Competency 001 – Visual Arts
The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

The beginning teacher:

A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.
B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.
C. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.
D. Knows and understands how critical thinking and creative problem solving are applied in the perception of artworks.
E. Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, value) and provides instruction that promotes students’ understanding of the elements of art as well as students’ ability to apply that understanding in creating original artworks.
F. Demonstrates knowledge of the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and provides instruction that promotes students’ understanding of the principles of art as well as students’ ability to apply that understanding in creating original artworks.
G. Selects appropriate techniques to create art in various media (e.g., drawing, painting, printmaking, construction, ceramics, fiber art, electronic media) and promotes students’ ability to use those techniques in creating original artworks.
H. Understands how different cultures use art elements and principles to create art and convey meaning in different ways.
I. Selects and uses instructional strategies, materials and activities to promote students’ awareness and appreciation of the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition.
Competency 001 – Visual Arts

The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

The beginning teacher:

J. Provides instruction to develop the skills and knowledge required for visual literacy (e.g., art elements and principles, art of different areas and cultures, diverse purposes and uses of art).
K. Integrates instruction in the visual arts with instruction in other subject areas.
L. Understands how students develop cognitively and artistically and knows how to implement effective art instruction and assessment that are individually, culturally and age appropriate.
M. Applies knowledge of visual arts content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate art instruction.

The beginning teacher:

A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.

Visual literacy is the ability to interpret, use, appreciate, and create images using both conventional and 21st century media in ways that advance thinking, decision making, communication and learning.

Students who are visually literate:

• Understand basic elements of visual design, technique and media.
• Are aware of emotional, psychological, physiological, and cognitive influences in perceptions of visuals.
• Comprehend representational, explanatory, abstract and symbolic images.
The beginning teacher:
A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.

As future educators, how can we use visual literacy in an elementary setting?
• Picture books offer a unique opportunity for children to develop visual literacy.
• Children will learn that illustrations can be “seen” in different ways.
• Careful examinations of illustrations can reveal that there is more going on in a book than words.

One visual literacy method educators can use is called: The picture walk.
• This technique is used with students who do not read yet
• It encourages students to anticipate what might happen in the story through the illustrations.

The beginning teacher:
B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.

Visual perception refers to information that is perceived through the eyes. In elementary children this perception is still developing, and will continue to develop.

Importance of Visual Perception:
Good visual perception is an important skill, especially for school success. Children need good visual perception to discriminate well, copy text accurately, develop visual memory of things observed, develop good eye-hand coordination and integrate visual information while using other senses in order to perform tasks like recognizing the source of a sound.
The beginning teacher:
B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.

Developing Visual Perception:
1. Make a scrap book with a page for each color. Let your child cut out pictures of objects of various shades from old magazines and paste them on the appropriate pages.
2. Discuss and draw various shapes for your child to identify. Look for objects of similar shapes in your environment.
3. Using construction blocks, press a few together and ask your child to copy the color sequence.
4. While looking at a picture in a story book, say, “I see something that is blue, brown and red.” Ask your child to identify what you are looking at.
5. Draw an incomplete figure and ask your child to complete it. Adapt your drawing to match her ability.
6. Find a picture book with ‘busy’ pictures. Ask your child to look at the picture for a while, then close the book and tell you about the picture.
7. Talk about the use of colors in society - red fire trucks, warning signs and danger signs, colors of police vehicles, ambulances, traffic lights etc.
8. Let your child complete dot-to-dot pictures.
9. Let your child match socks while you sort and fold your clean laundry.
10. Place five small objects on a table in front of your child. Ask her to look away while you remove one and replace it with another object. She must tell you which one you removed.

The beginning teacher:
C. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.

Children need opportunities for close observation of the natural and living environments as well as opportunities to see how artists, craftspeople and designers interpret them. They should have access to a variety of art styles from different times and cultures as stimulus for their own art activities, as a way of making comparisons between different interpretations of an idea or theme, or simply for the pleasure they give.

Close observation of objects from nature is a constant theme in art education, and this can obviously be integrated with the ‘Plant and animal life’ and the Environmental awareness and care strand units of the science curriculum.

Making drawings and doing color studies based on natural objects brought into the classroom become more important when children reach the senior classes of the primary school. The structure of natural objects could provide inspiration in construction activities.
The beginning teacher:
D. Knows and understands how critical thinking and creative problem solving are applied in the perception of artworks.

It is a priority to cultivate creative problem solving experiences for all students through visual arts practice, observation, articulation and experimentation.

Different kinds of questions can be asked of images.
Critical discussions can develop curiosity and learning with the exploration of one single image. Images can also prompt critical questioning in literature. Introducing texts with a visual element often evokes interest and further discussion, including the students own personal story behind the image.

The beginning teacher:
E. Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, valued) and provides instruction that promotes students' understanding of the elements of art as well as students' ability to apply that understanding in creating original artworks.

