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SECONDARY VISUAL ART ENDORSEMENT

Application for the Utah State Board of Education

Applicant Information

Name: _____

CACTUS ID#: _____

Email: _____

Purpose

All requirements of the Secondary Visual Art Endorsement reflect the skills, knowledge, and dispositions needed to teach visual art courses in a secondary school setting.

Select Endorsement Type: Please check one

- This application is for a Professional Secondary Visual Art Endorsement.
- This application is for an Out of State Licensure Applicant.
- This application is for an Associate Secondary Visual Art Endorsement. I have completed the following requirement(s):
 - Earned a bachelor's or higher degree in the endorsement area
 - Completed at least $\frac{1}{3}$ of the requirement areas for the endorsement

Instructions for Completing the Application:

1. Complete the Secondary Visual Art Endorsement Application.
2. Email completed application and required documentation to licensing@schools.utah.gov

The SECONDARY VISUAL ART ENDORSEMENT has the following 9 requirement areas. If you have a Professional Level Secondary Visual Arts endorsement, then you have met requirement areas 1-9. You need only complete the Elementary Visual Arts Teaching Methods Competency, requirement area 10 for the K-12 extension.

1. Art History Competency
2. Drawing Competency
3. Painting Competency
4. 2-D Design and/or 3-D Design Competency
5. Ceramics and/or Sculpture Competency
6. Digital Media/Photography Competency
7. Creative Process Competency
8. Additional Studio Work Competency
9. Secondary Visual Arts Teaching Methods Competency
10. K-12 Extension Only - Elementary Visual Arts Teaching Methods Competency

Demonstrated Competency for One Or More Requirements

In lieu of university and/or approved professional development courses, the applicant may apply for an endorsement through demonstrated competency. Demonstrated competency must be verified for each course individually. Demonstrated competency will be approved under the direction of the USBE Fine Arts Specialist. **The applicant must document, schedule, and submit the following:**

1. **Participate in an oral interview** under the direction of the USBE Fine Art Specialist or designee(s) to determine applicant's declarative, procedural, and conditional research-based knowledge of each individual course. This is usually done by a committee of specialists.
AND
2. **Participate in a formal observation** conducted by USBE Fine Art Specialist or designee(s) to demonstrate classroom instructional application of the Secondary Visual Arts course content.

University Courses

For each of the following course requirements, indicate the courses you have completed, or the documentation submitted to satisfy each of the requirements. If the course name and number do not exactly match the category, please include a course description. Applicants must earn a C or higher in the course(s) taken.

Endorsement Requirement Areas Checklist - **Bolded vocabulary is defined below*

<u>Competencies</u>	<u>University Course</u>	<u>Evidence of Competency - Portfolio (each bullet must be demonstrated unless noted)</u>	<u>Evidence of Competency - Certifications & Equivalency Exams</u>
<p>Art History Competency: Demonstrates in-depth knowledge and understanding of both Western and Non-Western art movements (including historical and contemporary examples and their defining theories, styles, landmark artworks and artists) with an understanding of how context, meaning, and formal qualities enhance historical inquiry in the Pre-19th century..</p>	<p>Art History</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>		<p><input type="checkbox"/> PRAXIS II Visual Art Content Knowledge Test #5134 with a score of 158 or above</p> <p>OR</p> <p><input type="checkbox"/> Passing score in AP Art History Exam (3 or above) in the last 10 years.</p>
<p>Art History Competency: Demonstrates in-depth knowledge and understanding of both Western and Non-Western art movements (including historical and contemporary examples and their defining theories, styles, landmark artworks and artists) with an understanding of how context, meaning, and formal qualities enhance historical inquiry in the Post-19th century.</p>	<p>Art History</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>		<p><input type="checkbox"/> PRAXIS II Visual Art Content Knowledge Test #5134 with a score of 158 or above</p> <p>OR</p> <p><input type="checkbox"/> Passing score in AP Art History Exam (3 or above) in the last 10 years.</p>
<p>Drawing Competency: Demonstrates experience with drawing techniques and composition with varied materials/media.</p>	<p>Drawing</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<p><input type="checkbox"/> 6-8 total drawings including the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 direct observational drawing <input type="checkbox"/> 2-3 refined completed drawings 	<p><input type="checkbox"/> Passing score in AP Drawing Exam (4 or above) in the last 10 years.</p>

