

Art Education K-12 Content Knowledge Evaluation Form
Modified 2014

University of Montana Western
Department of Education

To be completed by the Supervising Teacher or Principal,
as part of the Student Teaching or Internship evaluation

This form may be completed in an on-going basis,
throughout the Student Teaching or Internship semester

Based on the National Art Education Association (NAEA)
Professional Standards for Visual Arts Educators
<http://www.arteducators.org/research/naea-standards>

Student Teacher/Intern name: _____

Student Teacher/Intern Signature: _____ Date _____

Supervisor name: _____

Supervisor Signature _____ Date: _____

Rating: 0= unacceptable 1=developing 2=proficient 3=professional

Candidates for licensure in Art Education K-12:

1. Have strong studio skills and a well-developed understanding of their own artmaking processes, qualities, and techniques. They are able to express their ideas, feelings, and values through the meaningful creation of artworks using different media, styles, and forms of expression.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

2. Make meaningful interpretations and judgments about their own artworks and the works of other artists. They are able to interpret and make meaning of art, and to critically evaluate art through oral and written discourse. They recognize that informed discussion of art is an essential component of art education.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

3. Are knowledgeable about the cultural and historical contexts surrounding works of art and visual culture in general. They understand that art and other forms of visual culture communicate, challenge, and shape cultural and social values.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

4. Are knowledgeable about aesthetic and artistic purposes of art. They are able to explore philosophical and ethical issues related to the visual arts. They recognize that the making and study of art can be approached from a variety of viewpoints, such as feminism, formalism, postmodernism, and political perspectives.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

5. Are knowledgeable about contemporary art and the art world, and recognize the value of studying artworks from popular culture, folk cultures, and various cultural groups.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

6. Are knowledgeable about the use of traditional and new technologies within the visual arts. They are cognizant of the roles that digital media and the Internet serve within the visual arts and educational settings.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

7. Recognize that art exists in multiple contexts, including museums, galleries, schools, and homes, as well as other settings of public and private life.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

8. Are able to organize a safe, interesting, and psychologically positive environment that is conducive to creativity, expression, and making art.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

9. Recognize that learning about the visual arts is a life-long endeavor and is a valuable component of human experience.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

10. Develop curricula that address students' ability to respond and interpret art content, and to create meaning through artmaking.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

11. Understand that individual approaches to artistic problems must be explicitly encouraged and nurtured through thoughtfully developed curriculum and instruction.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

12. Promote student experiences in art by equipping students with a knowledge base that includes concepts related to presentation and exhibition as well as historical, critical, and aesthetic concepts.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

13. Make accessible to students the traditional, popular, and contemporary art worlds, and art from a wide range of cultures; and are familiar with the wide range of curriculum resources produced by museum education departments and professional publishers, and are able to make selections appropriate for their own curricular goals.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

Average Rating:

(Add the numbers for all ratings, then divide by 13) _____

Additional Comments (Strengths and Areas for Improvement):