

<b>1.0 Visual Arts Common Core: Development, Individuality, and Diversity</b>	
Competent visual arts teachers understand development of students, value individuality, and recognize strength of diversity.	
<b>K1.1</b>	Students' abilities, characteristics, learning styles and how cognitive and emotional development influence the acquisition of skills.
<b>K1.2</b>	Equity and diversity.
<b>S1.1</b>	Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential, social factors and physical.
<b>S1.2</b>	Recognize that established stages of visual artistic development are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies.
<b>S1.3</b>	Develop a repertoire of teaching strategies appropriate to the needs of all students based on the understanding that students have differing learning styles.
<b>S1.4</b>	Observe students and student work to understand individual differences that exist in the classroom relating to: <ul style="list-style-type: none"> <li>• Learning different ways and at difference paces.</li> <li>• Artistic and aesthetic values of different cultures (artistic and aesthetic responses of students to works of art).</li> </ul>
<b>S1.5</b>	Allow for learning differences, guide students in creating, experiencing and understanding art relevant to their experiences and interests.
<b>S1.6</b>	Are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.
<b>2.0 Visual Arts Common Core: Content of Art</b>	
<b>K2.1</b>	Concepts and vocabulary of the elements and principles of design.
<b>K2.2</b>	Art production.
<b>K2.3</b>	Art criticism.
<b>K2.4</b>	Art history.
<b>K2.5</b>	Art aesthetics.
<b>K2.6</b>	Art technology.
<b>S2.1</b>	Make informed decisions about topics and issues to address in teaching.
<b>S2.2</b>	Select specific assignments, works of art, readings, videos, and other resources to share with students.
<b>S2.3</b>	Choose issues, assignments and resources consistent with the academic and personal interests, backgrounds, and needs of students.
<b>S2.4</b>	Have strong studio skills and a well-developed understanding of own art making processes, qualities, and techniques.
<b>S2.5</b>	Able to express own feelings and values through the meaningful creation of artworks using different media, styles, and forms of expression.
<b>S2.6</b>	Make meaningful interpretations and judgments about own artworks and the works of other artists.
<b>S2.7</b>	Interpret and critically evaluate art through oral and written discussions.
<b>S2.8</b>	Recognize that informed discussion of art is an essential component of art education.
<b>S2.9</b>	Demonstrate knowledge about the cultural and historical contexts surrounding works of art and that art communicates, challenges and shapes cultural and societal values.

<b>S2.10</b>	Develop instruction to make the traditional, popular, and contemporary art worlds accessible to students.
<b>S2.11</b>	Demonstrate knowledge about aesthetic and artistic purposes of art.
<b>S2.12</b>	Explore philosophical and ethical issues related to the visual arts.
<b>S2.13</b>	Approach the making and study of art from a variety of perspectives and viewpoints, such as those that originate from formalist, feminist, social, and political thinking.
<b>S2.14</b>	Demonstrate knowledge about contemporary art and the art world, and recognize the value of studying artworks from popular culture, folk cultures, and other cultural groups.
<b>S2.15</b>	Demonstrate knowledge about the use of traditional and new technologies within the visual arts and art education.
<b>S2.16</b>	Cognizant of the roles that computer graphics, computer software, and the Internet play within the visual arts and educational settings.
<b>3.0 Visual Arts Common Core: Curriculum, Alignment and Contemporary Issues</b>	
Competent visual arts teachers apply content knowledge to develop sequential curriculum using educational principles that respond to the needs of students, within the context of the school, community, and state/district standards. Competent visual arts teachers investigate and understand the relationship between visual arts and contemporary issues.	
<b>K3.1</b>	Curriculum and instruction design.
<b>K3.2</b>	Alignment with state and district goals.
<b>K3.3</b>	Relationship between visual arts and contemporary issues.
<b>S3.1</b>	Develop sequenced lessons, unit plans based on long-term goals.
<b>S3.2</b>	Make and create interdisciplinary connections.
<b>S3.3</b>	Incorporate historical, critical, and aesthetic concepts into instruction.
<b>S3.4</b>	Use art content that is appropriate for specific levels. Can adapt, modify based on student needs.
<b>S3.5</b>	Understands and uses the creative process DAIE (describe, analyze, interpret, evaluate) including critical response/critiquing.
<b>S3.6</b>	Articulate course curriculum with Washington state EALRs (essential academic learning requirements) and district guidelines.
<b>S3.7</b>	Incorporates critical thinking skills and processes into lessons.
<b>S3.8</b>	Understands art career educational goals and can promote art career opportunities to students.
<b>S3.9</b>	Applies knowledge of appropriation and plagiarism to visual art work
<b>S3.10</b>	Considers first amendment issues to decision making in visual arts education.
<b>S3.11</b>	Articulates logical rationale for the role of visual arts in the school curriculum, including philosophies and social foundations for visual arts education.
<b>4.0 Visual Arts Common Core: Instructional Environment</b>	
Competent visual arts teachers are responsible for creating and managing instructional environments necessary for appropriate and successful student learning based on a strong art content knowledge base, knowledge of students, and a range of pedagogical strategies.	
<b>K4.1</b>	Student learning in the content of art.
<b>K4.2</b>	Effective instructional environments conducive to student learning.
<b>K4.3</b>	Pedagogy in visual arts.
<b>K4.4</b>	Instructional collaboration.

