

# **Art Generalist EC–6 Standards**

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**Final**

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**ART GENERALIST EC–6 STANDARDS**

- 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.
- 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.
- Standard III.** The art teacher understands and promotes students' appreciation of art histories and diverse cultures.
- 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.
- Standard V.** The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.

**Art Generalist EC–6 Standards**

**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**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 1.1k how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multi-sensory experiences;
- 1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;
- 1.3k the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;
- 1.4k the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;
- 1.5k how the use of the senses helps gather information from the environment; and
- 1.6k how critical thinking and creative problem solving are applied in perceiving artworks.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;
- 1.2s use the terminology for art elements and principles in exploring artistic perception;
- 1.3s analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary;
- 1.4s construct art lessons that foster creative thinking and problem solving;
- 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;
- 1.7s identify visual symbols in artworks, the environment, and life experiences;
- 1.8s analyze and compare visual characteristics of natural and human-made subjects;
- 1.9s demonstrate how the elements and principles of art are used to convey perceptions in the art of different cultures; and
- 1.10s develop ideas from direct observation, imagination, and personal experience.

**Art Generalist EC–6 Standards**

**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**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 2.1k the characteristics of various two- and three-dimensional forms of art;
- 2.2k the qualities and uses of the various media used to produce artworks;
- 2.3k how the elements and principles of art are used in the creation of works of art in various media;
- 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;
- 2.6k the difference between “copy art” and original art;
- 2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media; and
- 2.8k the principles of composition and design as applied to works of art in various media.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 2.2s demonstrate the application of art elements and principles in composing art in various 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;
- 2.5s articulate and demonstrate the difference between “copy art” and original works of art;
- 2.6s demonstrate critical and creative thinking as applied to the creation of works of art in various media;
- 2.7s demonstrate the safe and appropriate use of art materials/equipment;
- 2.8s describe, model, and provide examples of the range of expression available through various art media; and
- 2.9s describe, model, and provide examples of design in creating objects for everyday life.

**Art Generalist EC–6 Standards**

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

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 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;
- 3.5k careers in the arts;
- 3.6k how different cultures use art elements and principles to create art and convey meaning in different ways;
- 3.7k trends and movements in art; and
- 3.8k the value of art to the individual and to society.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 3.7s describe the role of art in different careers;
- 3.8s 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; and
- 3.9s identify vocational and avocational opportunities in art and the use of art skills in various jobs.

**Art Generalist EC–6 Standards**

**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**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 4.1k the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, art of different eras and cultures, and diverse purposes and uses of art);
- 4.2k criteria that are used to evaluate student works of art;
- 4.3k how cultural context applies in the interpretation and evaluation of a work of art; and
- 4.4k multiple models for critiquing one’s own artworks and those of others.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 4.1s assist students in developing the age-appropriate skills necessary for appreciation of art;
- 4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks;
- 4.3s assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks; and
- 4.4s provide students with various models that may be used to develop a portfolio of their work.

**Art Generalist EC–6 Standards**

**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**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art;
- 5.2k how to plan, implement, and evaluate instruction in art;
- 5.3k strategies for teaching art to children with diverse needs; and
- 5.4k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 5.1s evaluate and assess curricula and instruction in art;
- 5.2s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly; and
- 5.3s develop and use instructional strategies to address the strengths and needs of each child, including children with special needs.