

FAEA Guidelines for Excellence



Statement of Purpose

The purpose for the following guidelines is to serve as a model for visual arts programs in the state of Florida. Visual Arts Instructors, Arts Administrations, and Administrative School Leadership are encouraged to use these guidelines to develop, support, and enhance visual arts programs at all levels.

Featured artworks were created by Florida students that received “Distinction with Excellence” in FAEA’s 2019 K-12 Student Art Assessment & Virtual Exhibition program. To find out more about this program and to view current and previous exhibitions, visit faea.org.



Models & Tools: Elementary School Visual Arts Programs (Grades K-5)

Given the emphasis on substantive learning, creativity, innovation and visual literacy skills espoused by many, the need for substantive and sequenced visual arts programs for all elementary students in kindergarten through fifth grade has become more critical.

The following are guiding principles for implementing visual arts programs in which powerful student learning occurs and visual literacy is fostered.

Instruction

An enriched and diverse visual literacy establishes K-5 students on the pathways of life-long learning, innovation, and creativity. The introduction and retention of K-5 students into a substantive, sequential, and immersive visual arts program ensure connectivity to all interdisciplinary content areas.

Skills, practical applications, and problem-solving are the core of visual arts instruction. Goals and objectives for visual arts instruction are based in locally developed curriculum and are aligned with both National Visual Arts Standards and the Florida Department of Education CPALMS Standards in Visual Art.

Assessment is performance based and designed to assess students' abilities and approaches with visual problem-solving, authentic art-making, creativity, and content.

Staffing

Only highly qualified candidates, as defined by the Florida Visual Art certification standards, are considered for art teaching positions. Art teacher selection and hiring are based on the candidate's demonstration of knowledge and skills as an art educator and artist through an interview process conducted by licensed art personnel and a portfolio review.

Art teacher assignments are equal to but do not exceed the maximum number of hours required of all instructional staff members and include equal time for planning, preparation, and evaluation. The recommended course load for art teachers is five classes of 50 minutes five days per week. Planning and preparation time, duty, lunch and additional assignments are commensurate with other teaching professionals in the building.

Special education classes in art are no larger than other special education classes. Teacher aides are provided for special-education classes in art if they are provided for other special education classes. If a student or group of students has an aide to assist in other classes, the aide also assists in the art class.

Art teachers are given equitable opportunities and leave for professional and leadership development.

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Scheduling

Art instructional time allocations allow for student success in meeting local standards and the Florida Next Generation Sunshine State Standards for Visual Arts.

Regularly scheduled class periods for art support quality student learning by providing sufficient time for instruction, motivation, distribution of materials, student brainstorming, creative think time, production, assessment and clean-up. At a basic level, art classes are scheduled to meet 50 minutes of uninterrupted instructional time weekly; 100 minutes at a superior level.

A minimum of five minutes should be scheduled between classes to allow for clean-up and preparation for succeeding classes.

Enrollment

Art class sizes are equivalent to those in all disciplines allowing for a safe working environment for students and teacher.

Art instruction honors diversity and meets the needs of all students including English language learners, special education students and gifted and talented students as a result of balanced enrollment across class sections.

To support sequenced instruction, art class enrollment and attendance are consistently maintained. Students are not removed from art class for punishment or remediation in other subject areas.

Environment, Supplies and Equipment

Art facilities are provided on the basis of one dedicated art room per 500 students enrolled in the school and are equipped for specialized art media to include clay, paint, printmaking, sculpture, weaving and technology.

Art facilities provide adequate, safe and secure storage for equipment, supplies, instructional resources and student work.

The art room learning environment is designed to fulfill specialized safety, energy efficient, lighting, location, acoustical and maintenance needs.

Materials and equipment purchased for the art program should be sufficient to achieve the Florida Next Generation Sunshine State Standards in Visual Arts and local curriculum goals and to meet all required safety regulations, including the exclusive use of non-toxic art materials.

The budget is sufficient for the art program established in the curriculum plan, includes consumable materials, instructional (resource) materials, new or replacement equipment and repair and maintenance of equipment and is equitable across the school district.



Models & Tools: Middle School Visual Arts Programs (Grades 6-8)

Given the emphasis on substantive learning, creativity, innovation and visual literacy skills espoused by many, the need for substantive visual arts programs has become more critical.

The following are guiding principles for implementing visual arts programs in which powerful student learning occurs and visual literacy is fostered.

Instruction

Students in grades 6-8 continue to build and expand their visual literacy and artistic growth. Middle grade students are enriched in substantive, sequential, and immersive visual arts programs that connect to all interdisciplinary content areas.

Further development in skills, practical applications, and problem-solving are the core of visual art instruction. Goals and objectives for visual arts instruction are based in locally developed curriculum and are aligned with both National Visual Arts Standards and the Florida Department of Education CPALMS Standards in Visual Art.

Assessment is performance based and designed to assess students' progressed abilities and approaches with visual problem-solving, authentic art-making, creativity, and content.

Staffing

Only highly qualified candidates, as defined by the Florida Visual Art certification standards, are considered for art teaching positions. Art teacher selection and hiring are based on the candidate's demonstration of knowledge and skills as an art educator and artist through an interview process conducted by licensed art personnel and a portfolio review.

Art teacher assignments are equal to but do not exceed the maximum number of hours required of all instructional staff members. Planning and preparation time, duty, lunch and additional assignments are commensurate with other teaching professionals in the building.

Art teachers are given equitable opportunities and leave for professional and leadership development.

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Scheduling

Art instructional time allocations allow for student success in meeting local standards and the Florida Next Generation Sunshine State Standards for Visual Arts.

