

## Quality Visual Arts Program Checklist

- Visual arts are included in the core academic program.
- All students have equal access to visual arts instruction.
- A district wide supervisor or coordinator leads the visual arts program.
- There is a written visual arts curriculum for each grade level from K–12.
- The art curriculum is aligned to the Virginia Standards of Learning for Visual Art.
- Adequate time is provided in the schedule for visual arts instruction.
- Adequate supplies, equipment and resources are provided for making art in a variety of media.
- Technology resources are available for research and delivery of instruction as well as for students to create digital art.
- Regular professional development opportunities are provided to visual arts teachers.
- Visual arts teachers present meaningful lessons and act as facilitators of creative inquiry and discovery.
- Visual arts teachers include instruction in the elements of art and principles of design, art history, aesthetics and criticism.
- Visual arts teachers differentiate instruction to assist all student artists to be successful.
- Visual arts teachers make objectives clear and teach prerequisite skills necessary for student success.
- Visual arts projects are assessed in multiple ways according to criteria that are shared with students.
- Students learn through visual arts instruction how to evaluate and reflect upon their own art-making experiences.
- Visual arts teachers collaborate with colleagues to integrate the visual arts with mathematics, history and social science, English, and science.
- The art class is a safe place for the expression of ideas, opinions, and feelings of student artists.
- Art is displayed and valued in the school.

VAEA's mission is to promote, support and advance visual arts education through professional development, leadership, research and service.



virginia art education association

[www.vaea.org](http://www.vaea.org)

Why support quality visual arts education in Virginia schools?



**In order to prepare a child for the 21st century workforce, a quality education must include the visual arts. Learning through the visual arts contributes to the development of the “Four C’s” of 21st century skills: critical thinking, communication, collaboration, and creativity.**

# Pulling together the Four C’s:

## Critical Thinking

Viewing and discussing visual art challenges students to make inferences based on evidence, identify the ways artists communicate ideas, and then apply what is learned to their own art. While making art, students plan, revise, analyze, make choices, and persevere to complete a work. Afterward, they reflect on what was learned and evaluate their decisions, which helps prepare them for future learning experiences.

## Communication

Students communicate their ideas through images or objects they create and by talking and writing about their own art and the artwork of others. Classroom critiques provide a forum for a respectful exchange of ideas and opinions.

## Collaboration

Students who collaborate in the art class learn to share ideas, listen to each other, weigh options, and value one another’s strengths and contributions to the group effort. This prepares them to be team players when they enter the work force.

## Creativity

By its very nature, the process of making visual art is creative. An art-making prompt allows for as many answers as there are students. When divergent thinking is accepted and nurtured, students are free to innovate and come up with novel solutions to problems. Developing the habit of creative thinking equips students to solve problems society will face in the future.

**Visual arts education  
helps make connections.**