



NATIONAL
ART EDUCATION
ASSOCIATION

OPPORTUNITIES *to* LEARN **STANDARDS**

High School Visual Arts Education



HIGH SCHOOL VISUAL ARTS EDUCATION

The following **Opportunities to Learn (OTL) Standards for high school visual arts** are essential conditions required for a high-quality program that enables educators and students to engage in deep learning, as outlined in the 2014 National Standards for Visual Arts. They align with the **National Art Education Association (NAEA) Professional Standards for Visual Arts Educators**. These standards also incorporate guidelines set by the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE).

OTL Standards are a tool for ongoing program evaluation and advocacy. OTL Standards often rely more on innovation and commitment than funding alone. OTL Standards provide direction for a quality high school visual arts program, covering curriculum, personnel, scheduling, budget, facilities, materials, equipment, resources, and professional learning/development. Educators, supervisors, and the community should utilize OTL Standards to inform decisions and identify areas of improvement to move the visual arts program to a high-quality program as defined below.

For General PreK–12 Visual and Media Arts Program Standards, view the **PreK–12 Visual and Media Arts Programs** document.



CHECKLIST FOR PROGRAM EVALUATION:

HIGH SCHOOL VISUAL ARTS EDUCATION

Specific indicators are provided below to help administrators, teachers, and parents—with or without an arts background—judge the quality of a school or school district's visual arts education program.



CURRICULUM DEVELOPMENT

STANDARDS	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. Visual arts educators have opportunities for professional development and participation in professional learning communities.			
2. At least one foundation course in the visual arts, including the appreciation of art and design, is optimally required at the high school level. (Refer to the State Arts Education Policy Database at www.aep-arts.org created and maintained by the Arts Education Partnership, or to individual state department of education websites.)			
3. Sufficient art electives are available to allow for a variety of art experiences.			
4. All visual arts courses at the high school level earn equivalent academic credit and count toward the student's GPA.			
5. The curriculum provides opportunity for the development of a portfolio that meets college admission standards and supports college and career readiness for students pursuing further study or careers in the arts.			



SUPERIOR STANDARDS

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. The curriculum development process allows for the input of other arts professionals (e.g., higher education faculty, museum educators) through the opportunity to serve on a curriculum committee.			
2. Advanced Placement courses (College Board Examination), independent study courses, and International Baccalaureate Programs are offered.			
3. Opportunities are available for students to develop expertise in a variety of media.			

PERSONNEL

Background: In many states and school districts, all students are required to take one course in the arts (including fine and performing arts) in order to meet high school graduation requirements. To meet this requirement, at minimum, the number of students per course should not exceed 25. Students interested in pursuing higher education in the visual arts often take multiple courses in the visual arts. Schools offering curricula in a variety of media also need personnel capable of meeting the needs of students, as well as the needs of the curriculum. At the high school level, the visual arts education staff is sufficiently equipped and trained to provide advanced experiences in art at the level of Advanced Placement or International Baccalaureate courses. The Association recognizes ratios differ from state to state and district to district. For quality education (teaching and learning experiences) to take place, it is recommended that at the high school level personnel for visual arts education courses should meet the following guidelines:

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. Student class size of 20–25 students.			
2. At the high school level, art educators teach no more than six classes per day (i.e., art courses may meet daily or biweekly and may meet for multiple class periods per day; they can also meet by semester or by grading period).			
3. Educator-to-student maximum ratio of 1:150 per day.			
4. All students are required to take one course in the arts in order to meet the high school graduation requirements (varies per state).			
5. Schools offering curriculum in a variety of media also need personnel capable of meeting both the needs of students, as well as the needs of the curriculum.			

TIME & SCHEDULING

STANDARDS	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. Art instruction, taught by a certified visual arts educator, occurs as often and as regularly per week throughout the semester or year as do other academic subjects, and receives equivalent academic credit.			
2. Courses in a wide variety of media are scheduled in ways that support the curriculum and student needs (i.e., art courses may meet daily or biweekly and may meet for multiple class periods per day; they can also meet by semester or by grading period).			
3. Courses are scheduled to support the requirement that all students take one standards-based course in the visual arts in order to meet the high school graduation requirement (varies per state).			
4. A sequence of courses in the visual arts is scheduled to support the college and career readiness of students interested in pursuing further study and a career in the visual arts.			



BUILDINGS & FACILITIES

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. There should be one art room with one art teacher for every 500–600 students.			
2. There is often more than one art room at the high school level.			
a. High school art rooms are set up in a studio format, enabling students to work independently and simultaneously in a variety of media.			
b. One room might be more two-dimensional in focus, with another for sculpture and other three-dimensional work. An alternative could be multimedia art rooms based on the visual arts and design curriculum offered.			
c. An area has been established for working with digital and media arts, including scanning and printing digital photography.			
d. Plans are in place for facility needs to evolve as media evolve.			
3. Furniture is specialized for the medium in use (e.g., heavy ceramic benches, metalworking benches, drawing tables, and stools).			
4. Schools with over 500 students have one or more specialized art rooms for work not possible in the general art room in accordance with these ratios:			
a. Schools with 501–999 students have one “two-dimensional art” room and one “three-dimensional art” room or two multimedia art rooms (two-dimensional and three-dimensional media) according to the art and design curriculum offered.			
b. Schools with 1,000 or more students have three specialized studios (two “two-dimensional art” and one “three-dimensional media”) or three multimedia art rooms (two-dimensional and three-dimensional media) according to the art and design curriculum offered.			
5. Adequate in-class storage, accessible to students, is needed as well as at least 400 square feet of lockable storage space for art supplies, equipment, and student artworks. This latter space should be connected to the art room.			
6. Storage space is available for extremely large student projects.			
7. The height of display space should be consistent with the accessibility needs of students within the high school level and provide accessibility for students with special needs.			
8. There should be a common area for demonstrations, presentations, and critiques.			
9. There should be space for students to put their textbooks/book bags (i.e., cubbies or under-desk or under-table storage).			
10. Additional art rooms are adjacent to each other to increase flexibility of activity, promote collaborative planning, and avoid duplication of equipment and supplies.			

MATERIALS, EQUIPMENT & RESOURCES

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. The school provides consumable and nonconsumable curriculum resources appropriate to the secondary level as outlined above in Standards District-Wide Item 2.			
2. The school provides current and emerging technology resources appropriate to the secondary level as outlined above in Standards District-Wide Item 3.			
3. Print and digital resources supporting curricular content are housed within a media or learning resource center available for both educator and student use.			
4. Furniture, materials, equipment, and technology needs are planned and budgeted for each art educator and/or art room.			
5. Every educator and every student have convenient, equitable access to needed materials and equipment.			
6. In classes emphasizing independent study and/or individualized instruction, sufficient materials and equipment are provided for at least two independent work areas.			
7. Attention is paid to the quality and breadth of materials, equipment, the variety of experiences and resources available to secondary students to support portfolio preparation, college readiness, and other advanced study in the visual arts.			
8. Each secondary school site has equipment and space dedicated for ongoing display and exhibition of student work.			
9. Each room in the school where art instruction takes place has convenient access to the internet and hardware and software to support audiovisual equipment for classroom presentations, student research, and the like.			

BUDGET

STANDARDS	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. The budget is administered directly by the district coordinator and/or art educators (for detailed information see PreK–12 Visual and Media Arts Program Standards OTL–PreK-12 Visual and Media Arts Programs).			



