

Arts Education Program Assessment Worksheet

For use by
ABC Sites in South Carolina
 Based on Exemplars from
Opportunity-to-Learn Standards for Arts Education
 Developed by the Consortium of National Arts Education Associations

Arts Area: VISUAL ARTS
Grade Levels: KINDERGARTEN

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Visual art is integrated into the curriculum throughout the day. The program actively engages art with other instructional areas.				
2	The children's learning experiences include making art, looking at art, learning about art and artists, and responding to art.				
3	At least 15% of the contact time with children in every prekindergarten and kindergarten is devoted to experiences with visual arts.				
4	Regularly scheduled class periods planned for art production must provide a minimum of 100 minutes of uninterrupted instructional time per week for instruction, motivation, distribution of materials, production, clean-up, and evaluation.				
5	A locally developed curriculum has been developed or revised recently. The document includes				
	a. agreed-upon philosophy and goals and the learnings to be expected at each level				
	b. a sequential listing of learning experiences derived from art inquiry and expression				
	c. agreed-upon philosophy and goals and the learnings to be expected at each level				
	d. lists of materials, equipment, time, space, and personnel necessary to carry out the planned learning experiences				
	e. statements of health and safety precautions and regulations established by district and school policy				
	f. the relation of studies in art to other areas of instruction.				
6	All art teachers and appropriate school personnel share in curriculum planning, evaluation, and revision.				

	Exemplars	Lacking	Meets	Exceeds	Comments
7	Art curriculum documents are appropriately distributed. Art curriculum documents are provided to each teacher, administrator, guidance counselor, and media center personnel.				
8	Evidence of current art instruction is displayed in the classrooms.				
9	The art program is visually evident throughout the school.				
10	Educational criteria govern participation in posters, decorations, contests, and award programs.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Visual arts instruction in every prekindergarten and kindergarten is provided by teachers who have received formal training in early-childhood visual arts.				
2	A visual arts specialist qualified in early-childhood education is available as a consultant.				
3	Teacher preparation meets the criteria stated in the booklet, Standards for Art Teacher Preparation Programs, published by the National Art Education Association.				
4	Art teacher employment and/or selection includes the presentation of a portfolio, representing ability in art and the teaching of art, along with interviews by certified art personnel.				
5	The teacher-pupil ratio in visual arts is no greater than 1:400.				
6	In order that every student may have access to a teacher whose knowledge is current and whose teaching embodies the best current practices, every school or school district provides and supports annual professional development opportunities equal to other teachers in the school or school district.				
7	When the teaching staff of the school district includes five or more art teachers, one is appointed and compensated for leadership responsibilities.				

	Exemplars	Lacking	Meets	Exceeds	Comments
8	A full-time art supervisor is appointed when the art teaching staff in the school district includes 50 or more teachers and additional administrative assistance increases proportionately with a staff larger than 50.				
9	Art teachers assigned to leadership responsibilities are experienced at the assigned grade levels and capable in curriculum development and in the development of administrative and community support of art education.				
10	A full-time art supervisor at any grade level holds a masters degree in art education or its equivalent; has specialized preparation in supervision; has a minimum of 5 years of teaching experience including both the elementary and secondary levels; and is a member of the state and national professional art education organizations.				
11	In-service education and/or professional development programs assist art personnel in becoming acquainted with community artists; resource people; and local art agencies, associations, and institutions.				
12	Teachers' aides, paraprofessionals, "artists-in-education," and visitors who participate in the art program do so under the planned and organized direction of the art teacher(s) and/or supervisor.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Materials and equipment are sufficient to implement the art program established in the curriculum document, including safety precautions and regulations established by district policy.				
2	Consumable and non consumable art materials, tools, resources, and equipment are listed and available to the art teacher.				
3	Audiovisual equipment, visuals, and print media are available.				
4	Furniture, materials, and equipment are planned and budgeted for each art teacher				

