**SSU STUDY GUIDE: MTEL VISUAL ART SUBJECT MATTER TEST**

**Visit tips from those who’ve taken it:**

[**http://www.nicholasmcgowan.com/blog/2011/mtel-visual-arts-test**](http://www.nicholasmcgowan.com/blog/2011/mtel-visual-arts-test)

**Review & take the Visual Arts Sample Test:**

[www.mtel.nesinc.com/PDFs/MA\_FLD017\_PRACTICE\_**TEST**.pdf](http://www.mtel.nesinc.com/PDFs/MA_FLD017_PRACTICE_TEST.pdf)

**Whats’ on it?**

[**http://www.amazon.com/Visual-Sample-Teacher-Certification-Study/dp/1581978936/ref=pd\_sim\_sbs\_b\_1#reader\_1581978936**](http://www.amazon.com/Visual-Sample-Teacher-Certification-Study/dp/1581978936/ref=pd_sim_sbs_b_1#reader_1581978936)

CREATIVE EXPRESSION: has six subareas with a total of 27 to 29 questions.

**1.Language of Art Elements & Principles of Design**

* Describe visual elements and compositional design: line, texture, color, form, value, space and shape, repetition, balance, emphasis, contrast, unity, and variety.
* Distinguish between the art terms: theme, content & subject matter
* Be able to analyze & select artworks based upon principles such as: movement, stability, balance, simplicity, complexity

**Recognize the Uses & Process of the:**

**2.** Fine Arts:drawing, painting,etc..

**3.** Communication and Design Arts: Graphic/ Web Design, Photography

**4.** Architecture and Environmental Arts: sculpture, earth art, public arts, etc..

**5.** Crafts & Folk Arts: Ceramics, paper mache, found object, etc..

Of the above be able to:

* Identify various media, techniques, processes, names of tools, etc..
* Identify how media produces various expressive qualities in works of art
* Define the main idea and subject matter in selected works of art
* Maintenance and safety issues

**6. Art as Communication:**

* ways of communicating ideas, expressing the artist’s thoughts and experiences through different media choices
* interpretation and meaning of subjects, themes and symbols
* why various features and principles evoke a particular response

ART AND CULTURE: 7 SUBAREAS WITH A TOTAL OF 32-43 QUESTIONS.

**1. Connections**:

* the role of art in recording, reflecting and shaping history and culture
* universal themes and their use and expression in different cultures & eras
* the impact of society, politics, the economy and technology.

**Art History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review:**  Course texts for Art 232, 233, 332a, & Art history electives

* Major artists, eras, themes, subjects, and symbols
* Identify & compare stylistic differences and relationships
* Identify visual characteristics and departures of different styles
* how the art reflects the different cultures and their aesthetic values.

Make an art history time line and be sure to know one artist and one work representing each movement. Identify & compare general styles of the below:

**2. North American Artworks**

**3. Central and South American Artworks**

**4. European Ancient Times through the Middle Ages**.

**5. Italian Renaissance through the 20th Century**:

**6. North African, Sub-Saharan and Middle Eastern Artworks**:

**7. Asian, Oceania, Aboriginal Artworks**:

VISUAL ART & OTHER DISCIPLINES: 4 SUBAREAS, 18 TO 20 QUESTIONS.

**1. Functions, Purposes, Theories and Philosophies**

* analyze artworks from various eras and cultures; individual & community
* recognize impacts of culture, decoration & entertainment on everyday life

**2. Recognize how dance, music and theater interact with the visual arts**

* contrast materials, techniques, technologies
* parallel between their interdisciplinary development through history.

**3. Other Academic Disciplines**:

* relationship of visual arts to science, math, social studies, etc…

4. **Human Development/Art Perception/ Learning:**

* children’s artistic and aesthetic development:

Victor Lowenfeld- Stages: Scribble Preschematic, Schematic, Dawning

Realism, Howard Gardner’ Stages

<http://www.d.umn.edu/~jbrutger/Lowenf.html>

A Child’s Look at art: [www.**art**junction.org/young\_in\_**art**.pdf](http://www.artjunction.org/young_in_art.pdf) (Craig Roland)

**Art Criticism:** the ways training in the arts helps in analyzing, perception, critical thinking, problem-solving, decision making and appreciation of human diversity

* Identify the quality of skills and techniques used in a work of art
* Analyze how well the visual qualities work together as a whole
* Judge the ability of the work of art to solicit an emotion or response
* Interpret cultural influences upon perspective

**Art Instruction–** Review notes from Art 300, Prep to Teach, Methods)

**Review:**

* Curriculum planning, needs of students, lesson motivation & assessment
* Procedural strategies, demonstrations, art talks & criticism, etc.
* The social & psychological impacts of content and teaching upon students
* The various cultural factors that influence learning and art making
* Various philosophical and artistic approaches to art curriculum plans

**Art Education Theory & Historical Development**

**Review:**

Ch 1, 2 & Appendix on AED History in Children & Their Art Text, Hurwitz & Day.

