts
- Indicator 11: Affects and effects (aesthetic experience, preferences, enjoyment, and appreciation)

- Indicator 12: Descriptive language and the way visual images and forms communicate meaning

Art Criticism

- Indicator 13: The study of art work for interpretation and evaluation
- Indicator 14: Various purposes for creating art
- Indicator 15: Comparing and contrasting works of art through description, analysis, interpretation, and judgment
- Indicator 16: Critiquing artwork using verbal and written expression, incorporating appropriate art vocabulary and terminology

Art History/Heritage

- Indicator 17: Examining art through the context of history, culture, society, artists, time, place, function, purpose, influence, style, and genre
- Indicator 18: Recognizing and differentiating art works through historical, cultural, and societal context

Avocation/Profession

Indicator 19: Encouraging art as an avocation

Indicator 20: Career avenues within the visual arts

Indicator 21: Art appreciation endeavors as an attribute of life-long learning

Indicator 22: Mentoring students' development, interests, and personal goals in art

Standard 2: Visual arts teachers make informed selection of instructional content.

Visual arts teachers:

Indicator 1: Recognize that their knowledge of art is essential to providing meaningful learning opportunities for all students

Indicator 2: Understand and incorporate a range of comprehensive learning opportunities in arts education for all students (various cultures, ages, abilities, developmental levels)

Indicator 3: Make informed decisions about topics and issues in their teaching, based upon creation and selection of appropriate assignments from a variety of resources such as works of art, texts, periodicals, prints, slides, films/videos, electronic media, art criticism, and assessment tools

Indicator 4: Understand the importance of developing instruction to make historical and contemporary art of diverse cultures accessible to students

Standard 3: Visual arts teachers are able to effectively instruct students in visual arts.

Visual arts teachers:

Indicator 1: Implement a comprehensive approach to visual arts education that integrates studio, art history, aesthetics and art criticism.

- Indicator 2: Translate visual arts content via appropriate instructional methods and strategies compatible with students' diversity such as backgrounds, understandings, ages, and levels of development.
- Indicator 3: Encourage students to experiment with and expand their repertoires of media and techniques in their art making, and see connections between their own approaches and those used by other artists.
- Indicator 4: Help students recognize multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects.
- Indicator 5: Help students engage in the meaningful exploration, analysis, interpretation, and judgment of art.
- Indicator 6: Encourage students to make and understand connections between meanings in the world of art and in their own lives.
- Indicator 7: Help students become familiar with the history of art, specific artists and their works, and art forms of various cultures.
- Indicator 8: Introduce students to a variety of theoretical and philosophical approaches to art and engage them in thoughtful oral and written inquiry into the nature of art.
- Indicator 9: Facilitate the development of critical thinking and higher order thinking skills through active engagement with visual arts.

Standard 4: Visual arts teachers are well-versed in pedagogy.

Visual arts teachers:

- Indicator 1: Have effective planning skills and are able to make informed and flexible instructional decisions, recognizing that careful long- and short-term planning is essential for successful art instruction.
- Indicator 2: Use meaningful art instruction to translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students.
- Indicator 3: Recognize that a range of methods and the appropriate translation of specific art content is necessary for increased learning opportunities for all students.
- Indicator 4: Have students share, discuss, examine, and write about their art work.
- Indicator 5: Assist students in exploring and interpreting multiple ways of understanding works of art.
- Indicator 6: Have well-developed communication skills and utilize appropriate ways of asking questions, facilitating discussions, and promoting critical thinking.
- Indicator 7: Develop a repertoire of teaching strategies appropriate to the needs of all students.
- Indicator 8: Use appropriate technologies as instructional, research, and artistic tools.
- Indicator 9: Use an array of instructional school-based and community resources to enhance teaching.
- Indicator 10: Provide opportunities for students to share their accomplishments in visual arts with peers, family, and community.

Standard 5: Visual arts teachers have a comprehensive knowledge of student characteristics, abilities and learning styles.