	Exemplars	Lacking	Meets	Exceeds	Comments
	and/or art room.				
5	The district provides an annual budget for the repair and maintenance of tools, furniture, and equipment.				
6	Whatever the organization of purchasing supplies, the art staff of the school district controls the specification of standards for art materials, equipment, and resources.				
7	If found materials are used, the educational purpose in art, not the mere availability of inexpensive material, governs the learning activity.				
8	Itinerant teachers are equipped for convenient transport of the necessary quantity and variety of materials.				
9	A media or learning resource center contains a variety of art books, reproductions, films, filmstrips, transparencies, and self-instructional materials to support the art curriculum.				
10	In classes emphasizing independent study and/or individualized instruction, sufficient materials and equipment are provided for at least two independent work areas.				
11	The school district art curriculum guide specifies equipment for art instruction such as kilns, paper cutters, projection equipment, special spotlights, and the like.				
12	The school provides, at each grade level, district-adopted print or projectible image series, such as slides, filmstrips, and overheads. Accompanying teacher manuals and teaching materials also are provided.				
13	13. The district curriculum document specifies the minimum quantity of materials and equipment needed to teach each class or course. Included in this list are basic tools and supplies for sculpture, printmaking, drawing and painting, textile/fiber design, and ceramics.				
14	The school district specifies within policy the minimum funding per course required for art instruction.				
15	The school provides curriculum resources such as films, slides, original art, art reference books, projectors, cameras, television, art periodicals, exhibitions, and three-dimensional reproductions.				

	Exemplars	Lacking	Meets	Exceeds	Comments
16	The school provides, where appropriate, a current text series, print series, or slide series for each classroom where art is taught, with a copy of the text for each student. Accompanying teaching materials and teacher's manuals are also provided.				
17	The school district develops and uses a separate budget for the art program.				
18	The art budget is sufficient to provide all expenditures required for the art program established in the curriculum plan.				
19	Grant proposals for art programs and staff are available and encouraged.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Facilities comply with local and state building codes and safety requirements.				
2	The art staff participates in the planning, budget, and design decisions of art facilities.				
3	Schools with enrollments of 500 or more provide one or more specialized art rooms.				
4	The art room is accessible to all students, including those with physical disabilities.				
5	The art room layout allows for ease of traffic flow and safety.				
6	Adequate instructional furniture is provided.				
7	General lighting is planned so that shadows are reduced to a minimum. The capability exists for showing slides, films, or videos during the day or evening. Where possible, art room facilities are designed so that large, northern-facing windows allow for an abundance of natural lighting.				
8	Ventilation is adequate to exhaust any fumes, dust, or odors. Special areas (kiln, etc.) are equipped with adequate ventilation.				
9	Sinks are accessible from several sides and are an appropriate height for grade levels and wheelchairs. Sinks are equipped with hot and cold water with sediment traps. Acid-resistant, heavy-duty drains with clay or plaster traps are provided.				

	Exemplars	Lacking	Meets	Exceeds	Comments
10	The facility is flexible enough to accommodate student discussions, group work, slide viewing, the study of reproductions, and computers as well as production space for both two-dimensional and three-dimensional artwork. The art room facilitates extensive use of audio/visual equipment, VCRs, computers, and the like.				
11	Adequate space (55 square feet per student), including storage, display, and a range of equipment is provided. Adequate securable space is provided for storing hazardous equipment and supplies. Adequate teacher office and work stations are provided.				
12	An entrance door larger than usual allows for installation of bulky art equipment.				
13	The art room is acoustically treated to minimize interferences.				
14	Electrical outlets are plentiful and conveniently located throughout the art room.				
15	Display areas are central to the general flow of traffic.				

Arts Template\Vis Art K.wpd

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 Based on Exemplars from
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Arts Area: VISUAL ARTS
Grade Levels: ELEMENTARY

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Art instructional activities are directed toward achieving the national voluntary art content and achievement standards.				
2	a. The curriculum comprises a balanced and sequential program of making art, looking at art, learning about art and artists, and responding to art.				
	b. Also included are learning experiences designed to develop the ability to use the materials, techniques, and terminology of art; analyze and describe art; make informed evaluations concerning art; and understand art and art practices in relation to history and culture and to other disciplines in the curriculum.				
3	The visual art curriculum is described and outlined in a series of sequential and articulated curriculum guides for each grade level.				
4	a. Every student receives visual art instruction from a certified art specialist each week for at least 100 minutes.				
	b. Visual art content and skills are woven into the classroom teacher's curriculum throughout the school day.				
5	Classes in visual art are no larger than classes in other subjects of the curriculum.				
6	Exhibits of student artwork are planned each year for parents, peers, and the community.				
7	Artists, galleries, and museums of the community are utilized, when available, to enhance and strengthen the school visual arts curriculum.				
8	When students with disabilities are included in regular visual art classes:				
	a. their placement is determined on the same				

