Key Licensure Assessment #6: Visual Arts Portfolio
Multi-age Visual Arts: ART 490
Overview
Undergraduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

Key Licensure Assessment #6, Visual Arts Portfolio, is carried out through ART 490: Senior Seminar and Capstone Assessment, the capstone course for art majors. Through the Visual Arts Portfolio, a candidate share with a professional audience his/her growth in understanding of the dimensions of the visual arts and his/her ability to offer criticism to works of art. The portfolio is to include:

(1) a power point presentation of 20 or more examples of two- and three-dimensional art
(2) a 10 page paper that documents a theme in art history which explores an artist or a movement and uses the vocabulary and content related to the aesthetics and philosophical point of view of that artist or movement
(3) a document entitled: Development of Criteria regarding the Qualities of Art
(4) an art work and/or a written document, that is the result of an inter-disciplinary project or research study, which demonstrates and/or describes the interconnections between the visual arts and an academic area other than art
(5) an art work and/or a written document that is the result of a cultural-study of a culture other than the culture of the candidate

The candidate presents his/her portfolio to the Art Department faculty, undergoing an intensive oral examination of the portfolio to verify achievement of the indicators noted in Section 2 below. The assessment document is completed by the ART 490 course instructor with input from those Art Department faculty involved in the oral examination.

To be admitted into student teaching at Gateway 2, a candidate must complete Key Licensure Assessments #2 and #6 (Knowledge of Instructional Strategies & Teaching Competencies Examination and Visual Arts Portfolio) with at least 80% of the indicators of the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007) across the two assessments rated at meets indicator and no indicator rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007)

The following indicators of the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007) are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Standard 1: Creative Expression and Communication</th>
<th>Candidates create artworks that demonstrate an understanding of material, processes, tools, media, techniques and available technology.</th>
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### Indicator 1.4:
Engage in ongoing assessment to revise and improve artworks

### Indicator 1.5:
Create portfolios that are representative of a variety of media forms and techniques

### Indicator 1.6:
Use current available technology to refine an idea and explore possibilities when creating works of art

### Standard 2: Valuing the Arts/Aesthetic Reflection
Candidates understand and appreciate the value of visual art. Candidates reflect on and respect diverse points of view about artworks and artifacts.

#### Indicator 2.1:
Demonstrate philosophical inquiry and reflection skills when participating in oral and written discussion about the nature and value of art

#### Indicator 2.2:
Identify and present philosophical questions about art

#### Indicator 2.3:
Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art as they develop a personal point of view

#### Indicator 2.4:
Provide evidence to support their beliefs about art

#### Indicator 2.5:
Use technology to conduct research to identify and compare different philosophies of art

### Standard 3: Connections, Relationships, and Applications
Candidates inter-relate their learning of visual art and their relationship to other disciplines, including other art areas and recognize the importance of lifelong learning and experience in visual art.

#### Indicator 3.1:
Use key concepts, issues, and themes to connect visual art to other academic disciplines and demonstrate that relationship

#### Indicator 3.2:
Explain connections between the arts and other academic disciplines

#### Indicator 3.3:
Use research and technology skills to communicate ideas regarding visual art

#### Indicator 3.4:
Use technology to conduct informative searches, research topics, and explore disciplinary connections to visual art

### Standard 4: Understanding the Impact of Visual Arts on History, Culture, and Society of Origination
Candidates understand the impact of visual arts on the history, culture, and society of origination.

#### Indicator 4.1:
Understand how a work of art incorporates the style or characteristics of artwork from a culture other than their own

#### Indicator 4.2:
Demonstrate knowledge of historical influences on works of art

#### Indicator 4.3:
Research culturally or historically significant works of art and discuss their roles in society, history, culture, or politics

#### Indicator 4.4:
Use technology to research and compare multiple sources of various art forms used for social, cultural, historical, and political purposes

### Standard 5: Analyzing and Responding
Candidates identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art.

#### Indicator 5.1:
Apply the strategies of art criticism to describe, analyze, interpret, and judge selected works of art

#### Indicator 5.2:
Explain how form, subject-matter, and context contribute to meanings in works of art

#### Indicator 5.3:
Apply art criticism methods to the artworks of peers and other artists on the basis of the formal, technical, and expressive aspects in the artworks

#### Indicator 5.4:
Provide supportive evidence to defend their decisions

#### Indicator 5.5:
Use technology to apply knowledge and skills of art criticism to conduct in-depth analysis of works of art
3. **Assessment Instrument**

**Visual Arts Portfolio Development Guidelines**

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment.*

**TASK:** Assemble a Visual Arts Portfolio that demonstrates your growth in understanding of the dimensions of the visual arts and your ability to offer criticism to works of art.

**PORTFOLIO COMPONENTS:** The Portfolio is to include the following:

1. a power point presentation of 20 or more examples of two- and three-dimensional art
2. a 10 page paper that documents a theme in art history which explores an artist or a movement and uses the vocabulary and content related to the aesthetics and philosophical point of view of that artist or movement (*this paper should stem from your Art History courses: ART 251, 351, and 451*)
3. a document entitled: Development of Criteria regarding the Qualities of Art [this document is to include the (a) criteria you use in making judgments about professional art, (b) criteria you use in making judgments about your personal art, and (3) criteria you will use in making judgments about the art work of your art students]
4. an art work and/or a written document, that is the result of an inter-disciplinary project or research study, which demonstrates and/or describes the interconnections between the visual arts and an academic area other than art
5. an art work and/or a written document that is the result of a cultural-study of a culture other than the culture of the candidate

**PRESENTATION OF THE PORTFOLIO:** You are to schedule a time to present your Visual Arts Portfolio to the faculty of the Art Department. During your presentation, you will undergo an intensive oral examination of the portfolio to verify your achievement of the following indicators.

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**SCORING GUIDE:** As you assemble your portfolio and prepare for your oral examination, make sure to refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include and are prepared to discuss all of the expectations called for in this assessment.