

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Code 18-2-5

RULE TYPE: PROCEDURAL INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE _____
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES , NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44B (Policy 2520.01)

TITLE OF RULE BEING AMENDED: Criteria of Excellence: Instructional
Goals and Objectives For Art

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS February 19, 1991

Barbara L. Estep
January 7, 1991

3.10

FISCAL NOTE WORKSHEET

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Criteria of Excellence: Instructional Goals and Objectives For Art FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSE					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

IMPACTS
FISCAL:

STATE STAFF: Office of General Education/Instructional Improvement Staff

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

TITLE 126
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
Series 44B
(Policy 2520.01)

TITLE: Criteria of Excellence: Instructional Goals And Objectives For Art

Section 1 General

1.1 Scope - The State Board of Education recognizes that curricular programs in the public schools should be current, sequenced to build upon prior learning, and appropriate to the developmental needs of the learner.

1.2 Authority - West Virginia Code 18-2-5

1.3 Filing Date - January 7, 1991

1.4 Effective Date - February 19, 1991

1.5 Repeal Of Former Rule - Procedural Rule 2422.01

Section 2 Instructional Goals

To operationalize the principles of excellence and equity, the Department of Education will develop and the State Board will approve instructional goals for each program of study prior to the adoption of textbooks. Instructional goals are comprehensive statements describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in individual programs of study.

Section 3 Instructional Objectives

The Department of Education will derive instructional objectives from approved goal statements. These instructional objectives will further define the knowledge, skills, attitudes, and behaviors so that learners may have the opportunity to develop in each program of study, thus providing both direction/uniformity to local school districts and the desired flexibility to use the instructional objectives appropriate to the specific needs of the district.

Section 4 Program Assurances

The Department of Education will consider instructional goals and objectives in the selection and adoption of textbooks and statewide student evaluation instruments.

Section 5 Professional Preparation Programs

Professional preparation programs and evaluation systems will be developed and implemented in a manner that (1) addresses the programs of study through approved instructional goals and recommended instructional objectives, and (2) the knowledge and skills required to successfully assist students in mastering those goals.

Section 6 Requirements for Local School Districts

The Board shall require local school districts, following adoption of the Program of Study: Instructional Goals, to: (1) review and revise county curriculum guides to include, but not be limited to, the state Program of Studies: Instructional Goals; (2) develop criteria from the newly adopted program for use in the selection of textbooks; and (3) provide direction to instructional staff to implement the adopted Program of Studies: Instructional Goals.

Section 7 Guidelines and Technical Assistance

Finally, the Department of Education will develop guidelines and provide technical assistance and leadership programs related to the implementation of this policy.

Instructional Goals: Art Program of Study
Regulations 2520.01

Early Childhood Education
(Grades K-4)

The goal of the Art Program of Study in Early Childhood Education is to prepare students to participate in and use art to enrich the quality of their lives. The local school district shall provide multiple opportunities for each student to develop his/her innate creativity and ability to:

Area of Study: General Art

- Art Production**
- Identify and use the following elements of design in works of art:
 - Line--types and qualities,
 - Shape--sizes, geometric and organic,
 - Form--sizes, geometric and organic,
 - Color--hue, primary, secondary, values, tints, shades, warm/cool, and complementary,
 - Texture--actual,
 - Space--foreground, background, overlapping, composition, and architectural. (Levels 2-4 only)
 - Identify and use the following principles of design to create unity in works of art:
 - Rhythm--repetition/pattern (Levels 3 and 4 only),
 - Contrast--using the elements of design.
 - Create two- and three-dimensional art using a variety of media and techniques.
- Art History**
- Discuss artists and their works--progressing from discussing what an artist does to identifying six artists and their works.
 - Create art based on specific historical, cultural, or ethnic styles/periods of art.
- Aesthetics**
- Identify and discuss feelings evoked by works of art--progressing from his/her own feelings to expressive qualities in selected historical works.

Art Criticism

- Utilize media art techniques progressing from identifying types of media arts to discussing and creating illustrations and/or simple animation techniques. (Levels 3-4 only)
- Identify and discuss the principle of balance--formal (symmetrical) and informal (asymmetrical). (Level 4 only)
- Compare, contrast, and create abstract and non-objective works of art. (Level 4 only)
- Select his/her own works for display.

Middle Childhood Education

(Grades 5-8)

The goal of the Art Program of Study in Middle Childhood Education is to prepare students to participate in and use art to enrich the quality of their lives. The local school district shall provide multiple opportunities, built upon previous learning, for each student to develop his/her innate creativity and ability to:

Area of Study: General Art

- Art Production**
- Identify and use the following elements of design in works of art:
 - Line--contour, gesture, continuous; line to create value/shading; linear perspective,
 - Shape--combinations of geometric and organic shapes in representational, abstract, and non-objective works of art,
 - Form--combinations of geometric and organic forms in representational, abstract, and non-objective works of art,
 - Color--primary, secondary, tertiary (intermediate), tints, shades, tones, warm and cool, value, intensity, monochromatic, complementary, analogous, triadic, and split-complementary,
 - Texture--actual and implied (simulated),
 - Space--one-point perspective, two-point perspective, two-dimensional positive and negative space, three-dimensional positive and negative space, aerial and linear perspective.
 - Identify and use the following principles of design to create unity in works of art:
 - Rhythm--repetition/pattern, variation, and movement,
 - Balance--symmetrical (formal) and asymmetrical (informal), two-dimensional and three-dimensional (both visually and physically),
 - Dominance--emphasis,
 - Scale/proportion--objects, figures, architecture,
 - Contrast--using the elements of design.
- Art History**
- Create two- and three-dimensional work based on specific historical periods or styles.
 - Discuss art history in terms of various cultural and ethnic styles and create a time-line.
 - Identify six different artists and their work each year.
 - Identify careers in art.
- Aesthetics**
- Analyze works of art in terms of aesthetic and sensory qualities.