	Exemplars	Lacking	Meets	Exceeds	Comments
	basis as placement for students without disabilities (e.g., visual art achievement, chronological age)				
	b. art educators are involved in placement decisions and are fully informed about the needs of each student,				
	c. their placement does not result in classes that exceed the average class size for the school by more than 10%				
	d. the number of these students does not exceed the average for other classes in the school by more than 10%.				
9	a. Visual arts instruction is provided for students receiving special education who are not included in regular visual arts classes.				
	b. Visual arts instruction for students with disabilities is designed to teach practical visual arts skills and knowledge that will assist the students in functioning successfully in the artistic environments of the home, school, and community.				
	c. The amount of time for visual arts instruction is equivalent to that provided to students without disabilities.				
10	Students with disabilities are given the same opportunities to elect specialized visual arts instruction as other students. If a visual art task cannot be performed by students with disabilities exactly as it would be by students without disabilities, adaptation is provided so that students with disabilities can participate insofar as possible.				
11	11. Special experiences are designed for gifted and talented students according to their abilities and interests.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Visual art is taught by art specialists in collaboration with classroom teachers.				
	b. Leadership, guidance, and visual art expertise are provided by specialists who possess the skills and knowledge to teach the structure of visual arts; the skills, knowledge, and techniques of the visual arts for appropriate age levels; and creative problem solving in visual arts.				
	c. Their efforts are complemented by classroom teachers who have the unique opportunity to make visual arts part of the daily life of the students and to integrate visual arts into the total curriculum.				
2	The number of certified art specialists is sufficient to provide art experiences for a total of at least 100 minutes per week per class, throughout the school year, for grades 2 through 6.				
3	All visual arts educators are certified to teach art, have extensive specialized knowledge and training,, and are fully qualified for their instructional assignments in visual arts.				
4	The teacher-pupil ratio in visual arts is no greater than 1:400.				
5	a. Every visual arts educator has a block of time of at least 45 minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.				
	b. Sufficient time for travel is calculated in the teaching loads of teachers required to move from one building to another.				
6	6. a. Every school district or school provides a regular program of in-service education that includes at least two to five paid days for professional development activities arranged by the district or school each year for every visual arts educator.				
	b. Every visual arts educator is permitted at least two paid days of leave each year for professional development activities proposed by the teacher and approved by the district or school.				
7	a. Special-education classes in visual arts are				

	Exemplars	Lacking	Meets	Exceeds	Comments
	no larger than other special-education classes.				
	b. Teacher aides are provided for special-education classes in visual arts if they are provided for other special-education classes. If a student with a disability has an aide to assist in other classes, the aide also assists the student in visual arts classes.				
8	Every visual arts educator working with special-education students has received training in special education and, for purposes of consultation, has convenient access to trained professionals in special education or art therapy.				
9	a. One visual arts educator in every district or school is designated as coordinator or administrator to provide leadership for the visual arts program.				
	b. This person is employed on a full-time basis for administration when the staff includes 25 or more visual arts educators.				
	c. The amount of administrative time is adjusted proportionately when the staff is smaller. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.				
10	Supplementary art experiences are conducted by classroom teachers with the guidance of the certified art specialist.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Many activities will be taught in the art room. Therefore, a well-planned art facility needs electronic access and proper storage to provide for:				
	a. graphic arts, including computer graphics, block printing, etching, and lithography				
	b. general crafts such as metals and weaving;				
	c. modeling				
	d. sculpting.				
	e. ceramics				
2	a. In every school the following are available for use in visual arts instruction: kilns, drying				

