

IMPLICATIONS FOR INSTRUCTION with Classroom Strategies

ROLE OF ART INSTRUCTION

The scope of the visual arts has grown over time. . . .The visual arts include not only the traditional fine arts, but also design arts, media arts, visual learning skills, and understanding of art and society.

Students approach art and design from a variety of disciplines, including art production, art history, art criticism, aesthetics, and communication. Students learn to make art and design; learn history and vocabulary related to art; develop critical, analytical, and creative thinking skills; learn to reflect the meanings and influences of images and objects; and learn how to communicate about and with a variety of visual media.

The arts are a result of the unique ability of the modern human mind to make connections among the basic skills in social relations, natural science, technology, and language. Students learn to integrate knowledge and processes from many subjects to create and understand art (*adapted from Wisconsin's Model Academic Standards for Visual Arts*).

ACCESS FOR ALL STUDENTS

It is essential that art education is an integral part of elementary and secondary education. All students will have the opportunity to participate in art education taught by certified art educators throughout their elementary and secondary school experience.

ARTISTIC AWARENESS AND SELF EXPRESSION

Art classroom climate and experiences promote student self confidence, critical thinking, problem solving, and reflective thinking. These encourage participation in the creation and appreciation of artistic development.

Self-confidence is fostered through providing students with a variety of experiences, providing positive feedback,, developing relationships, and encouraging skills.

EQUITY

Instructional activities consider the perspectives of diverse groups, fostering respect and appreciation for society. Instructional activities encourage students to recognize positive contributions of males and females of different races, cultures, and abilities. Art education can be a force in changing traditional perceptions and patterns that limit individual expression.

Teachers are encouraged to model language that does not discriminate on the basis of race, sex, culture, and ability. To help students to learn to function in a global society and value cultural diversity, instruction should take into account that people of different cultures learn different ways of communicating, behaving, and problem-solving.

One aim of instruction in art is to help students become critically aware of biases, including their own, to make appropriate responses to prejudice and discrimination, and to strive for equity and unity in a diverse society.

ACTIVE PARTICIPATION

The students' role in art education is to be an active participant rather than a passive observer.

Active learning will include

- ❖ working with a variety of tools, media, materials, and processes
- ❖ developing creativity, problem solving, and imagination
- ❖ making aesthetic choices based on aesthetic values
- ❖ being involved in art-related processes
- ❖ analyzing and critiquing

CONNECTIONS and RELATIONSHIPS

Students must have opportunities to see relationships and make connections among different topics in art and to real-life situations.

Teachers are encouraged to develop units that assist students to see interrelationships and connections within art and with other subject areas.

To assist students to make connections with other subject areas, regular education teachers are encouraged to

- ❖ consider purchasing books regarding art as trade books
- ❖ use appropriate art-related issues as the basis for classroom discussions
- ❖ include units and activities which integrate art with other subject areas

TECHNOLOGY

Technology is an integral part in the teaching and learning of art. It is critical /essential that students explore and utilize existing and developing technologies to provide access to information and to serve as an extension of student creativity and skill.

❖ SAFETY

The teacher is the single most important factor in providing health and safety instruction and supervision. It is imperative that art students learn how to use tools, equipment, and supplies correctly and that actions in the art room be conducive to safety. Students must be informed of both general safety rules in the classroom and specific rules for tools, equipment, and supplies. The teacher has the responsibility to keep constantly alert for potential hazards. The teacher should make certain that the art room has required accident-preventing items supplies, equipment, and procedures.

The teacher must also take the following precautions:

- ❖ Report defective machinery or hazardous condition to the administration
- ❖ Keep hazardous tools and equipment covered or locked except when in use
- ❖ Post rules above or near tools and machines
- ❖ Establish and enforce safety zones around hazardous equipment
- ❖ Plan and maintain a safe and orderly arrangement of tools and machines
- ❖ Keep aisles and exits clear
- ❖ See that the room has a fire extinguisher on the wall and a fire blanket prominently available
- ❖ Keep excessively flammable materials in an authorized storage room
- ❖ Keep a continuous check on the safe use of gas
- ❖ Be aware of special considerations among students, such as an allergy to certain materials, fainting, epilepsy, etc.
- ❖ Participate in district hazardous material training as provided

The teacher should give safety instructions to all students

- ❖ Assess the student's ability to use tools and machines
- ❖ Demonstrate the correct usage of tools and machines
- ❖ Provide students with safety information using a variety of instructional media (graphic aids, bulletin boards)

The teacher should emphasize the students' responsibility for safety rules by insisting students follow basic procedures

- ❖ Properly use tools, equipment, and supplies
- ❖ Act in a manner conducive to the safety of themselves and others
- ❖ Notify the teacher in case of injury
- ❖ Recognize the danger of horseplay and inattentiveness
- ❖ Keep floor and work areas clear of litter, pain, and water
- ❖ Wear protective clothing if the situation requires it

ASSESSMENT

Assessment in art compares students to established criteria (yet to be defined) and is a tool to provide information to the student, teacher, and parent.

Assessment in art includes

- ❖ *lessons*
- ❖ *portfolios*
- ❖ *teacher interviews*
- ❖ *journals/diaries*
- ❖ *on-going/informal*
- ❖ *reasoning skills*

PROGRAM ASSESSMENT

Art education must be improved through an on-going process of evaluating the art curriculum, instructional materials and techniques, and methods of assessment that are used to teach students and measure learning.

STAFF DEVELOPMENT

On-going opportunities for staff development are critical for maintaining an effective art program and District resources must be allocated for that purpose.