Visual arts teachers:

Indicator 1: Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential, and social factors.

Indicator 2: Recognize established stages of artistic development as general rather than specific and each student progresses on an individual basis.

Indicator 3: Understand that students have different learning styles.

Standard 6: Visual arts teachers create effective instructional environments conducive to student learning.

Visual arts teachers:

Indicator 1: Provide art classrooms where students can create with physical, emotional, and intellectual safety.

Indicator 2: Provide supportive, shared, collaborative, instructional environments that promote the learning of all students.

Indicator 3: Promote principles of fairness and equity.

Indicator 4: Provide environments that are well-managed and organized.

Indicator 5: Recognize that teachers are responsible for managing the simultaneous activities that take place daily in today's diverse and changing classrooms.

Indicator 6: Provide opportunities for students to take responsibility for their own learning, to inquire, learn, and think in independent and productive ways.

Indicator 7: Integrate a variety of instructional resources to enhance learning for all students.

Standard 7: Visual arts teachers effectively manage student behavior.

Visual arts teachers:

Indicator 1: Consistently provide and apply clearly understood expectations, rules, and consequences for student behavior.

Indicator 2: Use a variety of appropriate strategies and procedures to manage student behavior.

Indicator 3: Provide clearly understood procedures for administrative matters.

Indicator 4: Provide parameters for verbal participation, and movement within the art classroom.

Indicator 5: Monitor students to foster constructive behavior and stop inappropriate or disruptive actions.

Standard 8: Visual arts teachers conduct meaningful, appropriate assessments of student learning.

Visual arts teachers:

Indicator 1: Develop assessment strategies consistent with instructional goals, teaching methods, and individual student abilities to assess skills and understandings central to art.

Indicator 2: Use formal and informal, diagnostic, monitoring, and summative assessment strategies such as portfolios, rubrics, journals, oral and written critiques, and discussions.

Indicator 3: Regard assessment as a cooperative venture between student and teacher.

Indicator 4: Create and use equitable assessments for higher-order thinking, problem solving, individual skills, knowledge, and understanding.

Indicator 5: Recognize the individuality of students and their responses.

Indicator 6: Provide equal opportunity for all students to display and share what they know and learn in art.

Indicator 7: Provide insightful feedback to students concerning the development of their work in progress as well as the finished product.

Indicator 8: Model formative and summative processes that assist students in self and peer assessment of art.

Indicator 9: Acknowledge a variety of student accomplishments and positive behaviors.

Standard 9: Visual arts teachers develop a curriculum that embraces a respect for multiculturalism.

Visual arts teachers:

Indicator 1: Reflect the breadth and depth of art history within diverse cultures.

Indicator 2: Emphasize art as an essential component of multicultural and interdisciplinary curriculum development and review.

Indicator 3: Promote awareness of beliefs, understandings, theories and philosophical approaches of art making, from a variety of cultural perspectives, accessible to students.

Indicator 4: Make reasoned and insightful selections of artists and works of art to support teaching goals.

Indicator 5: Consider the content of art in the context of fundamental individual and societal issues.

Indicator 6: Provide students with a knowledge base of historical, critical, and aesthetic concepts to enhance their experiences of art in a global context.

Standard 10: Visual arts teachers develop a curriculum inclusive of the goals, values, and purposes of education within a diverse community and society.

Visual arts teachers:

Indicator 1: Understand the importance of making appropriate curriculum content decisions while taking into consideration student, school, and community contexts.

Indicator 2: Articulate how the art curriculum addresses diversity within school, district, and state curriculum guidelines.

Indicator 3: Adapt, change, modify, and select curricular options reflective of a diverse student population.

Indicator 4: Provide opportunities for all students to learn to work both individually and collaboratively.

Indicator 5: Explore the value of students' career options in visual arts in relation to civic, social, and economic issues in a global society.

