

Art Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Art

Domain 1. Artistic Perception

Candidates demonstrate an understanding of the foundations of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter and are able to accurately define and use the vocabulary of the visual arts. They possess highly developed perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design across a multiplicity of forms, media, genres, purposes, and functions.

1.1 Elements of Art

- a. Demonstrate knowledge of the elements of art (i.e., line, color, shape/form, texture, value, space) and how they are used in visual art and design.
- b. Analyze and discuss the characteristics and qualities of the elements of art in given artworks in various media.
- c. Describe how the elements of art are used to achieve specific effects in given works of two- and three-dimensional art.
- d. Analyze and describe how the elements of art are used and how they contribute to meaning or expressive qualities in given artworks.
- e. Apply knowledge of the elements of art to analyze and describe the environment, works of art, and design.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Art: Kindergarten: 1.3, Grade 1: 1.3, Grade 2: 1.2 and 1.3, Grade 3: 1.5, Grade 4: 1.2, 1.3, and 1.5, Grade 6: 1.1, Grade 7: 1.3, Grades 9 through 12–Advanced: 1.6.)

1.2 Principles of Design

- a. Demonstrate understanding of the principles of design (e.g., balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, unity).
- b. Identify and describe the principles of design in given visual compositions.
- c. Identify the principles of design as observed in natural and human-made objects and environments.
- d. Analyze how the composition of a work of art is affected by the use of a particular principle of design.
- e. Analyze how various principles of design are used in given works of art.
- f. Analyze how various elements of art are used to illustrate principles of design in given artworks.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 3: 1.1, Grade 4: 1.1, Grade 5: 1.1 Grade 6: 1.4, Grade 8: 1.3, Grades 9 through 12–Proficient: 1.2 and 1.4.)

Domain 2. Creative Expression

Candidates demonstrate an understanding of the foundations of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the process of creating original works of art. They are involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities. Candidates have a comprehensive knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum.

2.1 Creating Original Art

- a. Identify the artistic problem to be solved and generate a variety of solutions.
- b. Apply divergent thinking processes to the production of original works of art.
- c. Analyze how meaning or expressive qualities of artworks are affected by compositional decisions in various media.
- d. Develop a possible solution to an artistic problem that expresses individual commitment, thematic content, and artistic style and vision; explain the rationale for the choice.
- e. Demonstrate knowledge of appropriate tools, techniques, and materials to create an original work of art.
- f. Articulate the process and rationale for refining and reworking a work of art.
- g. Analyze the intent, purpose, and technical proficiency of an artwork based on the elements of art and principles of design.

2.2 Two-Dimensional Art and Design

- a. Demonstrate knowledge of materials, tools, and techniques used in drawing (e.g., contour, gesture, perspective).
- b. Demonstrate knowledge of materials, tools, and techniques used in painting (e.g., tempera, acrylic, oil, watercolor).
- c. Demonstrate knowledge of materials, tools, and techniques used in printmaking (e.g., relief, screenprinting, lithography, intaglio).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original two-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of two-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in two-dimensional art (e.g., overhead/slide projector, printmaking press, computer, scanner).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.1 and 2.3–2.6, Grade 1: 2.1, 2.2, 2.4, 2.8–2.8, Grade 2: 2.1–2.5, Grade 3: 2.2–2.4, 2.6 Grade 4: 2.1–2.2, 2.5–2.8 Grade 5: 2.1, 2.3, Grade 6: 2.2–2.5, Grade 7: 2.2–2.4, Grade 8: 2.1, Grades 9 through 12–Proficient: 2.4. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.3 Three-Dimensional Art and Design

- a. Demonstrate knowledge of techniques (e.g., additive, subtractive, casting) used in sculptural processes.
- b. Demonstrate knowledge of materials and tools used in three-dimensional art (e.g., wood, stone, metal).
- c. Demonstrate knowledge of materials and tools used in ceramics (e.g., hand-built, wheel-thrown, decorative techniques).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original three-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of three-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in three-dimensional art (e.g., kiln, potter's wheel, power tools).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.2 and 2.7, Grade 1: 1.2, Grade 4: 2.3, 2.4, Grade 5: 2.5, Grade 8: 12.2.2, 2.4, and 2.6, Grades 9 through 12–Proficient: 2.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.4 Media Art

