ART EDUCATION - Student Teaching Part 2

STUDIO

Applies appropriate art elements and principles in lessons to help students to produce art in a variety of media and processes.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Uses appropriate art vocabulary in both written and verbal instruction in the art classroom.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Uses art materials and tools in a safe and responsible manner in the art classroom.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Is able to effectively teach a variety of media and processes, both two-dimensional and three dimensional, to a body of diverse learners.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

HISTORICAL/CULTURAL CONTEXT

Relates works of art to historical/cultural chronological, and stylistic contexts in age appropriate ways for the learners.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Utilizes art history vocabulary and concepts accurately.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Frequently incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Guides student learners in linking concepts of art history to learners’ own life experiences.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Assists learners in appreciating/learning about artists, art careers, and art styles past and present.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

CRITICAL RESPONSE

Provides opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Encourages and validates the learner's personal interpretations of their own and other's art work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Guides learners to think critically and provide reasons for the judgments they make in reference to art work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Guides and enables learners to formulate, analyze, and synthesize questions about art issues.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess

Creates and fosters a climate where aesthetic issues are raised and explored within the art classroom.

- Distinguished
- Proficient
- Basic
- Unsatisfactory
- No Opportunity to Assess
MANAGE INSTRUCTIONAL ENVIRONMENT

Effectively communicating ideas/instruction through well designed bulletin boards, visual aids in presentation and demonstrations exhibitions of student work, etc.

Establishing a psychological climate where learners are encouraged to question, think critically, explore personal expression through visual art, and engage in creative exploration with art media.

Demonstrate an ability to write art lesson plans/art curricular units relevant to the learners' community and based on PA standards.

Plan challenging lessons which provide individual choice and result in creative solutions.

Effectively motivate students to engage in art experiences that address the content of art in developmentally appropriate activities.

Design appropriate strategies and criteria for evaluating student art work and assessing student learning.

Select, analyze, and modify instructional materials for the art classroom which meet the needs of diverse learners.

Demonstrate the ability to work collegiality within the school community and integrate art with other disciplines (where appropriate).

PROFESSIONAL EXPECTATIONS/DEMEANOR/ATTITUDE

Demonstrate skill in interpersonal relationships with faculty, staff, administrators, and parents.

Adapt satisfactory to the community environment by demonstrating that he/she is responsible in meeting the expectations of the particular teaching context of the specific school placement.

Attend professional meetings, conferences, in-service workshops, educational presentations as deemed appropriate by the cooperating teacher/supervisor.

Demonstrate sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom.