

In addition to the Arkansas Teaching Standards, the teacher of Art, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Art Making - General</p> <p>NAEA: Standard 1 NASAD: XI.A, XI.B, XI.C. Praxis II (0135): I.A</p>	<p>1.1 Knowledge and understanding of how to create and critique personal artwork using at least two art processes and media</p> <p>1.2 Knowledge and understanding of the elements of art and principles of visual organization (i.e., principles of design) as applied to two-dimensional and three-dimensional media</p> <p>1.3 Knowledge and understanding of various historical methods (e.g., golden mean, hierarchical organization, perspective) and contemporary approaches (juxtaposition, appropriation, transformation, etc.) to creating art</p>
<p>2 Art Making – Media and Processes</p> <p>NAEA: Standard 1 NASAD: XI.A, XI.B, XI.C. Praxis II (0135): I.B</p>	<p>2.1 Knowledge and understanding of safety, environmental, and storage issues related to the use of art materials (e.g., clay dust, lead pigments, safety label information) and art processes (e.g., cutting, etching, spraying)</p> <p>2.2 Knowledge and understanding of how to use a variety of drawing, painting, and printmaking materials and processes</p> <p>2.3 Knowledge and understanding of how to use digital photography and image processes</p> <p>2.4 Knowledge and understanding of materials, tools, and processes for videography, filmmaking, and installations</p> <p>2.5 Knowledge and understanding of how to use sculptural materials and processes</p> <p>2.6 Knowledge and understanding of how to use a variety of fiber art materials and processes (e.g., weaving, basketry, paper making, jewelry making, processes based on sewing).</p> <p>2.7 Knowledge and understanding of the physical aspects and elective ways of presenting art work for display purposes (e.g., cutting mattes, display boards)</p>
<p>3 Historical and Theoretical Foundations</p> <p>NAEA: Standard 1 NASAD: XI.A, XI.B, XI.C. Praxis II (0135): II.A, II.B, II.C, II.D</p>	<p>3.1 Knowledge and understanding of the following materials within an art historical context: painting, drawing, printmaking, sculpture, architecture, photography, fiber arts, crafts by</p> <ul style="list-style-type: none"> • identifying characteristics of materials, processes, and techniques within an art historical context • identifying similarities and differences among materials, processes, and techniques (e.g., evolution over time) • knowing vocabulary related to two-dimensional and three-dimensional media and processes within an art historical context • recognizing or identifies processes within an art historical context through reproductions <p>3.2 Ability to recognize stylistic traits of art and architecture from</p>

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	<p>each of the following time periods: Prehistory; Egypt and the Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine, and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America by</p> <ul style="list-style-type: none"> • identifying the styles of works of art and architecture • categorizing art and architecture according to style and/or period • identifying major works of art and architecture by title, style, and/or artist, as appropriate • analyzing/explaining the influence of art historical periods or schools on later work • analyzing compositional elements and principles of design in works of art and architecture • recognizing the impact of major artistic and technological innovations (e.g., linear perspective, the invention of the camera, the invention of oil and acrylic paints) on the stylistic traits of art <p>3.3 Knowledge and understanding of the content, context, and/or purpose of art and architecture from each of the following time periods: Prehistory; Egypt and the Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine, and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; contemporary art by</p> <ul style="list-style-type: none"> • explaining the purposes of works of art from various time periods • decoding/analyzing the narrative or intended content of a work of art • analyzing/explaining the interrelationships between art and social factors, cultural context, and events • explaining the impact of major artistic and technological innovations on the content, context, and purposes of art (e.g., linear perspective, the invention of the camera, the invention of oil and acrylic paints) • acquiring and evaluating information about art and artists from various sources <p>3.4 Knowledge and understanding of the general visual characteristics of art and architecture from Asia, Africa, the Americas, the South Pacific region by</p> <ul style="list-style-type: none"> • classifying works of art and architecture by regions/cultures • describing/analyzing works of art and architecture using compositional elements and principles of design • describing/analyzing the interrelationships between art from beyond the Western tradition and art from the Western tradition • identifying major works of art and architecture by title, style, and/or artist, as appropriate
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	<p>3.5 Knowledge and understanding of the general content, context, and purposes of art from Asia, Africa, the Americas, the South Pacific region by</p> <ul style="list-style-type: none"> • explaining the content and/or purpose (as appropriate) of frequently referenced works of art from various locations and cultures • identifying the general role of a work of art in its culture (e.g., celebration, ritual or ceremony, historical documentation) • explaining how the context in which a work of art is created conveys information about various lifestyles and belief systems (e.g., how Mesoamerican pyramids illuminate life and culture) • acquiring and evaluating information about art and artists from various sources <p>3.6 Knowledge and understanding of the major theories of art and aesthetics (e.g., formalism, expressionism, deconstructivism, and representationalism) by</p> <ul style="list-style-type: none"> • describing the major characteristics of various theories of art and aesthetics • distinguishing among the major theories of art and aesthetics • comparing and contrasting the differences/ similarities among theories of art and aesthetics • interpreting and evaluating works of art based on theories of art and aesthetics (as opposed to personal opinion) <p>3.7 Knowledge and understanding of the relationship between art and critical response by</p> <ul style="list-style-type: none"> • demonstrating knowledge of critical reactions to well-known works and/or art movements • recognizing/using multiple viewpoints in examining a work of art (e.g., multiple viewpoints can be applied to the same work of art; visual or written analysis; looking at various analyses of works in history; “lenses”) • recognizing the way personal experience affects interpretation of art (understanding that each person’s experiences will affect how that person sees art) • recognizing and discussing how meaning is created in art (e.g., through symbols, iconography, formal elements, and principles)
<p>4 Disciplinary Literacy* CCSS-ELA</p>	<p><u>Reading in Science and Technical Subjects, Grades K-12</u> Reading competencies for literacy in science and technical subjects for grades K-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p>

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	<p>4.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>4.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>4.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>4.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-12 text and topics</p> <p>4.5 Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>4.6 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>4.7 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>4.8 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>4.9 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>4.10 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the K-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades K-12 will be demonstrated by</p> <p>4.11 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are
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	<p>logically grouped to support the writer’s purpose</p> <ul style="list-style-type: none"> • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>4.12 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence • Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Providing a concluding statement or section that follows from or supports the argument presented <p>4.13 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension • Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic • Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts • Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a
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	<p>knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</p> <ul style="list-style-type: none"> • Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic) <p>4.14 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>4.15 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>4.16 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>4.17 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>4.18 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>4.19 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>4.20 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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***Disciplinary Literacy Competencies for K-6 and 6-12**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8, 9-10, and 11-12 are

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presented in grade bands that are divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

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