- a. Demonstrate knowledge of materials, tools, techniques, and procedures used in photography.
- b. Demonstrate knowledge of materials, tools, techniques, and procedures used in film and animation.
- c. Demonstrate knowledge of materials, tools, techniques, and procedures used in the manipulation of digital imagery (e.g., computer-generated art, digital photography, videography).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of media art.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of media art.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 2.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.5 New and Emerging Art Forms

- a. Demonstrate knowledge of materials, tools, and processes used in new genres of art (e.g., site-specific, installation, environmental, performance, multimedia).
- b. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of visual art in new genres.
- c. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of artworks in new genres.
- d. Demonstrate knowledge of documentation techniques used in the creation and installation of works of visual art in new genres.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 2.7, Grades 9 through 12–Advanced: 2.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

Domain 3. Historical and Cultural Context of the Visual Arts

Candidates demonstrate an understanding of the historical and cultural foundations of art contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter including cultural frames of reference and worldviews. They demonstrate wide knowledge of world arts, of the history and diversity of art, and of the roles and forms of the visual arts in societies past and present.

3.1 Visual Art and Society

- a. Demonstrate knowledge of how visual art is used to communicate ideas or document experiences.
- b. Demonstrate knowledge of how visual art is used to express emotions and share experiences (e.g., rites of passage, celebrations).
- c. Recognize the influences of the visual arts on communities.
- d. Analyze themes and ideas expressed in art (e.g., religion, social commentary).
- e. Demonstrate knowledge of the relationships between technological tools and visual art.
- f. Analyze the purposes of art in societies past and present.
- g. Analyze diverse social, economic, and political developments (e.g., feminism, environmentalism) reflected in works of past and present art.
- h. Analyze ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.
- i. Demonstrate knowledge of the roles and functions of arts agencies and institutions (e.g., arts councils, art museums, galleries, collectors).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 3.3, Grade 4: 3.2, Grade 5: 3.1, Grades 9 through 12–Proficient: 3.4, Grade 9 through 12–Advanced: 3.1-3.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 3 and 4.)

3.2 World Arts

- a. Demonstrate knowledge of artworks and artists, both male and female, in terms of their role and social context, from various times, places, and cultures.
- b. Recognize the characteristics of art forms from various times, places, and cultures (e.g., fine art, traditional art, folk arts).
- c. Analyze how artworks from various times, places, and cultures reflect features and characteristics of those societies.
- d. Identify similarities and differences among art forms or art objects from various times and places within and across cultures.
- e. Recognize how artworks from various times, places, and cultures both reflect and influence society.
- f. Demonstrate knowledge of the cultural contributions of various native, immigrant, and underrepresented groups to the art of the United States.
- g. Compare and contrast utilitarian and nonutilitarian artworks across times, places, and cultures.
- h. Analyze how artworks from different cultures past and present have contributed to California's history and art heritage.
- i. Identify major works of art created by women and describe the impact of those works on society at that time.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 3.3, Grade 1: 3.1, 3.3–3.4, Grade 2: 3.2–3.3., Grade 3: 3.1–3.2, 3.4–3.5, Grade 4: 3.2, Grade 5: 3.2–3.4, Grade 6: 3.1–3.2, Grade 7: 3.1–3.2, Grade 8: 3.1–3.4, Grades 9 through 12–Proficient: 3.1. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 4.)

Domain 4. Aesthetic Valuing

Candidates demonstrate an understanding of aesthetic valuing in art as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions. Candidates are able to make sound critical judgments about the quality and success of artworks, relying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

4.1 Derive Meaning

- a. Demonstrate knowledge of the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- b. Demonstrate knowledge of the use and interpretation of symbols in the visual arts.
- c. Analyze the intentions and motivations of artists creating works of visual art.
- d. Analyze and articulate how form and content influence the interpretation and message of a work of visual art.
- e. Analyze and describe how society and culture influence the message of a work of art and its interpretation.

