



## GACE® Art Education Assessment

### *Test at a Glance*

**Updated May 2017**

See the GACE® Art Education Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Art Education
Grade Level	P–12
Test Code	Test I: 109 Test II: 110 Combined Test I and Test II: 609
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test</i></b> .
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

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## About this Assessment

The GACE Art Education assessment is designed to measure the professional knowledge of prospective teachers of Art Education in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Elements and Principles of Art	46%
II. Media, Techniques, and Processes	54%

## Test I Objectives

### Subarea I: Elements and Principles of Art

*Objective 1: Understands art elements and principles in two-dimensional (2-D) and three-dimensional (3-D) media and how they communicate meaning*

The beginning Art Education teacher:

- A. Identifies how elements and principles of design communicate meaning in visual art
- B. Explains relationships of elements to principles
- C. Distinguishes uses of elements and principles in 2-D and 3-D art

*Objective 2: Understands various methods of creating meaningful compositions*

The beginning Art Education teacher:

- A. Defines and identifies historical compositional methods; e.g., golden mean, hierarchical organization, perspective
- B. Defines and identifies contemporary compositional methods; e.g., juxtaposition, appropriation, transformation

### Subarea II: Media, Techniques, and Processes

*Objective 1: Understands safety, environmental, and storage issues related to the use of art materials and processes*

The beginning Art Education teacher:

- A. Identifies and categorizes dangerous materials and their effects
- B. Describes proper ventilation, storage, and disposal procedures based on the medium.
- C. Demonstrates understanding of safety procedures and precautions for using artists' materials and tools
- D. Demonstrates knowledge of health issues related to the use of materials and tools for art making; e.g., toxicity
- E. Demonstrates knowledge of material safety data sheets (MSDS) sheets

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*Objective 2: Understands how to use a variety of drawing, painting, photography, and printmaking materials and processes*

The beginning Art Education teacher:

- A. Identifies characteristics of materials
- B. Identifies similarities and differences among materials and connections between media and meaning
- C. Knows vocabulary related to drawing, painting, and printmaking materials and processes
- D. Describes drawing, painting, and printmaking processes, including mixed and multimedia works
- E. Identifies and solves technical and creative problems
- F. Compares materials and techniques and analyzes the compatibility of materials and techniques
- G. Recognizes or identifies processes as depicted in photographs

*Objective 3: Understands how to use digital image processes*

The beginning Art Education teacher:

- A. Demonstrates basic camera knowledge; e.g., camera parts, vocabulary
- B. Demonstrates knowledge of common editing and imaging software
- C. Demonstrates knowledge regarding the uploading, downloading, and storing of common file types (e.g., .jpg and .tif) and the transferring and printing of images
- D. Knows and understands the process of creating digital images

*Objective 4: Understands how to use three-dimensional materials and processes*

The beginning Art Education teacher:

- A. Identifies characteristics of materials
- B. Identifies similarities and differences among materials and connections between media and meaning
- C. Knows vocabulary related to 3-D materials and processes
- D. Describes 3-D processes
- E. Solves problems and evaluates possible solutions
- F. Compares materials and techniques and analyzes the compatibility of materials and techniques
- G. Recognizes or identifies processes as depicted in photographs

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## Test II Subareas

Subarea	Approx. Percentage of Test
I. Art in Context	46%
II. Connections	22%
III. Criticism and Reflection	30%

## Test II Objectives

### Subarea I: Art in Context

*Objective 1: Demonstrates a basic understanding of the history of Western art from antiquity through the 19th century*

The beginning Art Education teacher:

- A. Identifies well-known works of art and architecture according to artist, title, style, materials, processes, and techniques
- B. Analyzes the content, purpose, and meaning of works of art and architecture within their historical period and/or social, political, religious, and cultural contexts
- C. Recognizes the impact of major innovations in tools and materials on the production of art
- D. Understands the influence of art historical periods or movements on later work
- E. Understands how dialogue and artistic exchange across cultures have shaped art
- F. Understands how creative thinking and creative processes foster or reflect artistic innovation and change

*Objective 2: Demonstrates a basic understanding of the history of non-Western art*

The beginning Art Education teacher:

- A. Identifies well-known works of art and architecture according to artist, title, style, materials, processes, and techniques
- B. Analyzes the content, purpose, and meaning of works of art and architecture within their historical period and/or social, political, religious, and cultural contexts
- C. Recognizes the impact of major innovations in tools and materials on the production of art
- D. Understands the influence of art historical periods or movements on later work
- E. Understands how dialogue and artistic exchange across cultures have shaped art

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- F. Understands how creative thinking and creative processes foster or reflect artistic innovation and change

*Objective 3: Demonstrates a basic understanding of the history of modern and contemporary art*

The beginning Art Education teacher:

- A. Identifies well-known works of art and architecture according to artist, title, style, materials, processes, and techniques
- B. Analyzes the content, purpose, and meaning of works of art and architecture within their historical period and/or social, political, religious, and cultural contexts
- C. Recognizes the impact of major innovations in tools and materials on the production of art
- D. Understands the influence of art historical periods or movements on later work
- E. Understands how dialogue and artistic exchange across cultures have shaped art
- F. Understands how creative thinking and creative processes foster or reflect artistic innovation and change

### **Subarea II: Connections**

*Objective 1: Understands how other disciplines relate to the study and production of the visual arts*

The beginning Art Education teacher:

- A. Describes and analyzes how innovation in materials, technologies, media, and processes have informed creative and analytical processes in the visual arts
- B. Describes and analyzes how creative and analytical processes in the visual arts relate to those in other disciplines
- C. Compares characteristics of the visual arts within a given region and/or stylistic period with contemporaneous developments, issues, and themes in the arts, sciences, and humanities
- D. Understands how the study of art relates to various art careers and the development of 21<sup>st</sup> century skills; e.g., critical thinking and problem solving, creativity and innovation, communication and collaboration

### **Subarea III: Criticism and Reflection**

*Objective 1: Understands the major philosophies of art and aesthetics and their role in art criticism*

The beginning Art Education teacher:

- A. Recognizes and distinguishes among the major theories of art and aesthetics

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- B. Interprets and evaluates works of art based on theories of art and aesthetics (as opposed to personal opinion)
  - C. Recognizes how meaning is created in art; e.g., through subject matter, symbols, iconography, formal elements, principles

*Objective 2: Understands the individual and collaborative processes of art criticism and critique*

The beginning Art Education teacher:

- A. Demonstrates knowledge of critical responses to well-known works and/or artistic movements
- B. Recognizes multiple viewpoints in examining a work of art; e.g., multiple viewpoints applied to the same work of art, visual or written analysis, changing analyses of works over time, “lenses” of interpretation
- C. Understands the way personal experience affects the interpretation of art; i.e., understanding that each person’s experiences will affect how that person sees art
- D. Identifies various forms of self-reflection and personal critique