

505-3-.44 ART EDUCATION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach art in grades P-12, and supplements requirements in GaPSC [Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#).

(2) Requirements.

- (a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published by the National Association of Schools of Art and Design (February 16, 2016):
1. The program shall prepare candidates who understand the processes of creating, presenting, responding and connecting to visual and media arts. Candidates should demonstrate basic expressive, technical, procedural and organizational skills and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional and contemporary art and design processes;
 2. The program shall prepare candidates who have an understanding of (1) the major styles and periods of art history, analytical methods and theories of criticism; (2) the development of past and contemporary art forms; (3) the important process of artistic creation from initial idea to finished artwork. (4) contending philosophies of art; and (5) the relationship of all of these to making art;
 3. The program shall prepare candidates who have created and presented advanced work in at least one or more studio art areas demonstrating technical mastery;
 4. The program shall prepare candidates who have functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions. The candidates shall have functional knowledge in such areas as the basic technologies involved in drawing, painting, printmaking, photography, media arts, ceramics and sculpture; and
 5. The program shall prepare candidates who are able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences and humanities, in order to apply art competencies in teaching situations and to integrate art instruction into the total process of education. Specific competencies include:
 - (i) An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
 - (ii) An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
 - (iii) Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
 - (iv) Knowledge of current methods and materials available in all fields and levels of art education.
 - (v) Basic understanding of the principles and methods in art education of developing curricula and the short-and long term instructional units that comprise them.

- (vi) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations in art education.
 - (vii) An understanding of evaluative techniques in art education and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
 - (viii) Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#) (paragraph (3) (g)).

Authority O.C.G.A. § 20-2-200