		<input type="checkbox"/> 1-2 conceptually driven drawings <input type="checkbox"/> Evidence of creative process <input type="checkbox"/> Artist Statement for each work of art.	
<p>Painting Competency: Demonstrates substantial experience with painting techniques, composition, and color theory with varied materials/media.</p>	<p>Painting University _____ Course Code _____ Year _____ Grade _____</p>	<input type="checkbox"/> 6-8 total paintings demonstrating a variety of materials/media including the following: <input type="checkbox"/> 3 representational paintings <input type="checkbox"/> 2-3 refined completed paintings <input type="checkbox"/> 1-2 conceptually driven paintings <input type="checkbox"/> Evidence of creative process <input type="checkbox"/> Artist Statement for each work of art.	
<p>2-D Design and/or 3-D Design Competency: Demonstrates understanding of Elements of Art and Principles of Design essential to 2-D and/or 3-D composition.</p>	<p>2-D Design and/or 3-D Design University _____ Course Code _____ Year _____ Grade _____</p>	<input type="checkbox"/> 6-8 total works with a focus on form and composition. <input type="checkbox"/> Artist Statement for each work of art describing the design choices emphasized in each work.	<input type="checkbox"/> Passing score in AP 2-D Design or 3-D Design Exam (4 or above) in the last 10 years.
<p>Ceramics and/or Sculpture Competency: Demonstrates experience with ceramics/sculpture techniques and composition with varied materials/media.</p>	<p>Ceramics and/or Sculpture University _____ Course Code _____ Year _____ Grade _____</p>	<input type="checkbox"/> 8-10 total finished works including the following: <input type="checkbox"/> 4-6 handbuilding techniques illustrating variety of forms and surface treatments <input type="checkbox"/> 4-6 wheel throwing techniques illustrating a	

		<p>variety of forms and surface treatments</p> <p><input type="checkbox"/> Evidence of creative process</p> <p><input type="checkbox"/> Artist Statement for each work of art.</p> <p>OR</p> <p><input type="checkbox"/> 6-8 total works demonstrating a variety of materials/media including the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2-3 subtractive techniques <input type="checkbox"/> 2-3 additive techniques <input type="checkbox"/> 2-3 constructive techniques <input type="checkbox"/> Evidence of creative process <p><input type="checkbox"/> Artist Statement for each work of art.</p>	
<p><u>Digital Media/Photography Competency:</u> Demonstrates experience with digital media and/or photographic techniques and composition with varied media.</p>	<p>Digital Media/Photography University _____ Course Code _____ Year _____ Grade _____</p>	<p><input type="checkbox"/> Traditional Photography: 8-10 total finished works with evidence of the creative process.</p> <p><input type="checkbox"/> Artist Statement for each work of art.</p> <p>OR</p> <p><input type="checkbox"/> Digital Photography: 8-10 total works with evidence of the creative process.</p> <p><input type="checkbox"/> Artist Statement for each work of art.</p> <p>OR</p>	

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		<input type="checkbox"/> Film or Video: 3-5 minutes of film or video with evidence of the creative process (AND post production & production skills). <input type="checkbox"/> Artist Statement for each work of art. OR <input type="checkbox"/> Graphic and/or Web Based Design: 8-10 examples of completed works. <input type="checkbox"/> Artist Statement for each work of art.	
<p>Creative Process Competency: The application of critical, creative, and reflective thinking, both as a process and as an artistic end to express meaning.</p>	<p>Demonstrated in studio courses</p>	<input type="checkbox"/> Demonstrated in studio evidence	
<p>Additional Studio Work Competency: Demonstrates advanced visual art skills and understanding in more than three visual arts media or three advanced studies.</p>	<p>Additional Studio work</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<input type="checkbox"/> 12 total finished works with evidence of the creative process (not repeated from the above competencies). <input type="checkbox"/> Artist Statement for each work of art.	<input type="checkbox"/> PRAXIS II Visual Art Content Knowledge Test #5134 with a score of 158 or above.

<p>Secondary Visual Arts Teaching Methods Competency: Demonstrates knowledge of and skill in:</p> <ul style="list-style-type: none"> • Incorporating evidence-based instructional approaches to art and design curricula • Implementing developmentally-appropriate teaching in and through arts • Applying evidence-based strategies and methodologies to develop culturally-responsive curricula that connect to diverse student experiences • Designing a long-term instructional plan that aligns with Utah Core Visual Arts Standards • Developing curricula that demonstrates enduring understanding • Employing a variety of assessment strategies to determine student learning and growth • Engaging in reflective processes as a means to develop and improve teaching methods • Incorporating art classroom management and engagement • Creating and maintaining positive relationships with and between students, colleagues, and families to support students' well-being • Engaging students in the presentation and display of their artwork in their schools and the local community. 	<p>Secondary Visual Arts Teaching Methods</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and video of teaching for one full class period. <input type="checkbox"/> Scope and sequence instructional plan for 20 weeks (must include: essential questions, vocabulary, assessment, art standards, learning intentions, etc.). <input type="checkbox"/> Detailed unit and/or lesson plans for 4 weeks (must address all 4 strands of the Utah Visual Arts Core Standards and (see Utah effective standards and indicators). <input type="checkbox"/> Teaching philosophy <input type="checkbox"/> Classroom Management Statement 	
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<p>Elementary Visual Arts Teaching Methods Competency: Demonstrates knowledge of and skill in:</p> <ul style="list-style-type: none"> • Incorporating evidence-based instructional approaches to art and arts integration curricula • Implementing developmentally-appropriate teaching in and through arts • Applying evidence-based strategies and methodologies to develop culturally-responsive art curricula that connect to diverse student experiences • Designing a long-term visual art instructional plan that aligns with Utah Core Visual Arts Standards • Developing curricula that demonstrates enduring understanding in the visual arts • Employing a variety of assessment in visual art to determine student learning and growth • Incorporating art classroom management and engagement • Displaying student artwork in and beyond the classroom. 	<p>Elementary Visual Arts Teaching Methods</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and video of teaching for one full class period. <input type="checkbox"/> Scope and sequence instructional plan for 20 weeks (must include: essential questions, vocabulary, assessment, art standards, learning intentions, etc.). <input type="checkbox"/> Detailed unit and/or lesson plans for 4 weeks (must address all 4 strands of the Utah Visual Arts Core Standards-create, perform/present/produce, respond, connect) and (see Utah Effective Standards and Indicators). <input type="checkbox"/> Teaching philosophy <input type="checkbox"/> Classroom Management Statement 	
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Applicant’s Signature