Hume, H. (2003). *Art Teachers Book of Lists*. Indiana: Jossey-Bass.

Helen Hume (2008,) 2nd Ed. The Art Teacher’s Survival Guide, Ele/Mid. Schools

**Visit:** [**http://art.unt.edu/ntieva/HistoryofArtEd/1951-figures.html**](http://art.unt.edu/ntieva/HistoryofArtEd/1951-figures.html)

**Influential Scholars in the Development of US Visual Art Education**

Victor Lowenfeld- Father of Modern Art Ed in the US, authored Creative &

1903-1960 Mental Growth, emphasized Child Self Expression Movement

Manuel Barkan: Educational Researcher, his art curriculum approach was the

1913-1970 precursor to Disciplined Based Model of the CEMREL Project.

Jerome Bruner: Prominent psychologist who believed education should reflect

1915- the real world. Recognition of art as a discipline, worthy of inquiry.

Inspired the Discipline Based Arts Education movement.

Arthur Efland: Known for his comprehensive study of the history of the field of Art

Education and contributions to policy & ethics

Edmund Feldman: Developed the Art Ed approach: Art as a Form of Social

Practice, which is meaningful to the lives of children

Authored Varieties of Visual Experience (1972), Becoming Human Through Art

Elliot Eisner: Stanford Professor Emeritus known for his scholarship in Aesthetic

Intelligence and advancement of Education through the arts.

*Educating Artistic Vision* (1972), *10 Lessons the Arts Teach*

Laura Chapman: A Leader for over 40 years in development of art curriculum,

classroom practices and art teaching textbook series. Her book:

Instant Art, Instant Culture: The Unspoken Policy of America’s Schools (1982) argues that continuous in-school art education, which affirms creativity, imagination, and reflective thinking is absolutely necessary and contributes to enlightened citizenship in a democratic society.

Howard Gardner: Harvard Developmental Psychologist, his research on

creativity in children & adults led to his Theory of Multiple Intelligences.

**Tips for Completing MTEL Art Essays:**

Essay question have a main question and sub-questions. Make sure to answer all sub-questions within the main question.

Before doing the essays, complete the multiple choice section first. You may be reminded of pertinent historical facts and art details. Here is an example of such questions. TAKE THE PRACTICE TEST on the MTEL website.

**MTEL Visual Art Test Practice Questions**

**1.** What is aesthetic perception?

1. Ability to appreciate the fine arts
2. Ignoring expressions of beauty
3. Disregarding sight and sound
4. None of the above

**2.** List some characteristics of creative expression.

1. Original
2. Imaginative
3. Interpretation of a primal desire
4. All of the above

**3.** Who discovered the color spectrum?

1. Johnny Appleseed
2. Sir Isaac Newton
3. Dr. Albert Einstein
4. Copernicus

**4.** What does light and shadow on a sculpture do?

1. Imitate nature
2. Enhances angels
3. Defines the form
4. Reflects the sun and moon

**5.** Define an art movement.

1. Human effort
2. Conceptual system
3. Study of nature
4. Creative and imaginative

Helpful Resources in addition to texts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEDIA, PROCESS, PRINCIPLES, DESIGN,**

Fichner-Rathus, L. (2003). *Understanding Art*. Kentucky: Wadsworth Publishing.

Hoving, A., & Wyeth, A. (1999). *Art for Dummies*. N.J.: Wiley Publishing.

Preble, D.  *Artforms: An Introduction to the Visual Arts, Revised.*  (2003) Pearson

*The Artist’s Handbook* by Ray Smith

.

The Language of Art pdf on Canvas: List of Principle/ Elements & art terms

**ART HISTORY**

Kleiner, F. (2000). *Gardner’s Art Through the Ages*. Kentucky: Wadsworth Publishing.

Stokstad, M. (2001).  *Art History.* Canada: Pearson Education.

Strickland, C. & Boswell, J. (1992). *The Annotated Mona Lisa: A Crash Course in*

*Prehistoric to Post-Modern*.

Beckett, Wendy. & Wright, P. (1999). *Sister Wendy’s 1000 Masterpieces.* New York: Dorling Kindersley Publishers.

Greer, T. & Lewis, G. (2001). *A Brief History of the Western World.* Florida: Harcourt Brace College Publishers

**ART EDUCATION**

Hurwitz & Day, Children & Their Art, 9th edition, Pearson

Hume, H. (2003). *Art Teachers Book of Lists*. Indiana: Jossey-Bass.

Helen Hume (2008,) 2nd Ed. The Art Teacher’s Survival Guide for

Elementary & Middle Schools

Reaching & Teaching Special Needs through Art, Gerber & Guay (2008)

### Setting Limits in the classroom Robert J. Mackenzie and Lisa Stanzione

Parks, Michael.  *The Art Teacher’s Desktop Reference*.  (1994) Prentice Hall

Review handouts, weblinks and resources provided on canvas