Art Criticism

- Compare and contrast commercial and fine art.
- Discuss differences between various two- and three-dimensional art media and the variety of techniques possible within each medium.
- Discuss and/or write about art exhibits.
- Select, title, and mount his/her works for display.

Adolescent Education

(Grades 9-12)

The goal of the 9-12 elective offerings of the Art Program of Study in Adolescent Education is to prepare students to participate in and use art to enrich the quality of their lives. The local school district shall provide multiple opportunities for students to develop their innate creativity and ability to:

Area of Study: General Art*

- Art Production**
- Use the elements and principles of design progressing from listing and identifying them to defining, finding and making illustrations for each.
 - Develop and apply techniques used in two- and three-dimensional media, progressing from exploratory experiences to in-depth studies in one or more media.
- Art History**
- Discuss the historical and cultural backgrounds for the media used in class projects.
 - Investigate and report on at least one art career. (Art I only)
- Aesthetics**
- Compare and analyze how techniques effect aesthetic and sensory qualities in his/her own and others' work.
 - Identify and discuss various philosophies of art. (Art III)
 - Formulate a personal art philosophy. (Art III and IV)
- Art Criticism**
- Identify purposes, criteria, and needs for a portfolio and develop one. (Art II, III, IV)
 - Use the critical process (description, analysis, interpretation and evaluation) in discussing works of art; progress to using this process in writing a comparative analysis of aesthetic and sensory qualities in his/her own and other's work.
 - Select, title, and prepare his/her art for display, progressing from group displays to a one-person exhibit.

Area of Study: Studio Art**

- Art Production**
- Create works of art in the selected studio field.
 - Use and discuss the elements and principles of design in the selected studio art field.

* The 9-12 offerings in General Art I, II, III, and IV build upon previous learning.

** Elective offerings in Studio Art may be provided in any of the following fields: Architecture, Calligraphy, Ceramics, Computer Art, Crafts, Drawing, Fiber Art, Jewelry, Painting, Photography, Printmaking, Sculpture, and Stained Glass. These specialized studio offerings may be provided in addition to or in place of General Art II, III, and/or IV.

- List, identify, and use materials, tools, media, processes, techniques, and terminology of the specific studio art field.
- Compile a sketchbook (or notes) of ideas, designs, materials, processes and techniques for use in future projects.

Art History

- Discuss and report on the historical and cultural backgrounds of the particular studio field, including works and artists prominent in the field.
- Investigate and report on at least one career related to the specific studio art field.

Aesthetics

- Discuss the aesthetic and sensory qualities of works in the selected studio art field.

Art Criticism

- Use the critical process (description, analysis, interpretation, evaluation) to discuss works created in the particular studio field.
- Select and prepare works for exhibit and/or portfolio.

Area of Study: Art History/Appreciation/Criticism*

Art History

- Create a basic time-line showing general dates, names, styles, periods, and other information about art.
- Identify and describe various styles, techniques, and media in works of art.
- Identify, discuss, and compare cultural and multi-cultural influences on art, e.g., social, political, purposes of art, aesthetic and sensory qualities, historical events.
- Develop a notebook and/or written reports dealing with course content.

Aesthetics

- Define and discuss what art is.

Art Appreciation Only

Art Production

- Create art projects related to specific styles and/or periods in art.

Art Criticism

- Compare and contrast artistic expression in terms of both form and content.

*Elective offerings in Art History may be provided in any of the following fields: Art Appreciation, Art History and Art Criticism. These offerings may be provided in addition to any other offerings in General Art or Studio Art.

Art History Only

Art History

- Compare artists, styles, techniques, and their influences on each other within a given period of time.
- Discuss how art throughout history has influenced the art of today.
- Discuss the influence of patronage on the arts.

Art Criticism Only

Art Criticism

- Identify and discuss purposes and consequences of criticism.
- Use the critical process (description, analysis, interpretation, evaluation) in written critiques of works of art.
- Develop and use criteria for written critiques about an artist or group of artists.

Regulations Adopted: December 14, 1990

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SHEREE COHEN
Special Assistant

(Plus all the volunteer
help we can get)

TO: Barbara Estep

AGENCY: Dept. of Education

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: May 1, 1992

THE ATTACHED RULE RECENTLY FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 44B TITLE: 126 Dept. of Education *2520.01*

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Betty Belcher

TITLE OF PERSON SIGNING: Secretary IV

DATE: May 14, 1992