

Arizona Educator Proficiency Assessments® (AEPA®)

FIELD 13: ART TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions
I. Creating Art	1–7	35%
II. Art in Context	8–16	45%
III. Art as Inquiry	17–20	20%

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Effective after September 1, 2008

**Arizona Educator Proficiency Assessments® (AEPA®)
Subject Knowledge Test**

**Test Objectives
Field 13: Art**

Subareas:

Creating Art
Art in Context
Art as Inquiry

CREATING ART

0001 Understand the elements of art and principles of design and their use in works of art.

For example:

- recognizing elements of art (e.g., line, texture, color, shape, form, value, space) and principles of design (e.g., repetition, balance, emphasis, contrast, unity, variety)
- analyzing how these are used in particular artworks to organize composition, achieve effects, including multisensory effects, and communicate ideas

0002 Understand tools, materials, techniques, methods, processes, and technologies employed in the fine arts.

For example:

- uses of and advantages associated with tools, materials, techniques, methods, processes, and technologies employed in the fine arts (e.g., drawing, painting, printmaking, photography, sculpture, electronic media)
- effects, including multisensory effects, created by an artist's use of tools, materials, and techniques in the fine arts
- procedures for maintaining tools and materials and for using them safely

TEST OBJECTIVES
FIELD 13: ART

0003 Understand tools, materials, techniques, methods, processes, and technologies employed in communication and design arts.

For example:

- uses of and advantages associated with tools, materials, techniques, methods, processes, and technologies employed in communication and design arts (e.g., electronic media, graphic design, clothing design, product design)
- effects, including multisensory effects, created by an artist's use of tools, materials, and techniques in communication and design arts
- procedures for maintaining tools and materials and for using them safely

0004 Understand tools, materials, techniques, methods, processes, and technologies employed in architecture and environmental arts.

For example:

- uses of and advantages associated with tools, materials, techniques, methods, processes, and technologies employed in architecture and environmental arts (e.g., urban design, interior design, landscape design, installation art, earthworks, site work)
- effects, including multisensory effects, created by an artist's use of tools, materials, and techniques in architecture and environmental arts
- procedures for maintaining tools and materials and for using them safely

0005 Understand tools, materials, techniques, methods, processes, and technologies employed in folk arts and crafts.

For example:

- uses of and advantages associated with tools, materials, techniques, methods, processes, and technologies employed in folk arts and crafts (e.g., weaving, quilting, pottery, jewelry making)
- effects, including multisensory effects, created by an artist's use of tools, materials, and techniques in folk arts and crafts
- procedures for maintaining tools and materials and for using them safely

TEST OBJECTIVES
FIELD 13: ART

0006 Understand the value of regular practice of and reflection on creation of artworks in a variety of media.

For example:

- knowledge of the steps involved in various approaches to visual arts problems (e.g., defining the problem, developing ideas, elaborating on and refining ideas, articulating the idea with art media, reflecting on and revising the work)
- the use of visual art to solve personal, social, environmental, industrial, technical, and commercial problems
- the value of the maintenance of a portfolio of works to document progression of knowledge and skills and the public exhibition of artworks to illustrate personal growth as an artist
- issues related to the appropriation of ideas from a variety of sources

0007 Understand art as a form of communication.

For example:

- recognition of art as a medium for individual and collaborative expression
- ways in which works of art communicate meanings or achieve intended purposes (e.g., cultural, political, personal, spiritual, commercial)
- relationships between an artist's thoughts and experiences and the development of a given artwork
- interpretation of subjects, themes, symbols, and intended meanings in artworks
- implications of various artistic choices
- ways in which expressive features and organizational principles result in particular responses to artworks

TEST OBJECTIVES
FIELD 13: ART

ART IN CONTEXT

0008 Understand the connections among art, history, and culture.

For example:

- the role of the visual arts in reflecting, recording, and shaping history and culture
- universal themes expressed in art
- analysis of the treatment of similar themes by artists from different cultures and historical periods
- social, religious, political, economic, and technological factors influencing art
- characteristics of artworlds and their place in culture
- meanings, purposes, and issues of visual culture

0009 Understand analysis and interpretation of works in the visual arts.

For example:

- comparison of viewers', critics', historians', aestheticians', and artists' analysis and interpretation of works of visual art
- ways in which context affects the investigation and interpretation of meanings and purposes in artworks
- ways in which the difference in quality between an original and a reproduction affects the viewer's interpretation of an artwork
- ways in which the presentation and display of artworks affect their interpretation
- ways in which interpretations of individual artworks change as cultures evolve
- analysis of contemporary art issues and their influences on one's own work and on that of others

0010 Understand career choices available in the visual arts.

For example:

- various types of artists, the nature of their work, and reasons why they create art
- identification of careers in the visual arts (e.g., critic, art historian, curator, archeologist, conservator, children's book illustrator, sculptor, graphic designer, painter, art teacher, photojournalist, architect, film animator)