I, _____, certify that the information contained in this application is true.

I have submitted any required documentation such as Praxis reports, MIDAS transcripts, etc.

I have submitted original transcripts. Please note that copies are not acceptable. **OR** I have requested electronic transcripts to be sent directly from the university/college to transcripts@schools.utah.gov

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- The application is complete and approved.
- The application is incomplete, but the applicant qualifies for an associate endorsement.
Applicant is qualified by: bachelor's degree or higher; # of Requirement Areas met
- The application is incomplete and not approved for the following reason(s):

ENDORSEMENT SPECIALIST: _____ Date Reviewed and Returned to Licensing: _____

Secondary Visual Arts Endorsement Glossary of Terms

Western Art Movement: Art from the European Tradition, including the United States.

Non-western Art: Art from beyond the European Tradition, including Pre-Columbian and Indigenous Americas, Africa, Asia, and the Pacific.

Contemporary Art: Artwork from 1980 onwards. Many contemporary artists are still alive.

Composition: Composition is the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect. Composition utilizes an understanding of elements of art and principles of design, in addition to design fundamentals such as an understanding of figure/ground (positive/negative shapes), juxtaposition, hierarchy, layering, opacity, Rule of Thirds, etc.

Variety of materials/media in Drawing: Some media that could be utilized in drawing are graphite, pen,

Variety of materials/media in Painting: Some media that could be utilized in painting are watercolor, tempera, acrylic, oil, mixed media, pastel.

Variety of materials/media in Sculpture: Some media that could be utilized in sculpture are clay, wire, books, cardboard, paper, wood, stone, and a wide variety of other materials.

Critical Thinking: Evidence of deliberate choices and problem-solving in regards to making artwork. This can include making design choices in a composition, selecting media and processes to express ideas, critiquing work and making revisions, etc.

Creative Thinking: Evidence of original thought and expression in regards to making artwork. This can include proper use of appropriation as opposed to plagiarism and combining ideas and iterations to create something unique.

Reflective Thinking: Evidence of evaluation and reflection, either by oneself or in conversation with others, in regards to making artwork. Reflection can be done in multiple ways including getting feedback from others, critiquing strengths and weaknesses of a work, explaining ideas and processes in written or oral format, etc.

Express Meaning: Works of artwork are created to communicate ideas, feelings, and express meaning in contrast to practice and skill development.

Studio Courses: Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. Students develop technical skills, foster their expressive abilities and employ the use of the elements and principles of art through a hands-on learning process. Studio courses include the creative classes taken which include painting, drawing, 2/D and/or 3D design, and ceramics and/or sculpture.

Direct Observational Drawing: Looking at an object and drawing it accurately, mimicking the shapes and proportions. This can be done in three dimensions or from a two dimensional reference.

Refined Completed Drawing: A drawing that shows a finished state rather than just a sketch. Attention is paid to detail and composition; there is obvious evidence of effort and time.

Creative Process: There are many models of the Creative Process, none of which is prescribed. Evidence could include preparation (research, gathering ideas, learning from other artists, brainstorming), exploration (experimentation, practice, thumbnailing ideas, talking things out with others), development (clarifying and challenging ideas), inspiration/illumination, execution of ideas, evaluation and refining/revising of the work.

Artist Statement: A written statement that adds insight and understanding to the viewer. An artist statement can talk about ideas, processes, artistic choices, influences, meaning, narrative, etc.

Elements of Art: The basic building blocks of art including point, line, shape, form, texture, value, color, and space.

Principles of Design: The way in which elements of art are arranged including unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition.

Handbuilding Techniques: Clay techniques that include pinch, coil, and slab. Manipulating clay without

Subtractive Techniques: Process of removing material from an object, i.e., carving material from stone.

Additive Techniques: Processes of adding material, i.e., building clay on top of a wire armature.

Handbuilding Techniques: Ceramic forming techniques that involves creating forms without a pottery wheel, using the hands, fingers, and simple tools. The most common hand-building techniques are pinch pottery, coil building, and soft and hard slab construction.

Wheel Throwing Techniques: technique of shaping round ceramics using a potter's wheel. The 'throwing' is the shaping part. Steps in the throwing process include, centering, opening, pulling walls, and trimming.