<b>S.4.1</b>	Implement a comprehensive creative approach to art education that integrates studio, art history, aesthetics, art criticism, and artistic perception.
<b>S.4.2</b>	Encourage students to experiment with and expand their repertoires of media and techniques in their art making, and to see the connections between their own approaches and those used by other artists.
<b>S.4.3</b>	Help students recognize multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects.
<b>S.4.4</b>	Introduce students to different forms of theoretical and philosophical approaches to art, and engage them in thoughtful oral and written inquiry into the nature of art.
<b>S.4.5</b>	Facilitate the development of intellectual values such as critical thinking and higher order thinking skills through active engagement with the visual arts.
<b>S.4.6</b>	Recognize that knowledge of art is essential to providing meaningful learning opportunities for all students in the visual arts.
<b>S.4.7</b>	Create instructional environments that are physically, emotionally, and intellectually safe. These are supportive, shared, and collaborative environments that promote the learning of all students, including those with special needs.
<b>S.4.8</b>	Embrace a respect for diversity; promote principles of fairness and equity.
<b>S.4.9</b>	Are well managed and well functioning.
<b>S.4.10</b>	Allow students to increasingly take responsibility for their own independent and productive learning.
<b>S.4.11</b>	Integrate a variety of instructional resources to enhance learning for all students.
<b>S.4.12</b>	Have well-developed planning skills that take into account long- and short-term instruction.
<b>S.4.13</b>	Translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students and the inherent characteristics of meaningful art instruction.
<b>S.4.14</b>	Have a well-developed repertoire of teaching methods and practices within their instructional environments.
<b>S.4.15</b>	Allow students to discuss, examine, and share aspects of their art making orally and through writing. Assist students in recognizing alternative interpretations and exploring multiple ways of understanding works of art.
<b>S.4.16</b>	Have well-developed communication skills and are familiar with appropriate ways of asking questions, facilitating discussions, and promoting critical thinking.
<b>S.4.17</b>	Create instructional and learning environments that reflect the use of newer technologies as instructional and learning tools.
<b>S.4.18</b>	Work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas.
<b>S.4.19</b>	Seek to learn about the pedagogical practices and instructional programs of other teachers with the purpose of forming interdisciplinary connections and collaborations making art a more articulated and central part of the school curriculum.
<b>5.0 Visual Arts Common Core: Assessment</b>	
Competent visual arts teachers employ a variety of assessment strategies.	
<b>K5.1</b>	Assessment of student learning.
<b>K5.2</b>	Differentiate authentic individual progress.
<b>K5.3</b>	Assess and improve curriculum and instruction.
<b>K5.4</b>	Promote student artwork
<b>S5.1</b>	Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art.

