**Section 27.330 Visual Arts**

By October 1, 2024, all candidates for an endorsement in Visual Arts will be required to complete a program aligned to the National Association of Schools of Art and Design Handbook Competencies (2020), published by the National Association of Schools of Art and Design, 11250 Roger Bacon Drive, Suite 21, Reston VA 20190, and available at https://nasad.arts-accredit.org/accreditation/standards-guidelines/handbook/. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024 are as follows:

a) The competent visual arts teacher understands the sensory elements, organizational principles, and expressive qualities of the visual arts.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands the elements of design: color, form, line, shape, space, texture, and value.

B) understands the principles of design: balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity.

C) understands the expressive qualities and communication of ideas.

D) understands properties of two- and three-dimensional space and of the fourth dimension, time.

2) Performance Indicators – The competent visual arts teacher:

A) analyzes and demonstrates the elements and principles of design.

B) analyzes and demonstrates how aesthetic qualities (e.g., elements, principles, and expressive ideas) are used in art works.

C) analyzes and evaluates (critiques) artworks for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning.

b) The competent visual arts teacher understands the commonalities, distinctions, and connections in and among the fine arts.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands how to compare and contrast elements, principles, and tools in two or more visual artworks.

B) understands how to compare and contrast artworks in two or more fine arts that share processes, expressive ideas, similar themes, historical periods, or societal contexts.

C) understands how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography).

2) Performance Indicators – The competent visual arts teacher:

A) collaborates with other arts specialists in developing interrelated artworks.

B) analyzes and evaluates similar and distinctive characteristics of artworks in and among the arts.

c) The competent visual arts teacher understands the process and production of the visual arts.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands media and tools and how to use them in a safe and responsible manner.

B) understands a minimum of five artistic processes (e.g., printmaking, fiber arts, photography, sculpture, and electronic media).

2) Performance Indicators – The competent visual arts teacher:

A) describes how the selection of tools/techniques and processes creates specific effects.

B) analyzes and evaluates how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas.

d) The competent visual arts teacher will be able to apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands the manipulative skills necessary to draw and build works of art, using creative processes to express ideas.

B) understands how to communicate clear and focused ideas based on planning and problem-solving techniques in creating visual arts.

2) Performance Indicators – The competent visual arts teacher:

A) creates artworks in two and three dimensions and in the time arts.

B) creates artworks that are realistic, abstract, conceptual, functional, and decorative.

C) demonstrates manipulative skills to draw and build works of art in a range of media.

D) creates artwork that demonstrates the process of problem-solving and creative exploration.

e) The competent visual arts teacher will be able to analyze how the visual arts function in history, society and everyday life.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands how the visual arts function in a cultural and societal context.

B) understands how visual arts function in commercial applications (e.g., mass media, environmental and product design).

C) understands how the function of the visual arts changes over time.

D) understands how careers and jobs in the visual arts vary based on historical and societal changes.

2) Performance Indicators – The competent visual arts teacher:

A) analyzes how the visual arts have contributed over time to communication, celebrations, occupations, recreation, politics and entertainment.

B) analyzes how the visual arts are and have been used to inform and persuade.

C) analyzes the function of the visual arts in various eras and cultures.

f) The competent visual arts teacher understands how the visual arts shape and reflect history, society, and everyday life.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.

B) understands how the visual arts change in response to the changes in society.

C) understands how popular media and the visual arts influence society.

2) Performance Indicators – The competent visual arts teacher:

A) analyzes and classifies the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.

B) analyzes how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods.

g) The competent visual arts teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of the visual arts.

1) Knowledge Indicators – The competent visual arts teacher:

A) understands child development and the psychological principles of learning and how they apply to visual arts education.

B) understands a variety of current age-appropriate instructional strategies and their applications.

C) understands the ongoing process of curriculum development, taking into account local, State, and national standards.

D) understands how to organize the instructional environment to maximize students' learning.

E) understands the role of assessment in measuring students' learning and curriculum development.

F) understands different assessment methods and their application in visual arts education.

G) understands the need for continuing study, self evaluation, and professional growth.

2) Performance Indicators – The competent visual arts teacher:

A) adapts instructional strategies and assessment methods to the needs of individual students, allowing for students' learning styles, cultural backgrounds, and special needs.

B) develops a comprehensive and sequenced visual arts curriculum.

C) effectively uses resources (technology, materials, and physical environment) to facilitate students' learning.

D) uses a variety of assessment methods to analyze and report students' learning.

E) identifies and applies teaching methods for integrating visual arts with other art forms and other subject areas.

F) articulates a logical rationale for the role of the visual arts in the school curriculum, including philosophical and social foundations for visual arts education.

G) advances his or her knowledge of current developments in the field by participating in professional development activities (e.g., coursework, professional organizations, and workshops).

(Source: Amended at 44 Ill. Reg. 8630, effective May 12, 2020)