

NAEA PLATFORM

Preface

THE VALUE OF EDUCATION IN THE ARTS

The arts disciplines (visual arts, music, theatre, and dance) merit and require formal study. Policy makers should support studies in the arts as core disciplines, as specified in the *Elementary and Secondary Education Act (ESEA)**, the federal legislation that sets policy and appropriations for public education. The arts merit and require study in school:

- as means of communication;
- as historical components of civilization; and
- as providers of unique forms of knowledge.

The goal of all elementary and secondary education in the arts – no matter what the career direction of the student – should be the development of basic knowledge in dance, music, theatre, and the visual arts. Basic knowledge in the arts includes understandings, appreciations, and skills that focus on the artistic qualities in each discipline. Such knowledge comes from studying each art form as both a creative learner and participant. Studies in the history, literature, and analysis of the arts are equally important in the development of artistic knowledge.

The arts should be treated as core disciplines for study, not extracurricular activities or enrichments to be granted to a few. In practice, this means that effective arts education requires sequential curricula, dedicated time for instruction and learning (within each grade and across the grades), qualified teachers, and a fair share of educational resources. Similarly, arts instruction should be carried out with the same high expectations as instruction and learning in other core subjects.

Policy makers should ensure that local district and school visual arts curricula are aligned with national and state standards. They should ensure that opportunities to teach and learn are sufficient to assess the quality of instruction and achievements of students.

The National Art Education Association advocates for the importance of visual art education in public and private schools, higher education, museum education, and community-based settings.

The National Art Education Association focuses its work on systematic education in visual arts which encompasses, but is not limited to, content in:

- artmaking in both traditional and new media, art criticism, art history, and aesthetics;
- visual arts created by contemporary artists, artisans, and self-taught artists from local communities and around the world; and
- visual culture, including the built environment, mass-produced forms of artistry in products we use, and mass-circulated print and digital images.

* The previous version of this preface referred to ESEA as *No Child Left Behind* (NCLB), the legislation’s subtitle during the administration of President George W. Bush.

This document, NAEA Platform and Position Statements, was reviewed and recommended by the Delegates Assembly, April 2009 and adopted by the NAEA Board, July 2009.



Naea

Advancing Art Education

PLATFORM STATEMENT

Category: Students

1. Understanding of what the category is

The art educator members of NAEA serve a diverse population of learners that is inclusive of all ages in schools, universities, museums and other community settings.

Students of the visual arts include the full range of age levels that is a continuum from early childhood, throughout their education, and continuing into adulthood.

2. One statement for that category which articulates NAEA's beliefs in this category.

All students deserve a comprehensive visual art education taught by highly-qualified art educators.

3. Future Position Statements in this category might include:

(List of possible position statements within the category drawn from the documents developed this year.)

- Children of Poverty/At-Risk
- Students with Special Needs
- Talent Development/Gifted/Exceptional Learning
- Early Childhood
- Diversity/Multi-cultural/Culturally-specific
- Lifelong Learning
- Graduation Requirements in the Visual Arts

National Art Education Association

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Advancing Art Education

PLATFORM STATEMENT

Category: Art Educators

1. Understanding of what the category is

NAEA members form a professional community that advances the field of visual art education by engaging in issues of curriculum, instruction, and assessment in and through the visual arts.

Professional visual art educators have the knowledge, skills and commitment to teaching the visual arts to students of all ages.

Visual art educators, as members of the broader community of educators, have insight into and understanding of human development.

Art educators come from diverse populations, viewpoints, and professional settings, including schools, museums, universities and community-based organizations.

2. One statement for that category which articulates NAEA's beliefs in this category.

Art educators believe that the visual arts are vital to the comprehensive education of all students.

3. Future Position Statements in this category might include:

(List of possible position statements within the category drawn from the documents developed this year.)

- Certification - Highly-qualified
- Professional Development, including technology
- Culture/Climate (working conditions)
- Attracting Diversity into the Profession
- Pre-service Education

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PLATFORM STATEMENT

Category: Relationships

1. Understanding of what the category is

Internal Relationships

NAEA members serve in a variety of capacities including visual art teachers, curriculum specialists, administrators, professors, students, art museum educators, artists, and researchers.

NAEA's structure includes individual state associations that enable members to have a connection with their colleagues at the district, state, region, division, as well as at the national level.

External Relationships

NAEA provides leadership for both state associations and other groups as the primary voice and advocate for visual art education.

NAEA cultivates and values its relationships with a variety of associations and organizations, including the media, that have the potential to share NAEA's interest in the advancement of arts education.

These organizations include other entities, both nonprofit and for profit, that advocate for the arts in the schools. They have shared values with NAEA members and the potential to collaborate with NAEA, including the capacity to provide additional services and resources to its members.

2. One statement for that category which articulates NAEA's beliefs in this category.

NAEA is empowered by developing its current and potential relationships, which further the association's leadership role in service to its members and their students.

3. Future Position Statements in this category might include:

(List of possible position statements within the category drawn from the documents developed this year.)

- Pre-service Education and its Relationship to Higher Education
- Media Relationships, in general
- Families – Parent Teacher Groups
- Relationships with Teacher Unions
- Community Collaborations, including those with cultural organizations
- Corporate Sponsors and Vendor Relationships

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The following three categories are the next to be developed.

Category: Curriculum

1. Understanding of what the category is
2. One statement for that category which articulates NAEA's beliefs in this category.
3. Future Position Statements in this category might include:
(List of possible position statements within the category drawn from the documents developed this year.)
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Category: Instruction

1. Understanding of what the category is
2. One statement for that category which articulates NAEA's beliefs in this category.
3. Future Position Statements in this category might include:
(List of possible position statements within the category drawn from the documents developed this year.)
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Category: Assessment

1. Understanding of what the category is
2. One statement for that category which articulates NAEA's beliefs in this category.
3. Future Position Statements in this category might include:
(List of possible position statements within the category drawn from the documents developed this year.)
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