	Exemplars	Lacking	Meets	Exceeds	Comments
	racks, presses, visual art viewing equipment, computers equipped with CD-ROM drives, and visual art-related CD-ROMs.				
	b. Also available are video cameras, color monitors, stereo VCRs, and multimedia equipment combining digitized sound and music with graphics and text.				
3	Every school provides high-quality instructional materials and equipment of sufficient quantity and variety for every type of content taught and for every instructional setting.				
4	a. Every school provides a set of visual art textbooks, published not more than 6 years previously, for every grade level.				
	b. Teachers' editions of the textbooks with accompanying reproductions or slides, as well as other resource materials in visual arts, are readily available for visual arts educators and classroom teachers.				
5	Every school contains a library or student resource center that provides a variety of visual art-related books and other print materials, audio and video materials, and computer software.				
6	An annual budget is provided for the purchase of visuals, CDs, and videotapes; computer and electronic materials; and the other special supplies, materials, and equipment needed for the teaching of visual art.				
7	All equipment is maintained in good repair. An annual budget is provided for the repair and maintenance of equipment that is equal to at least 5% of the current replacement value of the total inventory of equipment.				
8	The school district develops and uses a separate budget for the art program.				
9	The art budget is sufficient to provide all expenditures required for the art program established in the curriculum plan.				
10	Grant proposals for art programs and staff are available and encouraged.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	There is a minimum of 1 art room per elementary school for every 500 enrolled students				
2	The general art room has at least 55 square feet of work space per student (excluding storage and teacher's work space) and is flexible enough for use with large or small groups and for individual instructional activities.				
3	a. At least one wall with display capability from floor to ceiling is available for displaying student work. Display areas such as shelves and cases are also provided for three-dimensional work like sculpture and ceramics.				
	b. These areas are well lighted and equipped with multiple-lighting plug-in tracks with movable spotlights.				
4	a. Adequate, in-class storage, accessible to students, is needed as well as at least 350 square feet of lockable storage space for art supplies, equipment, and student art works. This latter space should be connected to the art room.				
	b. Generally 400 square feet of storage is necessary. There are five main types of storage: 1. Reserve 2. Work in Progress 3. Active 4. Portfolio 5. Potentially Hazardous Materials and Equipment				
5	The art room is designed to accommodate no more than 28 students at the elementary level.				
6	The art room is located on the school's first floor to simplify both displaying student art the delivery of materials and supplies to the department. It also encourages doing some art activities outdoors such as sketching, painting, modeling, and construction.				
7	The art room as close as possible to other visual and performing arts areas so that activities between these disciplines can be coordinated.				
8	General lighting is planned so that shadows are reduced to a minimum in all parts of the room.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	Lighting the color of daylight permits accuracy of color work, regardless of the changing outdoor conditions.				
9	a. Furnishings are arranged for maximum flexibility.				
	b. The sinks - very important items in any art room - are accessible from more than one side and equipped with hot and cold water with sediment traps. One sink can accommodate 10 students adequately				
	c. Kilns should be located in a separate room with appropriate ventilation.				

Arts Template\Vis Arts Elm.wpd

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Arts Area: VISUAL ARTS
Grade Levels: MIDDLE/JUNIOR HS

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The visual arts program in the middle school builds sequentially on the visual arts program in the elementary school and provides the foundation for the visual arts program in the high school.				
	b. Instructional activities are directed toward achieving the national voluntary art content and achievement standards.				
2	a. The curriculum comprises a balanced and sequential program of making art, looking at art, learning about art and artists, and responding to art.;				
	b. Included are learning experiences designed to develop the ability to use the materials, techniques, and terminology of art; analyze and describe art; make informed evaluations concerning art				
	c. and understand art and art practices in relation to history and culture and to other disciplines in the curriculum.				
3	The visual arts curriculum is described and outlined in a series of sequential and articulated curriculum guides for each grade level.				
4	Visual art is required of all students through grade 8.				
5	Classes in visual arts are no larger than classes in other subjects of the curriculum.				
6	Exhibits of student artwork are planned each year for parents, peers, and the community.				
7	Artists, galleries, and museums of the community are utilized, when available, to enhance and strengthen the school visual art curriculum				
	When students with disabilities are included in				

	Exemplars	Lacking	Meets	Exceeds	Comments
8	regular visual art classes				
	a. their placement is determined on the same basis as placement for students without disabilities (e.g., visual art achievement, chronological age),				
	b. art educators are involved in placement decisions and are fully informed about the needs of each student,				
	c. their placement does not result in classes that exceed the average class size for the school by more than 10%,				
	d. the number of these students does not exceed the average for other classes in the school by more than 10%.				
9	Visual arts instruction is provided for students receiving special education who are not included in regular visual arts classes.				
	a. Visual arts instruction for students with disabilities is designed to teach practical visual arts skills and knowledge that will assist the students in functioning successfully in the artistic environments of the home, school, and community.				
	b. The amount of time for visual arts instruction is equivalent to that provided to students without disabilities.				
10	a. Students with disabilities are given the same opportunities to elect specialized visual arts instruction as other students.				
	b. If a visual art task cannot be performed by students with disabilities exactly as it would be by students without disabilities, adaptation is provided so that students with disabilities can participate insofar as possible.				
11	Special experiences are designed for gifted and talented students according to their abilities and interests.				
12	a. In schools not utilizing block scheduling, the school day includes no fewer than seven instructional periods.				
	b. Every effort is made to avoid scheduling single-section courses in visual art against single section courses in required subjects.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	All visual arts educators are certified to teach visual art, have extensive specialized knowledge and training, and are fully qualified to teach every course they are assigned.				
2	The number of visual art educators is sufficient to teach the courses specified under the standards for curriculum and scheduling.				
3	a. Every visual art educator has a block of time of at least 45 minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.				
	b. Sufficient time for travel is calculated in the teaching loads of teachers required to move from one building to another.				
4	a. Every school district or school provides a regular program of in-service education that includes at least two to five paid days for professional development activities arranged by the district or school each year for every visual arts educator.				
	b. Every visual arts educator is permitted at least two paid days of leave each year for professional development activities proposed by the teacher and approved by the district or school.				
5	a. Special-education classes in visual art are no larger than other special-education classes. Teacher aides are provided for special-education classes in visual arts if they are provided for other special-education classes.				
	b. If a student with a disability has an aide to assist in other classes, the aide also assists the student in visual art classes.				
6	Every visual arts educator working with these students has received training in special education and, for purposes of consultation, has convenient access to trained professionals in special education or art therapy.				
7	One visual arts educator in every district or school is designated as coordinator or administrator to provide leadership for the visual arts program.				
	a. This person is employed on a full-time basis for administration when the staff includes 25 or				

