



NATIONAL  
ART EDUCATION  
ASSOCIATION

# OPPORTUNITIES *to* LEARN **STANDARDS**

Middle School Visual Arts Education





# MIDDLE SCHOOL VISUAL ARTS EDUCATION

The following **Opportunities to Learn (OTL) Standards for middle 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 middle 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.

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



CHECKLIST FOR PROGRAM EVALUATION:

# MIDDLE 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. Middle school art educators have opportunities to meet with other visual arts specialists, as well as specialists in other subjects.			
2. Art educators have opportunities for professional development and participation in professional learning communities.			
3. Art educators have shared planning time with other educators.			
4. The curriculum adequately prepares students for visual arts courses at the high school level.			

## PERSONNEL

**Background:** For continuity and sequencing of student learning, instruction in the visual arts is required or at least advised at each grade level. At the middle school level, the visual arts education staff is sufficiently equipped and trained to provide advanced experiences in art at the level of Pre–Advanced Placement courses. The Association recognizes the ratio of personnel to students 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 middle school level personnel for visual arts education courses follow these guidelines:

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. Class size of 20–25 students.			
2. At the middle 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. At the middle school level, the teacher-to-pupil ratio is no greater than 1:150 students per day.			
4. All students have visual arts instruction at each grade level.			



## TIME & SCHEDULING

STANDARDS	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. For continuity and sequencing of student learning, instruction in the visual arts taught by a certified visual arts educator is required or at least advised for all middle school students at each grade level.			
2. 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.			

## BUILDINGS & FACILITIES

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. One permanent art room is established within each school for every 400–500 students. Each area is equipped for group work and for independent self-directed study.			
2. There is often more than one art room at the middle/junior high school level. There are facilities for teaching general art and specialized art media (e.g., clay, fibers, drawing, painting, technology) in each middle school.			
3. 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.			
4. Adequate in-class storage, accessible to students, is needed as well as at least 350 square feet of lockable storage space for art supplies, equipment, and student artworks. This latter space should be connected to the art room.			
5. The height of the display space should be consistent with the accessibility needs of students within the middle/junior high school levels and provide accessibility for students with special needs.			
6. There should be space for students to put their textbooks/book bags (i.e., cubbies or under-desk or under-table storage).			
7. 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

STANDARDS	<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 middle level as outlined above in Standards District-Wide Item 2.			
2. The school provides current and emerging technology resources appropriate to the middle 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. Each middle school site has equipment and space dedicated for ongoing display and exhibition of student work.			
8. 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).			



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