Elements of Art:
- Color
- Texture
- Shape
- Form
- Line
- Space
- Value
The beginning teacher:

E. Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, value) and provides instruction that promotes students’ understanding of the elements of art as well as students’ ability to apply that understanding in creating original artworks.

Elements of Art:

F. Demonstrates knowledge of the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and provides instruction that promotes students’ understanding of the principles of art as well as students’ ability to apply that understanding in creating original artworks.

Principles of Art:

- Emphasis
- Contrast
- Pattern
- Rhythm
- Balance
- Proportion
- Unity
The beginning teacher:
G. Selects appropriate techniques to create art in various media (e.g., drawing, painting, printmaking, construction, ceramics, fiber art, electronic media) and promotes students’ ability to use those techniques in creating original artworks.

Media:
- drawing,
- painting,
- printmaking,
- construction,
- ceramics,
- fiber art,
- electronic media

HANDPRINT APPLES
BABY WIPE TIE DYE
MIXED MEDIA STILL LIFE PAINTING
ANIMALS ANIMALS
CRAYON RESIST FALL LEAVES

Teacher behaviors:
- Appreciate and accommodate the similarities and differences among the students’ cultures.
- Build relationships with students.
- Focus on the ways students learn and observe students to identify their task orientations.
- Teach students to match their behaviors to the setting
The beginning teacher:

H. Understands how different cultures use art elements and principles to create art and convey meaning in different ways.

I. Selects and uses instructional strategies, materials and activities that promote students’ awareness and appreciation of the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition.

J. Provides instruction to develop the skills and knowledge required for visual literacy (e.g., art elements and principles, art of different areas and cultures, diverse purposes and uses of art).

The key goal of integrating the Arts with Other Subjects is to reinforce specific skills and content across the curriculum through hands-on arts activities. When students are making or creating things that incorporate content from other subject areas, they are better able to integrate and retain what they are learning.

Hands-on art experiences are one of the best ways to teach cultural differences and similarities to young children.

A BOX OF CRAYONS
RAINSTICKS
PAPER MACHE MASKS
PAPER BAG OR FABRIC PONCHO

The beginning teacher:

K. Integrates instruction in the visual arts with instruction in other subject areas.

- A BOX OF CRAYONS
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The key goal of Integrating the Arts with Other Subjects is to reinforce specific skills and content across the curriculum through hands-on arts activities. When students are making or creating things that incorporate content from other subject areas, they are better able to integrate and retain what they are learning.
The beginning teacher:

K. Integrates instruction in the visual arts with instruction in other subject areas.

Sample:

- Designing and publishing a brochure that advertises travel to a selected planet, students have to learn about the planets (science), travel advertising (economics, technology), persuasive writing (language arts), and combine all of those into an aesthetically pleasing print product that “sells” the planet of their choice.

- If students are studying the early explorers in social studies, you can extend their learning with arts-based activities such as creating maps, replicating costumes and plays based on the life of early explorers, or designing a flag to mark a new settlement.

- To incorporate reading and writing skills in an arts-based activity, students can make and illustrate their own books around a theme.

The key goal of Integrating the Arts with Other Subjects is to reinforce specific skills and content across the curriculum through hands-on arts activities. When students are making or creating things that incorporate content from other subject areas, they are better able to integrate and retain what they are learning.

Developmentally Appropriate Activities and Practices are:

- Based on what we know about how young children learn
- Relevant to children’s life experiences
- Based on the children’s current knowledge and abilities
- Respectful of cultural and individual differences and learning styles
- Responsive to the interests and needs of the children
- Focused on the learning process, not the end product
- Thought provoking - stimulating and challenging the minds of young children
- Based on the philosophy that children are competent and trustworthy, and can make good decisions if given the opportunity and practice

The beginning teacher:

L. Understands how students develop cognitively and artistically and knows how to implement effective art instruction and assessment that are individually, culturally and age appropriate.

M. Applies knowledge of visual arts content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six in the development of developmentally appropriate art instruction.
The beginning teacher:
L. Understands how students develop cognitively and artistically and knows how to implement effective art instruction and assessment that are individually, culturally and age appropriate.
M. Applies knowledge of visual arts content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate art instruction.

Does the activity:
• Allow children to participate at their own level?
• Allow for flexibility, with no “right” or “wrong” outcome? Encourage active learning through participation? Encourage exploration and thinking?
• Allow for socialization and interaction with others? Enable children to learn through their senses?
• Allow children to experience things “hands-on”? Give children choices?
• Foster children’s positive feelings about themselves? Respect individual differences and cultural diversity? Lend itself to being adapted if beneficial? Acknowledge the physical needs of children?
• Reflect the goals and philosophy of the center?

Effective assessment of the creative arts is an essential part of providing a targeted and purposeful curriculum. Identifying student needs enables teachers to direct their instruction in order to cater for diversity within the classroom. This is reiterated by Redmond (n.d.) who states that “the principal purpose of assessing creative development is to better understand pupils’ needs for appropriate experiences that will promote and develop their creative behavior” (p. 3).

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter A. Elementary, Adopted 2013

http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117a.html