	Exemplars	Lacking	Meets	Exceeds	Comments
	more visual arts educators.				
	b. The amount of administrative time is adjusted proportionately when the staff is smaller.				
	c. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The art facility has electronic access and proper storage to provide for graphic arts, including computer graphics, block printing, etching, and lithography; general crafts such as metals and weaving; modeling; sculpting; and ceramics.				
	b. The space must also be flexible enough to facilitate student discussions, and viewing slides and reproductions.				
2	In every school the following are available for use in visual arts instruction:				
	a. kilns, drying racks, presses, visual art viewing equipment, computers equipped with CD-ROM drives, and visual art-related CD-ROMs;				
	b. video cameras, color monitors, stereo VCRs, and multimedia equipment combining digitized sound and music with graphics and text.				
3	Every school provides high-quality instructional materials and equipment of sufficient quantity and variety for every type of content taught and for every instructional setting.				
4	Every school provides a set of visual art textbooks, published not more than 6 years previously, for every grade level. Teachers' editions of the textbooks with accompanying reproductions or slides, as well as other resource materials in visual arts, are readily available for visual arts educators and classroom teachers.				
5	Every school contains a library or student resource center that provides a variety of visual art-related books and other print materials,				

	Exemplars	Lacking	Meets	Exceeds	Comments
	audio and video materials, and computer software.				
6	An annual budget is provided for the purchase of visuals, CDs, and videotapes; computer and electronic materials; and the other special supplies, materials, and equipment needed for the teaching of visual art. All equipment is maintained in good repair.				
7	An annual budget is provided for the repair and maintenance of equipment that is equal to at least 5% of the current replacement value of the total inventory of equipment.				
8	The school district develops and uses a separate budget for the art program.				
9	The art budget is sufficient to provide all expenditures required for the art program established in the curriculum plan.				
10	Grant proposals for art programs and staff are available and encouraged.				

Facilities

Special attention should be given to the overall design of junior/middle art rooms. Because the program of study includes a broad diversity of art media and academic experiences, it is desirable that the art rooms have a studio-like atmosphere. Specific examples of art room facility designs are described in detail in *Design Standards for School Art Facilities*, available from the NAEA. General guidelines for art facilities are as follows:

