



## SECONDARY VISUAL ART ESSENTIALS for 2020

Preparing to return to the art classroom will take creativity, planning, and a “can do attitude” this year. This document is designed to *provide elementary teachers and specialists with recommendations, resources, and essential concepts to continue to provide students a well-rounded education which includes the arts.*

The fine arts provide a place for students to explore new ideas, safely take risks, creatively solve problem, collaborate, and work with others, develop aesthetic awareness, explore other cultures and the world, and express oneself. The arts can provide students with the social and emotional skills needed to stay grounded during these unusual times.

### Arts Education is Essential

*It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional wellbeing, taught by certified professional arts educators in partnership with community arts providers.*

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains the same. The arts have played an important role in these vulnerable times and will continue to do so. Here is why:

#### **Arts education supports the social and emotional well-being of students, whether through distance learning or in person.**

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team building and self-reflection are supremely suited to re-ignite students’ interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

#### **Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.**

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students build and sustain community and cultural connections.

### **Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.**

As defined in ESSA, “music and the arts” are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards. Forty-six states require an arts credit to receive a high school diploma and 43 states have instructional requirements in the arts for elementary and secondary schools. As noted in *Arts Education for America’s Students: A Shared Endeavor*: “An education without the arts is inadequate.”

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As states and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the wellbeing of all students and the entire school community. (Joint statement supported by the State Education Agency Directors of Arts Education and more than 100 professional organizations)

### **TIPS & RECOMMENDATIONS:**

The following are visual art classroom set-up, management, and hygiene tips and recommendations.

- Focus on what *can be* done in the current circumstances.
- Practice social distancing and encourage the wearing of masks, especially when moving around the art classroom.
- Take the opportunity to increase instruction in the Connect and Respond strands of the Visual Art Standards.
- Be prepared and flexible as many materials-rich lessons may need to be modified.
- Create individual student kits. *If possible*, provide each student a kit of “high-touch” supplies – such as pencils, erasers, drawing materials, and brushes. Develop a “minimum is best” list of art supplies that can be used for each project.

### **RESOURCES**

These sites contain strategies, approaches, lessons, units, and tools to support teachers in preparing for the 2020-21 school year.

- [National Art Education Association NAEA](#) Remote Learning toolkit and Teaching Tips for Preparing for the 2020-21 school year.
- [Utah Art Education Association UAEA](#) Covid-19 Resources which include advocacy, teaching resources, and teacher support.
- [UEN Fine Arts Teachers Resources](#) Student opportunities, Online teaching resources, lesson plans, demos, art history/contemporary art resources.
- [Professional Outreach Programs in Schools POPS](#) – The POPS organizations have adapted and created virtual opportunities for students and teachers. They also have created some in person programming which is socially distanced and highly valuable

opportunities for arts learning. Visit individual websites for the latest opportunities. The following organizations are specifically focused on visual arts education.

- [Springville Museum of Art](#) Museum from Home – Online arts integration lesson plans, PPTs, online exhibitions, downloadable resources.
- [Nora Eccles Harrison Museum of Art](#) Educational tours via Zoom and online lesson plans.
- [Utah Museum of Contemporary Art](#) Multiple resources, programs, and art everyday activities using minimal art supplies.

## ESSENTIAL VISUAL ART CONCEPTS

These concepts are the important skills and knowledge for students to understand and are derived from the USBE Visual Arts Standards.

	CREATE	PRESENT	RESPOND	CONNECT
7/8 Grade	Generate artistic work with personal meaning by conceptualizing, organizing, and completing artistic ideas.	Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art.	Evaluate and articulate how works of art convey meaning for the observer as well as the creator.	Relate artistic skills, ideas, and work with personal meaning and external context.
Level I				
Level II	Refine original work through persistence, reflection, and evaluation.			
Level III	Write an artist statement			