
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 167: VISUAL ARTS TEST DESIGN AND FRAMEWORK

June 2019

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 167: VISUAL ARTS

TEST DESIGN

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Artistic Processes	22–23	20%	--	--
0002 Visual Literacy	22–23	20%	--	--
0003 Historical and Cultural Context	22–23	20%	--	--
0004 Art Criticism, Integration, and Community Engagement	22–23	20%	--	--
0005 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

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TEST FRAMEWORK

Artistic Processes
Visual Literacy
Historical and Cultural Context
Art Criticism, Integration, and Community Engagement
Pedagogical Content Knowledge

The New York State Visual Arts teacher has the knowledge and skills necessary to teach effectively in New York State public schools. The visual arts teacher is familiar with the use and effects of various tools, materials, techniques, methods, and principles used in the creation of works in the visual arts. The visual arts teacher also has thorough knowledge of the elements of art and the principles of design and the ways that the elements are used in artworks to convey meaning and visual effect. The visual arts teacher has thorough knowledge of the history of visual arts and is able to use that knowledge in analysis of individual expressions of the human experience. The visual arts teacher understands aesthetics and art criticism. The visual arts teacher understands how to integrate learning in the visual arts with learning in other arts disciplines, academic disciplines, and cultural institutions in order to enhance student learning overall.

As used in this framework, artmaking refers to, but is not limited to: drawing, painting, printmaking, sculpture, architecture, mixed-media, graphic design, fashion design, fiber arts, ceramics, jewelry and metalwork, installation art, video, photography, film, virtual art, multimedia interactive art, performance art, game design, and reclamation art.

As used in this framework, the elements of modernist art refers to, but is not limited to: line, shape, space, texture, color, value, form, mass, volume, weight, and size. As used in this framework, the principles of modernist art refers to, but is not limited to: repetition, pattern, movement, balance, emphasis, contrast, unity, convergence, atmospheric perspective, and linear perspective.

As used in this framework, Contemporary Approaches of Visual Organization refers to, but is not limited to: juxtaposition, appropriation, re-contextualization, hybridity, transformation, and disruption of expected order.

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COMPETENCY 0001—ARTISTIC PROCESSES

Performance Expectations

The New York State Visual Arts teacher understands how artists generate, conceptualize, and develop artistic ideas and work. The teacher demonstrates knowledge of tools, materials, techniques, and technologies that inform methods and processes used to facilitate the creation of works in a wide variety of art media. The teacher also understands why materials and processes are selected to achieve meaning and visual effect in artworks. The teacher understands the importance of safety procedures associated with the visual arts, as well as the effective use and care of materials and tools used in artmaking.

Performance Indicators

- a. demonstrates knowledge of how artists and designers generate and conceptualize artistic ideas and work, organize and develop artistic ideas and work, and refine and complete artistic work
- b. applies knowledge of the characteristics and uses of various tools, materials, techniques, technologies, methods, and processes used in a wide variety of art media and types of artmaking
- c. analyzes how the selection of media and processes can inform creative decisions and meaning-making
- d. demonstrates knowledge of care, maintenance, and safety associated with artmaking methods, materials, procedures, and technology
- e. applies knowledge of ethical practices and legal standards when making and presenting creative work

COMPETENCY 0002—VISUAL LITERACY

Performance Expectations

The New York State Visual Arts teacher understands the range of attributes and terminology that are used to describe works of art and design and understands how artworks are visually organized. The teacher understands how form and structure, such as the elements of art and principles of design and/or contemporary approaches to visual organization, are used to communicate ideas and expressive qualities in artworks. The teacher is skilled in identifying various approaches to visual organization in artworks, and in analyzing how they are being used and for what artistic purpose.

Performance Indicators

- a. demonstrates knowledge of modernist and/or contemporary approaches to visual organization
- b. analyzes how various approaches to visual organization are used to create an effect or communicate an idea in a given work of visual art
- c. compares how approaches to visual organization are used in different works of visual art

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- d. analyzes the effect of visual imagery on popular culture (i.e., "visual culture"), especially advertising media

COMPETENCY 0003—HISTORICAL AND CULTURAL CONTEXT

Performance Expectations

The New York State Visual Arts teacher understands that the history of art created from prehistoric times to the present offers an important lens into the traditions and social practices of cultures throughout the world. The teacher understands characteristics of works of visual art created throughout the world from prehistoric times to the present; understands the cultural and historical contexts in which the artworks were created; and understands how the art of various cultures throughout the world has influenced, and been influenced by, other cultures. The teacher also understands the varying purposes and functions of visual arts.

Performance Indicators

- a. recognizes significant characteristics of artwork from global cultures and communities, from prehistoric times to the present
- b. identifies the cultural and historical contexts of artwork from global cultures and communities, from prehistoric times to the present
- c. demonstrates an understanding of how artwork from global cultures and communities, from prehistoric times to the present, has influenced, and been influenced by, other cultures
- d. compares and contrasts works of visual art from various cultures and eras
- e. recognizes the functions and roles of the visual arts in everyday life from prehistoric times to the present

COMPETENCY 0004—ART CRITICISM, INTEGRATION, AND COMMUNITY ENGAGEMENT

Performance Expectations

The New York State Visual Arts teacher understands the importance of art criticism and aesthetics. The teacher understands the language and stages of criticism and is able to describe, analyze, interpret, contextually situate, and evaluate works of visual art and uses this understanding of art criticism to connect works of art to enduring themes and concepts. The teacher understands that art can be used to enhance understanding of other arts disciplines and academic disciplines. The teacher is aware of the many types of visual arts careers and understands the preparation, skills, and materials needed to pursue visual arts careers. The teacher understands the importance of visual arts to communities and understands opportunities for participation in visual arts in the community.

Performance Indicators

- a. applies knowledge of art criticism and aesthetic theories and their connections to works of visual art, including using art criticism and aesthetic principles to understand enduring themes and concepts explored by artists

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- b. identifies stages of a critical process, including, but not limited to, description, analysis, interpretation, contextualization, and evaluation
- c. demonstrates an understanding of the interdisciplinary nature of visual arts and identifies strategies for cross-disciplinary learning and understanding
- d. demonstrates knowledge of careers in visual art and design and demonstrates an understanding of the necessary preparation and skills required for visual arts professions
- e. demonstrates knowledge of resources and opportunities for participation in visual arts in local and global communities (e.g., exhibitions, libraries, art festivals, museums, galleries, service projects, social and civic engagement)
- f. demonstrates an understanding of selecting, curating, and preparing artworks for specific purposes and audiences, including presentation methods and materials, exhibitions, and portfolios used for various purposes (e.g., project or course evaluation, personal/professional Web sites, juried exhibits, higher education applications)

COMPETENCY 0005—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Visual Arts teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of visual arts education in order to plan authentic learning experiences that promote students' application of visual arts concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.

Performance Indicators

- a. demonstrates knowledge of a developmentally appropriate learning goal related to a specified visual arts topic, as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a rationale for including a particular learning goal in an instructional unit devoted to the specific visual arts topic and demonstrates knowledge of how to assess student readiness for the learning goal
- c. describes, in detail, an appropriate and effective instructional strategy or activity designed to promote students' achievement of a particular learning goal, including the use of appropriate visual arts–related resources and media
- d. provides a clear explanation of how the strategy or activity described supports the stated learning goal and fosters students' knowledge and skills related to the learning goal
- e. applies knowledge of appropriate assessment and data analysis in order to inform future instructional strategies and methods