	Exemplars	Lacking	Meets	Exceeds	Comments
1	There is a minimum of art room per junior/middle school for every 500 enrolled students.				
2	The general art room has at least 55 square feet of work space per student, excluding storage and teacher's work space, and is flexible enough for both group or individual instructional activities.				
	a. The design allows for ease of traffic flow, and adequate space is planned for special furniture and equipment.				
	b. A wet area with a sink is desirable for clay work				
3	a. At least one wall in the art room is available for ease of displaying student work and visual aids.				
	b. Display areas such as shelves and cases are also provided for three-dimensional work like sculpture, ceramics, and jewelry.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	c. These areas are well-lighted and equipped with multiple-lighting plug-in tracks with movable spotlights.				
4.	Adequate in-class storage, easily accessible to students, is needed as well as at least 400 square feet of lockable storage space for art supplies, equipment, and student artworks. This latter space should be connected to the art room and include these five types of storage: Reserve; Work in Progress; Active; Portfolio; and Potentially Hazardous Materials and Equipment				
5	Each art room is designed to accommodate no more than 24 students at the junior/middle level.				
6	The art room is located on the school's first floor.				
7	The art room as close as possible to other visual and performing arts areas so that activities between these disciplines can be coordinated.				
8	a. Wherever possible, the art room's north-facing wall should be on the outside of the building to allow for large windows and natural lighting.				
	b. It is desirable for an exterior door to provide access to a patio area to allow for large outdoor sculpture activity.				
	c. Computer graphics and multimedia equipment should be in a separate room.				
9	The sinks are accessible from more than one side and equipped with hot and cold water with sediment traps. One sink can accommodate 10 students adequately.				
10	A teacher's office and work space of 120 square feet is needed to house several filing cabinets, bookshelves, a teacher's desk, and a large drafting table. A glass-enclosed office is preferable.				
11	In addition to the art room's display capabilities, a display area-wall cabinets, bulletin boards, or the like X central to the general flow of school traffic is provided. If the display area is not secure, key locks should be installed on display doors.				
12	There is an area dedicated to films, slide collections, and resources for instructional				

	Exemplars	Lacking	Meets	Exceeds	Comments
	units in the art program.				
	a. Major collections of books, prints, software, tapes, cassettes, disks, catalogs, and media are housed in the main school library, and art students are scheduled to conduct research and art study on a regular basis.				
	b. Art career collections are housed in the career center/counselor's office and students scheduled on a regular basis to research career opportunities.				
13	Computers, laser printers, scanners, camcorders, and other high-tech video equipment is being employed in art education programs. Two applications are currently being used: a. The art room has a learning/research station (i.e., 2 to 5 computers, printers, etc.)				
	b. In a dedicated lab or media center, students are scheduled by class or via independent study (i.e., 25 to 30 computer stations, printers, modems, laser disks, scanners, camcorders, etc.).				
14	Requirements for the specialized art rooms or studios mentioned in #1 include:				
	a. <u>Photography</u> : Area requirements are a minimum of 340 square feet. Larger schools need an additional 80 square feet for an auxiliary dark room to handle color-sheet film work. The photography room meets the appropriate ventilation standards for such a facility and all drain piping in the dark room is acid resistant.				
	b. <u>Ceramics</u> : Space accommodates clay bins that are rustproof, leakproof, airtight, and portable. Facilities accommodate such special equipment as potters wheels and a damp box (cabinet) for storing work in progress. Appropriate ventilation is provided for any clay mixing.				
	c. <u>Kiln Room</u> : The electric kiln has 45 square feet and a special wiring circuit to meet kiln manufacturer's requirements and state and local codes. The kiln room is ventilated to the outside.. Metal storage cabinets for storing kiln shelves, shelf supports, stilts, and kiln wash are provided.				
	d. <u>Printmaking</u> : Facilities accommodate such equipment as printing press(es) and drying racks. Adequate ventilation is available for the				

	Exemplars	Lacking	Meets	Exceeds	Comments
	use of inks and solvents and for drying prints				

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Arts Area: VISUAL ARTS
Grade Levels: HIGH SCHOOL

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The visual arts program in the high school builds sequentially on the visual arts program in the middle school and provides the foundation for the visual arts program in the high school.				
	b. Instructional activities are directed toward achieving the national voluntary art content and achievement standards.				
2	a. The curriculum comprises a balanced and sequential program of making art, looking at art, learning about art and artists, and responding to art.;				
	b. Included are learning experiences designed to develop the ability to use the materials, techniques, and terminology of art; analyze and describe art; make informed evaluations concerning art				
	c. and understand art and art practices in relation to history and culture and to other disciplines in the curriculum.				
3	The high school visual arts curriculum is described and outlined in a series of sequential and articulated curriculum guides for each grade level.				
4	Classes in visual arts are no larger than classes in other subjects of the curriculum.				
5	a. At least one year-long elective course in visual arts is offered.				
	b. At least one course with no prerequisites is available to all grade levels				
6	Exhibits of student artwork are planned each year for parents, peers, and the community.				
7	Artists, galleries, and museums of the community are utilized, when available, to enhance and strengthen the school visual art				