TEST OBJECTIVES
FIELD 13: ART

0011 Understand artworks from North America from ancient times through the twentieth century.

For example:

- major periods and characteristics of North American art
- tools, materials, and techniques selected by artists in North America and ways in which these selections are influenced by geographical, social, cultural, or artworld factors
- subjects, themes, and symbols represented in works of art from North America
- analysis of ways in which art from North America reflects diverse cultural factors and aesthetic values

0012 Understand artworks from Central and South America from ancient times through the twentieth century.

For example:

- major periods and characteristics of Central and South American art
- tools, materials, and techniques selected by artists in Central and South America and ways in which these selections are influenced by geographical, social, cultural, or artworld factors
- subjects, themes, and symbols represented in works of art from Central and South America
- analysis of ways in which art from Central and South America reflects diverse cultural factors and aesthetic values

0013 Understand artworks from Europe from ancient times through the Middle Ages.

For example:

- major periods and characteristics of European art through the Middle Ages
- tools, materials, and techniques selected by artists in Europe from ancient times through the Middle Ages and ways in which these selections were influenced by geographical, social, cultural, or artworld factors
- subjects, themes, and symbols represented in works of art from Europe
- analysis of ways in which art from Europe reflects diverse cultural factors and aesthetic values

TEST OBJECTIVES
FIELD 13: ART

0014 Understand artworks from Europe from the Renaissance through the twentieth century.

For example:

- major periods and characteristics of European art from the Renaissance through the twentieth century
- tools, materials, and techniques selected by artists in Europe from the Renaissance through the twentieth century and ways in which these selections were influenced by geographical, social, cultural, or artworld factors
- subjects, themes, and symbols represented in works of art from Europe
- analysis of ways in which art from Europe reflects diverse cultural factors and aesthetic values

0015 Understand artworks from Africa and the Middle East from ancient times through the twentieth century.

For example:

- major periods and characteristics of Middle Eastern, North African, and sub-Saharan art
- tools, materials, and techniques selected by artists in Africa and the Middle East and ways in which these selections were influenced by geographical, social, cultural, or artworld factors
- subjects, themes, and symbols represented in works of art from Africa and the Middle East
- analysis of ways in which art from Africa and the Middle East reflects diverse cultural factors and aesthetic values

0016 Understand artworks from Asia and Oceania from ancient times through the twentieth century.

For example:

- major periods and characteristics of Asian and Oceanian art
- tools, materials, and techniques selected by artists in Asia and Oceania and ways in which these selections were influenced by geographical, social, cultural, or artworld factors
- subjects, themes, and symbols represented in works of art from Asia and Oceania
- analysis of ways in which art from Asia and Oceania reflects diverse cultural factors and aesthetic values

TEST OBJECTIVES
FIELD 13: ART

ART AS INQUIRY

0017 Analyze the characteristics and merits of various works of visual art.

For example:

- criteria for evaluating the strengths and weaknesses of a work or a progression of works
- criteria for judging the effectiveness of an artist's use of elements, principles, subject matter, symbols, and/or theme in a composition to support the meaning and/or purpose of an artwork
- ways in which an artist's use of tools and techniques affects an artwork's meaning, purpose, and/or value
- multiple aesthetic theories (e.g., expressivism, formalism, imitationalism) used to evaluate the quality of artworks
- techniques for detecting refined and subtle discriminations in the analysis of works of art
- the process of analysis of individual and collaborative works by emerging artists

0018 Understand the variety of perspectives with which individuals approach works of visual art.

For example:

- the distinction between aesthetic perception and general perception
- comparison of multiple perspectives concerning the use of organizational principles and functions within works of visual art
- the distinctions between art preferences, art judgments, and cultural values about artworks
- reasons why people value art (e.g., sentimental, financial, religious, political, historical) and the criteria used to determine whether art is valuable
- comparison of the characteristics of artworks valued by diverse cultures
- ways in which an individual's background informs his or her responses to works of visual art

TEST OBJECTIVES
FIELD 13: ART

0019 Understand relationships between the visual arts and other art forms.

For example:

- comparing materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines (e.g., dance, music, theater)
- interpretation of subjects, themes, symbols, and intended meanings in works in the arts
- ways in which art forms may be combined to express ideas or themes
- analyzing how developments in the arts have paralleled and influenced one another throughout history

0020 Understand relationships between the visual arts and other disciplines in the curriculum.

For example:

- ways in which content and concepts in the visual arts and other disciplines are interrelated
- comparisons of similarities and differences in treatments of subjects, themes, symbols, and intended meanings in works of visual art and works in other disciplines
- strategies for using visual art to enhance understandings in other disciplines
- how technological and scientific advances in the visual arts and other disciplines influence the creation of artworks
- the role of the visual arts and artists in business, industry, technology, and the community
- the roles of artworks and art in everyday life