<b>S5.2</b>	Use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions.
<b>S5.3</b>	Engage students in self-evaluation, notebooks, photographs, sketches, plans, checklists, rubrics. Also include response/ reaction written or oral and antidotal reflection.
<b>S5.4</b>	Regard assessment as a joint venture through which both student and teacher understanding is enhanced.
<b>S5.5</b>	Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
<b>S5.6</b>	Assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings.
<b>S5.7</b>	Recognize the individuality of students and individual responses to assignments.
<b>S5.8</b>	Ensure that all students have an equal opportunity to display what they know and can do in art.
<b>S5.9</b>	Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work
<b>S5.10</b>	Model good assessment processes that assist students in assessing their own work and the work of their peers.
<b>S5.11</b>	Provide recognition of a variety of student accomplishments and positive behaviors.
<b>S5.12</b>	Are open to new ideas for teaching and continually seek to refine their teaching skills.
<b>S5.13</b>	Seek and accept qualified advice and constructive critiques of their teaching practice from arts supervisors, administrators and colleagues.
<b>S5.14</b>	Self-evaluate the effectiveness of their instruction and influence on students.
<b>S5.15</b>	Search for patterns of student accomplishment and behavior in their classroom that reflect on their teaching effectiveness.
<b>S5.16</b>	Assure that students have real opportunities for success through careful instructional planning based on appropriate and achievable educational goals.
<b>S5.17</b>	Evaluate student progress as a whole in relation to their own immediate, short-term and long-term instructional objectives.
<b>S5.18</b>	Analyze own strengths and weaknesses as teachers and employ that knowledge for professional development.
<b>S5.19</b>	Observe and analyze teaching practice of mentors.
<b>S5.20</b>	Develop a capacity for ongoing, objective self-examination, an openness to innovation, and a willingness to change in continual effort to strengthen own teaching.
<b>S5.21</b>	Formulate questions that address the effectiveness of student art programs with regard to program, school, and district goals including Washington EALRs.
<b>S5.22</b>	Develop assessment strategies to deal with broad issues of program effectiveness.
<b>S5.23</b>	Recognize the most effective forms of communication needed to convey results to various audiences, including many of the same assessment strategies used in the classroom such as exhibits, portfolios, test scores, and so on.
<b>S5.24</b>	Convey results in meaningful, understandable form appropriate for popular audiences through art celebrations, websites, published videos, photo histories, newsletters, e-mails, brochures, art fairs, museums, etc.
<b>S5.25</b>	Report results of assessments to students, families, administrators, and the public.
<b>6.0 Visual Arts Common Core: Professional Development</b>	
<b>K6.1</b>	Reflection and professional growth.

<b>K6.2</b>	School and the community responsibilities.
<b>K6.3</b>	Professional community.
<b>S6.1</b>	Inquire into own teaching practices, and the practices of others, in order to further develop and refine instruction.
<b>S6.2</b>	Continually examine their thinking and assumptions about themselves, their students, and the field of art education.
<b>S6.3</b>	Can clearly articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional and social growth.
<b>S6.4</b>	Have developed a professional resume and portfolio and are aware of the importance of continuing to document their teaching effectiveness throughout their careers.
<b>S6.5</b>	Act as researchers studying different teaching strategies.
<b>S6.6</b>	Are knowledgeable about the literature and know how to access publications and Internet sites in the fields of art and education.
<b>S6.7</b>	Continue to develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.
<b>S6.8</b>	Are willing to provide leadership in educational and professional roles.
<b>S6.9</b>	Will seek to be involved as a contributing member of the total school community.
<b>S6.10</b>	Willing to work with colleagues to improve and evaluate professional development plans and practices.
<b>S6.11</b>	Willing to work with colleagues in the schools to foster a professional culture that has a significant place for the arts.
<b>S6.12</b>	Recognize the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums.
<b>S6.13</b>	Willing to communicate the vital role that the visual arts play in education to the larger community, including school administrators, parents and colleagues in other disciplines.
<b>S6.14</b>	Know the importance of actively participating as members, being part of policy committees and educational councils, and collaborating with other educators and colleagues at all levels.
<b>S6.15</b>	Will add to own understanding of the history of the profession and the foundations of art education.
<b>S6.16</b>	Know the importance of making presentations at professional, school, parent, and community meetings.
<b>S6.17</b>	Realize the importance of research and its impact on practices in the classroom.
<b>S6.18</b>	Know the importance of contributing to the literature of the profession.
<b>S6.19</b>	Aware that their own professional growth can be enhanced through participating in seminars, workshops and conferences.
<b>S6.20</b>	Aware of associations, museums and organizations connected to their profession.
<b>S6.21</b>	Aware of the importance for being up-to-date with new developments in teaching and schooling at local, state, and national levels.