- f. Understand factors that influence the perception of art (e.g., personal beliefs; cultural traditions; past and present social, economic, and political contexts).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grades 9 through 12–Proficient: 4.1–4.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

4.2 Make Informed Judgments

- a. Apply knowledge of the elements of art and principles of design to describe similarities and differences in works of art and in the environment.
- b. Demonstrate knowledge of various aesthetic theories (e.g., deconstructionism, formalism, cultural perspectives) to critique one's own and others' artworks.
- c. Construct rationales for the validity of specific artworks and aesthetic theories outside one's own conceptions of art.
- d. Employ current and emerging art criticism models in writing and speaking about works of art.
- e. Develop and apply strategies and criteria to assess and critique a creative process and its resulting work of art.
- f. Develop criteria with a rationale for the selection of a body of work from one's own portfolio that represents significant achievements.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 4.4, Grades 9 through 12–Proficient: 4.5, Grades 9 through 12–Advanced: 4.4–4.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an understanding of art connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large. Candidates possess a high degree of visual literacy. They are familiar with the broad range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

5.1 Connections and Applications Between Visual Arts and Other Disciplines

- a. Demonstrate knowledge of the common or interrelated concepts, areas of concern, and methods of inquiry among the arts disciplines.
- b. Demonstrate knowledge of content-specific connections between visual arts and one or more major subject areas.

- c. Demonstrate knowledge of how to substantively integrate visual art with other subject areas.
- d. Demonstrate knowledge of how art can be used to gain and express learning in other disciplines.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, Grades 9 through 12–Advanced: 5.1–5.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 6 and 7.)

5.2 Visual Literacy

- a. Recognize how different visual representations of the same object or event can lead to different interpretations of meaning.
- b. Analyze uses of visual images and symbols to communicate and persuade (e.g., advertising, propaganda).
- c. Demonstrate understanding of how visual communication media (e.g., television, music videos, film, Internet) influence all aspects of society.
- d. Compare and contrast works of art, probing beyond the obvious and identifying content (e.g., psychological, metaphorical, cultural) found in the symbols and images.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 6: 5.4, Grade 8: 5.3, Grades 9 through 12–Proficient: 5.3, Grades 9 through 12–Advanced: 5.2.)

5.3 Art Careers and Career-Related Skills

- a. Demonstrate knowledge of careers in the visual arts.
- b. Analyze the relationship between commercial products (e.g., appliances, home furnishings, automobiles) and careers in art.
- c. Demonstrate awareness of the skills required in art-related careers (e.g., designer, curator, animator, interactive game developer, photographer).
- d. Demonstrate knowledge of what various types of artists (e.g., architects, product designers, graphic artists, illustrators) produce and how their works play a role in the everyday environment.
- e. Demonstrate knowledge of how portfolios can be used for a variety of career-related purposes.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.4, Grade 3: 5.4, Grade 5: 5.3, Grades 9 through 12–Proficient: 5.4.)

Domain 6. History and Theories of Learning in Art

Candidates demonstrate a comprehensive understanding of the history and theories of art education and the role of arts in human development related to the content contained in Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of proficiency levels and developmental stages in art.

6.1 Art and Human Development

- a. Demonstrate knowledge of the role of the visual arts in human development.
- b. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts.

6.2 Theories of Learning in Art

Demonstrate knowledge of current and historical purposes, philosophies, and theories of learning in art.

(Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 8 and 9.)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Art

Candidates for Single Subject Teaching Credentials in the visual arts are proficient artists with comprehensive conceptual and technical skills. They are adept in a variety of art media and are able to demonstrate their skill effectively to structure meaningful art experiences. They apply comprehensive knowledge of art criticism; art heritage of cultures from around the world, past and present; aesthetics, including the diversity of global cultural perspectives; and relationships both among the visual arts and between the visual arts and other disciplines.

They know how to incorporate technology into the creative art process. Candidates are also well versed in a variety of techniques and technical skills, aesthetic awareness, critical analytical skills, and proficiency in creative problem solving in the visual arts. Being familiar with various careers available in the field of visual art, they are able to investigate opportunities for pursuing careers in the visual arts.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: All grade levels: Standards 1–5. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 2–11. National Board for Professional Teaching Standards [NBPTS] Early Childhood and Middle Childhood Art Standards: Standards 1–6 and 9. National Board for Professional Teaching Standards [NBPTS] Early Adolescence through Young Adulthood Art Standards: Standards 1–8 and 10.)