	Exemplars	Lacking	Meets	Exceeds	Comments
	curriculum				
8	When students with disabilities are included in regular visual art classes				
	a. their placement is determined on the same basis as placement for students without disabilities (e.g., visual art achievement, chronological age),				
	b. art educators are involved in placement decisions and are fully informed about the needs of each student,				
	c. their placement does not result in classes that exceed the average class size for the school by more than 10%,				
	d. the number of these students does not exceed the average for other classes in the school by more than 10%.				
9	Visual arts instruction is provided for students receiving special education who are not included in regular visual arts classes.				
	a. Visual arts instruction for students with disabilities is designed to teach practical visual arts skills and knowledge that will assist the students in functioning successfully in the artistic environments of the home, school, and community.				
	b. The amount of time for visual arts instruction is equivalent to that provided to students without disabilities.				
10	a. Students with disabilities are given the same opportunities to elect specialized visual arts instruction as other students.				
	b. If a visual art task cannot be performed by students with disabilities exactly as it would be by students without disabilities, adaptation is provided so that students with disabilities can participate insofar as possible.				
11	Special experiences are designed for gifted and talented students according to their abilities and interests. Examples of these might include advanced placement or International Baccalaureate offerings.				
12	a. In schools not utilizing block scheduling, the school day includes no fewer than seven instructional periods.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	b. Every effort is made to avoid scheduling single-section courses in visual arts against single section courses in required subjects.				
13	a. Academic credit is awarded for visual arts study on the same basis as for comparable courses.				
	b. Grades earned in visual arts courses are considered in determining the grade point averages and class rankings of students on the same basis as grades in comparable courses.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	All visual arts educators are certified to teach visual art, have extensive specialized knowledge and training, and are fully qualified to teach every course they are assigned.				
2	The number of visual art educators is sufficient to teach the courses specified under the standards for curriculum and scheduling.				
3	a. Every visual art educator has a block of time of at least 45 minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.				
	b. Sufficient time for travel is calculated in the teaching loads of teachers required to move from one building to another.				
4	a. Every school district or school provides a regular program of in-service education that includes at least two to five paid days for professional development activities arranged by the district or school each year for every visual arts educator.				
	b. Every visual arts educator is permitted at least two paid days of leave each year for professional development activities proposed by the teacher and approved by the district or school.				
5	a. Special-education classes in visual art are no larger than other special-education classes. Teacher aides are provided for special-education classes in visual arts if they are provided for other special-education classes.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	b. If a student with a disability has an aide to assist in other classes, the aide also assists the student in visual art classes.				
6	Every visual arts educator working with these students has received training in special education and, for purposes of consultation, has convenient access to trained professionals in special education or art therapy.				
7	One visual arts educator in every district or school is designated as coordinator or administrator to provide leadership for the visual arts program.				
	a. This person is employed on a full-time basis for administration when the staff includes 25 or more visual arts educators.				
	b. The amount of administrative time is adjusted proportionately when the staff is smaller.				
	c. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.				
8	The teaching staff is sufficient to provide at least advanced experiences in two or three dimensional media, crafts, photography, and history/criticism of art and design, at the level required for advance placement courses in art studio, drawing and art history.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The art facility has electronic access and proper storage to provide for graphic arts, including computer graphics, block printing, etching, and lithography; general crafts such as metals and weaving; modeling; sculpting; and ceramics.				
	b. The space must also be flexible enough to facilitate student discussions, and viewing slides and reproductions.				
2	In every school the following are available for use in visual arts instruction:				
	a. kilns, drying racks, presses, visual art viewing equipment, computers equipped with CD-ROM drives, and visual art-related				

	Exemplars	Lacking	Meets	Exceeds	Comments
	CD-ROMs;				
	b. video cameras, color monitors, stereo VCRs, and multimedia equipment combining digitized sound and music with graphics and text.				
3	Every school provides high-quality instructional materials and equipment of sufficient quantity and variety for every type of content taught and for every instructional setting.				
4	Every school provides a set of visual art textbooks, published not more than 6 years previously, for every grade level. Teachers' editions of the textbooks with accompanying reproductions or slides, as well as other resource materials in visual arts, are readily available for visual arts educators and classroom teachers.				
5	Every school contains a library or student resource center that provides a variety of visual art-related books and other print materials, audio and video materials, and computer software.				
6	An annual budget is provided for the purchase of visuals, CDs, and videotapes; computer and electronic materials; and the other special supplies, materials, and equipment needed for the teaching of visual art. All equipment is maintained in good repair.				
7	An annual budget is provided for the repair and maintenance of equipment that is equal to at least 5% of the current replacement value of the total inventory of equipment.				
8	The school district develops and uses a separate budget for the art program.				
9	The art budget is sufficient to provide all expenditures required for the art program established in the curriculum plan.				
10	Grant proposals for art programs and staff are available and encouraged.				