Regularly scheduled class periods for art support quality student learning by providing sufficient time for instruction, motivation, distribution of materials, student brainstorming, creative think time, production, assessment and clean-up.

Art classes are scheduled to meet as often, as long and as regularly per week throughout the semester or year as do other academic subjects. Secondary art classes are scheduled for at least 500 minutes over a two-week period, preferably in daily meetings not less than 50 minutes in length (uninterrupted).

Enrollment

Art class enrollment sizes are equivalent to those in all disciplines allowing for a safe working environment for students and teacher.

Art instruction honors diversity and meets the needs of all students including English language learners, special education students and gifted and talented students as a result of balanced enrollment across class sections.

Art class enrollment takes into consideration student preference, interest and ability in art.

To support sequenced instruction, art class enrollment and attendance are consistently maintained. Students are not removed from art class for punishment or remediation in other subject areas.

Environment, Supplies and Equipment

Art facilities are provided on the basis of one dedicated art room per 500 students enrolled in the school and are equipped for specialized art media to include clay, paint, drawing, printmaking, sculpture, weaving and technology.

Art facilities provide adequate, safe and secure storage for equipment, supplies, instructional resources and student work.

The art room learning environment is designed to fulfill specialized safety, energy efficient, lighting, location, acoustical and maintenance needs.

Materials and equipment purchased for the art program should be sufficient to achieve the Florida Next Generation Sunshine State Standards in Visual Arts and local curriculum goals and to meet all required safety regulations.

The budget is sufficient for the art program established in the curriculum plan and includes consumable materials, instructional (resource) materials, new or replacement equipment and repair and maintenance of equipment.



Models & Tools: High School Visual Arts Programs (Grades 9-12)

Given the emphasis on substantive learning, creativity, innovation and visual literacy skills espoused by many, the need for substantive visual arts programs has become more critical.

The following are guiding principles for implementing visual arts programs in which powerful student learning occurs and visual literacy is fostered.

Instruction

Students in grades 9-12 exercise a strong visual literacy and demonstrate dynamic artistic growth. High school students are emboldened by substantive, sequential, and immersive visual arts programs that connect to all interdisciplinary content areas.

Advanced development in skills, practical applications, real-world and global problem-solving are the core of visual art instruction. Goals and objectives for visual arts instruction are based in locally developed curriculum and are aligned with both National Visual Arts Standards and the Florida Department of Education CPALMS Standards in Visual Art.

Assessment is performance based with the purpose of evaluating authentic art-making, creativity, and content-enriched abilities to present robust and diverse approaches to visual problem-solving with a global mind-set.

Staffing

Only highly qualified candidates, as defined by the Florida Visual Art certification standards, are considered for art teaching positions. Art teacher selection and hiring are based on the candidate's demonstration of knowledge and skills as an art educator and artist through an interview process conducted by licensed art personnel and a portfolio review.

Art teacher assignments are equal to but do not exceed the maximum number of hours required of all instructional staff members. Planning and preparation time, duty, lunch and additional assignments are commensurate with other teaching professionals in the building.

Art teachers are given equitable opportunities and leave for professional and leadership development.

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Scheduling

Art instructional time allocations allow for student success in meeting local standards and the Florida Next Generation Sunshine State Standards for Visual Arts. Students take and pass prerequisite courses prior to moving on to the next level. Elective selections are available to students every year of their middle and high school experience so that a career pathway and course sequence may be followed so that it relates to each individual student's interest and expertise.

Regularly scheduled class periods for art support quality student learning by providing sufficient time for instruction, motivation, distribution of materials, student brainstorming, creative think time, production, assessment and clean-up.

Art classes are scheduled to meet as often, as long and as regularly per week throughout the semester or year as do other academic subjects. Secondary art classes are scheduled for at least 500 minutes over a two-week period, preferably in daily meetings not less than 50 minutes in length (uninterrupted).

Enrollment

Art class enrollment sizes are equivalent to those in all disciplines allowing for a safe working environment for students and teacher.

Balanced enrollment supports art instruction that honors diversity and meets the needs of all students including English language learners, special education students and gifted and talented.

Art class enrollment takes into consideration student preference, interest and ability in art.

Environment, Supplies and Equipment

Art facilities are provided on the basis of one dedicated art room per 500 students enrolled in the school and are equipped for specialized art media to include clay, paint, printmaking, sculpture, weaving and technology. An adequate design, based on 55 square feet of classroom space per student, should allow for ease of traffic flow and a safe working environment.

Art facilities provide adequate, safe and secure storage for equipment, supplies, instructional resources and student work.

The art room learning environment is designed to fulfill specialized safety, energy efficiency, lighting, location, acoustical and maintenance needs.

Materials and equipment purchased for the art program will be sufficient to achieve the Florida Next Generation Sunshine State Standards in Visual Arts and local curriculum goals and to meet all required safety regulations.

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Environment, Supplies and Equipment continued...

The budget is sufficient for the art program established in the curriculum plan and includes consumable materials, instructional (resource) materials, new or replacement equipment and repair and maintenance of equipment. In areas such as computer graphics or digital photography, one computer station is available per student enrolled in the class.

Identify and Refine:

1. Statement of Purpose
2. District Level Art Specialist/Director
3. Observations/Evaluations Guidelines for Administrators
 - a. Marzano-type indicators specific to art
4. Facilities/Equipment requirements
5. District Level Expectations (FMEA Models and Tools)
6. Art Teacher Preparation Programs
7. Professional Development/Professional Learning Communities (PLCs)