



# FINE ARTS K-12 EXTENSION

## Application for the Utah State Board of Education

### Applicant Information

Name: \_\_\_\_\_ CACTUS ID#: \_\_\_\_\_

Email: \_\_\_\_\_

### Purpose

All requirements of the Fine Arts K-12 Extension reflect the skills, knowledge, and dispositions needed to extend the Secondary Artform Specific Endorsement to qualify for the K-12 artform setting.

### Instructions for Completing the Application:

1. Complete the Fine Arts K-12 Extension Application.
2. Email completed application and required documentation to [licensing@schools.utah.gov](mailto:licensing@schools.utah.gov).

The FINE ARTS K-12 EXTENSION APPLICATION has 1 requirement area (art form specific).

1. Elementary Art Form Specific 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 Elementary Art Form Specific 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

<p align="center"><b>Competencies</b></p> <p>Applicants only need to hold the competency of the art form in which they are endorsed.</p>	<p align="center"><b>University Course</b></p> <p>Course work is associated with the art form competency.</p>	<p align="center"><b>Evidence of Competency - Portfolio</b></p> <p>Portfolio evidence is associated with the art form competency. Each bullet must be demonstrated unless noted.</p>	<p align="center"><b>Evidence of Competency - Certifications &amp; Equivalency Exams</b></p> <p>Certificates and Equivalency exams are associated with the art form competency.</p>
<p><b>Elementary Visual Arts Teaching Methods Competency:</b> Demonstrates knowledge of and skill in:</p> <ul style="list-style-type: none"> <li>• Incorporating evidence-based instructional approaches to art and arts integration curricula</li> <li>• Implementing developmentally-appropriate teaching in and through arts</li> <li>• Applying evidence-based strategies and methodologies to develop culturally-responsive art curricula that connect to diverse student experiences</li> <li>• Designing a long-term visual art instructional plan that aligns with Utah Core Visual Arts Standards</li> <li>• Developing curricula that demonstrates enduring understanding in the visual arts</li> <li>• Employing a variety of assessment in visual art to determine student learning and growth</li> <li>• Incorporating art classroom management and engagement</li> <li>• Displaying student artwork in and beyond the classroom.</li> </ul> <p><b>Elementary Dance Pedagogy Competency:</b> Demonstrate competency and understanding of the purpose, meaning and impact of teaching</p>	<p><b>Elementary Visual Arts Teaching Methods:</b></p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p><b>Dance in the Elementary School and/or Elementary Dance Practicum:</b></p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p><b>Elementary Music Methods:</b></p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p><b>Elementary Teaching Methods:</b></p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation and video of teaching for one full class period.</li> <li><input type="checkbox"/> Scope and sequence instructional plan for 20 weeks (must include: essential questions, vocabulary, assessment, art standards, learning intentions, etc.).</li> <li><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).</li> <li><input type="checkbox"/> Teaching philosophy</li> <li><input type="checkbox"/> Classroom Management Statement</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Two video submissions of teaching one upper and one lower grade demonstrating an integrated movement lesson highlighting teaching skills, classroom management, movement directions, side-coaching, and dance movement vocabulary, and creative process.</li> <li><input type="checkbox"/> Provide three lesson plans - Elements of Dance lesson, Arts</li> </ul>	<p><b>Visual Arts:</b> <i>No certificate or exams options</i></p> <p><b>Dance:</b> <i>No certificate or exams options</i></p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Orff/Kodaly/Music Learning Theory/Dalcroze Certification courses</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 42 Hours Elementary teaching professional development</li> </ul>

<p>dance to elementary children and the educational benefits and teaching methods associated.</p> <p>Demonstrate knowledge and expertise in</p> <ul style="list-style-type: none"> <li>● Age appropriate dance teaching</li> <li>● Dance classroom management</li> <li>● Elements of dance (body, energy, space, time, and action)</li> <li>● Guiding, exploring and building movement investigations from simple to complex through the creative process with clear directions and cueing.</li> <li>● Methodologies of children dance</li> <li>● Utah Elementary Dance Core Standards K-6</li> <li>● Educational benefits of creative dance and importance in education.</li> <li>● Integration and connection with other disciplines, subjects, and life skills (cultural and emotional).</li> <li>● Appropriate coaching, use of drums, and music in the dance classroom.</li> </ul> <p><b><u>Elementary Music Pedagogy Competency:</u></b> Curriculum &amp; Literature/Repertoire Competence in selecting literature for a diversity of ensembles and classes Competence in designing instructional strategies &amp; rehearsal techniques</p> <ul style="list-style-type: none"> <li>● listening strategies</li> <li>● rehearsal techniques</li> <li>● methods &amp; materials</li> <li>● instructional strategies</li> <li>● planning &amp; lesson design</li> <li>● Knowledge of state standards</li> </ul> <p><b><u>Elementary Drama Pedagogy Competency:</u></b> Develop and implement comprehensive, standard-based K-12 theatre education programs and curricula (including technology) that are inclusive.</p>		<p>Integrated lesson, and one additional lesson (choice of applicant). Lesson plans should include:</p> <ul style="list-style-type: none"> <li>● Utah State Elementary Dance Core Standards using the standard of Create, Perform, Connect and Reflect</li> <li>● Objectives</li> <li>● Academic Language</li> <li>● Experience/Identify</li> <li>● Explore/Investigate</li> <li>● Create/Perform</li> <li>● Connect/Analyze</li> <li>● Assessment</li> </ul> <p><input type="checkbox"/> Provide a short 3-4 page paper on the educational benefits, teaching methods and importance of creative dance for children.</p> <p><b><u>Music:</u></b></p> <p><input type="checkbox"/> Provide portfolio evidence demonstrating the ability to plan &amp; prepare a program with music from a variety of genres and styles with program notes addressing musical analysis and cultural significance Provide a unit plan that demonstrates the four strands of the state core standards</p> <ul style="list-style-type: none"> <li>● Use historical, social and cultural analysis to help students make connections with music, history, culture and their personal lives.</li> <li>● Use score analysis (expressiveness, genre, style, form, rhythm,</li> </ul>	
---	--	--	--

<ul style="list-style-type: none"> <li>• Teacher’s plans coordinate content knowledge and skill across standards; show understanding of students’ needs; and use available resources designed to engage all students in higher-level thinking. When possible, plans are differentiated for individual learners with some opportunity for student choice. The lesson plan is clear, organized, and allows for flexibility.</li> <li>• Apply pedagogical knowledge and skills appropriate to the teaching of theatre (e.g., creative drama, process drama, and story making).</li> <li>• Develops age-appropriate theatre experiences to meet the learning goals of all students.</li> <li>• Establish a learning culture that encourages risk-taking in the creative process for individual learners to advance their own understanding and knowledge through relevant classroom management techniques.</li> <li>• Articulate and differentiate theatre teaching curricula that meet state standards and honor diverse learners.</li> <li>• Identifies and applies techniques for assessing students’ backgrounds aptitudes, skills, interests,</li> </ul>		<p>harmony, melody, texture, articulation, dynamics and text that result in student ensembles rehearsing and performing music with greater understanding, effect and skill)</p> <p><b><u>Drama:</u> No portfolio option</b></p>	
---	--	---	--

## 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](mailto:transcripts@schools.utah.gov)

***For Office Use Only***

- The application is complete and approved.
- The application is incomplete and not approved for the following reason(s):

ENDORSEMENT SPECIALIST: \_\_\_\_\_ Date Reviewed and Returned to Licensing: \_\_\_\_\_