Facilities

Special attention should be given to the overall design of junior/middle art rooms. Because the program of study includes a broad diversity of art media and academic experiences, it is desirable that the art rooms have a studio-like atmosphere. Specific examples of art room facility designs are described in detail in *Design Standards for School Art Facilities*, available from the NAEA. General guidelines for art facilities are as follows:

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. There is a minimum of 1 art room for every 500 students enrolled in the senior high school.				
	b. The art room has a minimum of 55 square feet per student, excluding storage and teacher's work space and is flexible enough for use with group or individual instructional activities.				
	c. Adequate design allows for ease of traffic flow, and adequate space is planned for special furniture and equipment such as easels, potters wheels, floor looms, and darkroom developing tanks and enlargers.				
	d. A wet area with a sink is desirable for clay work.				
	e. If a patio is provided, the wet area should be located near it.				
2	a. At least 400 square feet of lockable storage space is provided for art supplies, equipment, and student artworks.				
	b. This storage space is connected to the art room.				
3	a. For displaying student work and visual aids such as fine art reproductions, at least one wall in the art room is cork board from floor to ceiling.				
	b. For three-dimensional work, display areas such as shelves and cases for sculpture, ceramics, and jewelry are provided.				
	c. These areas are well lighted and equipped with multiple-lighting plug-in tracks with movable spotlights.				
4	The art room is designed to accommodate no more than 20 to 25 students at the senior level.				
5	The art room is located on the school's first floor.				
6	The art room as close as possible to other visual and performing arts areas so that activities between these disciplines can be coordinated.				
7	a. Wherever possible, the art room's north-facing wall should be on the outside of the building to allow for large windows and natural lighting.				
	b. It is desirable for an exterior door to provide				

	Exemplars	Lacking	Meets	Exceeds	Comments
	access to a patio area to allow for large outdoor sculpture activity.				
8	The sinks are accessible from more than one side and equipped with hot and cold water with sediment traps. One sink can accommodate 10 students adequately.				
9	A teacher's office and work space of 120 square feet is needed to house several filing cabinets, bookshelves, a teacher's desk, and a large drafting table. A glass-enclosed office is preferable.				
10	In addition to the art room's display capabilities, a display area-wall cabinets, bulletin boards, or the like X central to the general flow of school traffic is provided. If the display area is not secure, key locks should be installed on display doors.				
11	There is an area dedicated to films, slide collections, and resources for instructional units in the art program.				
	a. Major collections of books, prints, software, tapes, cassettes, disks, catalogs, and media are housed in the main school library, and art students are scheduled to conduct research and art study on a regular basis.				
	b. Art career collections are housed in the career center/counselor's office and students scheduled on a regular basis to research career opportunities.				
12	Computers, laser printers, scanners, camcorders, and other high-tech video equipment is being employed in art education programs. Two applications are currently being used:				
	a. The art room has a learning/research station (i.e., 2 to 5 computers, printers, etc.)				
	b. In a dedicated lab or media center, students are scheduled by class or via independent study (i.e., 25 to 30 computer stations, printers, modems, laser disks, scanners, camcorders, etc.).				
14	Requirements for the specialized art rooms or studios mentioned in #1 include:				
	a. <u>Photography</u> : Area requirements are a minimum of 340 square feet. Larger schools need an additional 80 square feet for an auxiliary dark room to handle color-sheet film				

	Exemplars	Lacking	Meets	Exceeds	Comments
	work. The photography room meets the appropriate ventilation standards for such a facility and all drain piping in the dark room is acid resistant.				
	b. <u>Ceramics</u> : Space accommodates clay bins that are rustproof, leakproof, airtight, and portable. Facilities accommodate such special equipment as potters wheels and a damp box (cabinet) for storing work in progress. Appropriate ventilation is provided for any clay mixing.				
	c. <u>Kiln Room</u> : The electric kiln has 45 square feet and a special wiring circuit to meet kiln manufacturer's requirements and state and local codes. The kiln room is ventilated to the outside.. Metal storage cabinets for storing kiln shelves, shelf supports, stilts, and kiln wash are provided.				
	d. <u>Printmaking</u> : Facilities accommodate such equipment as printing press(es) and drying racks. Adequate ventilation is available for the use of inks and solvents and for drying prints				
	e. <u>Computer Graphics</u> : There is an art room facility specifically designed for computer graphics.				