Standard 11: Visual arts teachers are sensitive and insightful observers of students' individual differences.

Visual arts teachers:

Indicator 1: Know the importance of acquiring information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists, and administrators in order to gain greater understanding of students needs.

Indicator 2: Understand that students learn in different ways and at different paces.

Indicator 3: Respect and value the unique backgrounds, abilities, and interests of all students.

Indicator 4: Are sensitive to differences in artistic and aesthetic responses of students.

Standard 12: Visual arts teachers recognize their responsibilities to the school and to the community.

Visual arts teachers:

Indicator 1: Serve as role models for students as professionals through appropriate speech, actions, dress, and appearance.

Indicator 2: Participate as contributing members of the school community; act as providers of information; facilitators of student inquiry; and as members of problem-solving teams.

Indicator 3: Work with colleagues to improve and evaluate professional development plans and practices.

Indicator 4: Provide leadership in educational and professional roles.

Indicator 5: Know the importance of actively participating as members of policy committees and educational councils, and collaborating with other educators and colleagues at all levels.

Indicator 6: Recognize the value of working with educators from other schools, districts, colleges and universities; and also individual artists, arts organizations, and museums.

Indicator 7: Develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.

Indicator 8: Analyze the effectiveness of their art program in the context of personal, school and district goals, and model programs.

Indicator 9: Communicate effectively with a variety of audiences.

Indicator 10: Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.

Indicator 11: Work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas.

Standard 13: Visual arts teachers contribute to the growth of the profession as art educators.

Visual arts teachers:

- Indicator 1: Are active members of professional associations, museums, and organizations.
- Indicator 2: Know the history of the profession and the foundations of arts education.
- Indicator 3: Participate in professional development seminars, workshops, and conferences.
- Indicator 4: Know the importance of making presentations at events such as school, parent, and community meetings and at professional conferences and workshops.
- Indicator 5: Know the professional research and literature and understand its impact on practices in the classroom.
- Indicator 6: Know the importance of contributing to the literature and practice of the profession.
- Indicator 7: Communicate the vital roles that visual arts play in education to the larger community, including school administrators, parents, and colleagues in other disciplines.
- Indicator 8: Know the importance of learning from mentors who exhibit the highest standards of educational practice.

Standard 14: Visual arts teachers continually reflect on their own practice.

Visual arts teachers:

- Indicator 1: Continue to investigate the nature of teaching art.
- Indicator 2: Develop a capacity for ongoing, objective self-assessment, innovation, and willingness to change in order to strengthen their teaching.
- Indicator 3: Reflect on their teaching practices to extend their knowledge, improve their teaching, and refine their evolving philosophy of education.
- Indicator 4: Articulate their teaching philosophy and the unique way in which visual arts contributes to cognitive, emotional, and social growth.
- Indicator 5: Seek and accept qualified advice and constructive feedback of their teaching practice from cooperating teachers, university supervisors, mentors, arts supervisors, administrators, colleagues, and other professionals.
- Indicator 6: Evaluate the effectiveness of their instruction and its influence on students.
- Indicator 7: Identify patterns of student behavior and student accomplishment in their classroom that reflect on their teaching effectiveness.
- Indicator 8: Analyze their strengths and weaknesses as teachers and employ that knowledge for on-going professional development.
- Indicator 9: Develop a professional resume and portfolio, and know the importance of documenting professional experiences throughout their teaching careers.

Standard 15: Visual arts teachers know, respect, and care about students, their ideas and accomplishments

Visual arts teachers:

- Indicator 1: Know students may take different paths to the understanding and creation of art and allow for these differences.
- Indicator 2: Help students create, experience, and understand art relevant to their experiences and interests within their own context.

Indicator 3: Ensure that students have the physical, cognitive, and emotional maturity to safely accomplish a task before allowing access to any potentially hazardous material or tool.

Indicator 4: Have high expectations for all students appropriate to individual levels of cognitive, artistic, emotional, and physical development.