

MAEA 2014 Spring Conference
Two Women, One Shared Journey: A National Board Tale

Retired Prompts & Practice Writing for the Assessment Center
for EMC & EAYA Art – assembled by Holley Smothers NBCT

National Board is in the process of changing. Although the assessments may change I doubt how you would study for them would change. My suggestion for those going through the process would be to time yourself writing about art. Here are some retired prompts taken from the NBPTS website. Their website is changing so I am not able to give you specific links. My other suggestion is after you decide to go through the process is to join one or both of the yahoo groups:

Early Middle Child Art - EMC-Art: emcart-subscribe@yahoogroups.com

Early Adolescent Young Adult Art - EAYA-Art: eaya-art-subscribe@yahoogroups.com

National Board for Professional Teaching Standards: www.nbpts.org

Holley's email: forfunholley@gmail.com

Exercise 1: Personal Art-Making Processes

In this exercise: You create an art product before you attend your assessment center appointment, using stimulus materials mailed to you in advance. At the assessment center, you are asked to describe, analyze, and reflect on the art-making processes you considered and used as you created an art product.

THE LEVEL 4 response offers clear, consistent, and convincing evidence of the ability to describe and analyze the art-making processes used to create a simple art product and to reflect on the effectiveness of the options and challenges considered, choices made, and processes engaged in while developing the product, and to describe modifications for future art-making.

Characteristics of a level 4 response:

- The description of the candidate's personal art-making processes, both what was done and why it was done, is thorough and clear.
- The description of challenges and options that emerged during this art-making process is clear and convincing.
- The discussion of successful decisions and less-successful decisions is thorough, with specific references to what the decisions were and convincing discussion about the effectiveness of the choices that were made.
- The description of how choices and planning might be modified to be more successful next time is clear and convincing.

Practice writing to Assessment 1: Look at the artwork you created and practice writing to the rubric above. Time yourself – 30 minutes.

Exercise 2: Studying and Interpreting Art

In this exercise: You use your knowledge of art criticism and your understanding of specific art concepts to analyze a work of art in terms of expressive, sensory, and formal qualities, and to discuss how these qualities, as well as symbolism and metaphor, contribute to the meaning of the work of art.

THE LEVEL 4 response offers clear, consistent, and convincing evidence of an understanding of art criticism, as demonstrated through a thoughtful analysis of a work of art that provides an informed discussion of how the expressive, sensory, and/or formal qualities of art affect its meaning and how symbolism and metaphor impact meaning in the work of art.

Characteristics of a level 4 response:

- The analysis of the work of art demonstrates a clear, concise, and convincing understanding of art criticism.
- The discussion of how the expressive, sensory, and/or formal qualities contribute to the meaning and impact of the image is clear, convincing, specific, and firmly grounded in the work of art.
- The discussion of how symbolism and metaphor impact the meaning of the image is clear, convincing, specific, and firmly grounded in the work of art.

Practice writing to Assessment 2: Girl Before Mirror by Picasso. Go to this link and look at the painting. Practice writing to the rubric above. Time yourself – 30 minutes.

https://www.moma.org/collection/object.php?object_id=78311

Exercise 3: The Functions of Art

In this exercise: You use your knowledge of art history and your understanding of the roles, purposes, and functions of art to describe a work of art representative of a specific culture, time, and place. You discuss the relationship between a work's role, purpose, and/or function and the social, political, and historical aspects of its culture of origin.

THE LEVEL 4 response offers clear, consistent, and convincing evidence of an in-depth understanding of the role, purpose, and/or function of art made in a specific culture, time, and place, as demonstrated through a detailed description of the work, and a thoughtful discussion of its social, political, and/or historical contexts.

Characteristics of a level 4 response:

- The description of the image or work of art is clear, detailed, and convincing.
- The discussion of the image or work of art is clearly, specifically, and convincingly grounded in the selected image.
- Clearly, specifically, and convincingly addresses the role, purpose, and/or function of the selected image;
- Makes specific, appropriate, and convincing references to the social, cultural, political, and/or historical context in which the work was made and viewed.

Practice writing to Assessment 3: Go to the Saint Louis Art Museum (www.slam.org/) and search for : Broad-bottomed Jug (Oinochoe) with Animal Frieze 590–570BC in their collections.

Practice writing to the rubric above. Time yourself – 30 minutes.

Exercise 4: The Nature and Value of Art

In this exercise: You use your knowledge and understanding of aesthetic theories and the nature and value of art to analyze the aesthetic and artistic qualities of a work of art. You are asked to provide a rationale grounded in aesthetic theory to support your analysis and evaluation of the image.

THE LEVEL 4 response offers clear, consistent, and convincing evidence of a candidate's understanding of the aesthetic and artistic qualities of a work of art, as demonstrated through a thoughtful analysis and evaluation of the selected image and an informed rationale grounded in aesthetic theory that supports the analysis and evaluation of the image.

Characteristics of a level 4 response:

- The discussion of the aesthetic and artistic qualities.
- Is clearly, specifically, convincingly, and firmly grounded in the selected image.
- Is specifically and convincingly addresses the basic philosophical questions about the essence and the essential character of the selected work of art.
- Is specifically and convincingly provides a thoughtful analysis of the artistic qualities of the work;
- Is specifically and convincingly includes aspects of social, cultural, political, and/or historical contexts.
- An explanation that supports the analysis and evaluation made about the selected image is clear, convincing, coherent, grounded in aesthetic theory, and grounded in the work of art.

Practice writing to Assessment 4: Google Crossroads by Diego Rivera and go to Wikipedia. At the bottom of the page is a picture of Crossroads use that image as your prompt and practice writing to the rubric above. Time yourself – 30 minutes.

Exercise 5: The Evolution of Art

In this exercise: You use your knowledge of art history and your understanding of the contextual factors that affect the creation of art to discuss the social, historical, and/or political contexts of a work of art. You discuss a Western art image, representative of an important artist's body of work, its significance, and its impact on the world of art.

THE LEVEL 4 response offers clear, consistent, and convincing evidence of an understanding of how Western art has been perceived as it has evolved, as demonstrated through a thoughtful discussion of the social, historical, and/or political contexts and the nature and significance of an important piece of Western art.

Characteristics of a level 4 response:

- The discussion of key concepts that support the conclusion that the selected Western artist's work was significant in the world of art.
- Is clearly, specifically, and convincingly grounded in the selected work of art, as representative of an artist's body of work;
- Makes specific, appropriate, and convincing references to the social, historical, and/or political context in which the work was made and viewed;
- Specifically, accurately, and convincingly addresses why this work, as representative of an artist's body of work, was considered important in the evolution of art;
- Specifically, accurately, and convincingly addresses the impact of this artist's body of work on the development of the world of art.

Practice writing to Assessment 5: Girl with Ball by Roy Lichtenstein.

http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A3542&page_number=1&template_id=1&sort_order=1

Practice writing to the rubric above. Time yourself – 30 minutes.

Exercise 6: Forming Processes

In this exercise: You use your knowledge and understanding of the creative process to describe and analyze the media, tools, and techniques present in two works of art. You are asked to discuss how the artists' choices of forming processes affect the visual impact and meaning of both works of art.

THE LEVEL 4 response offers clear, consistent, and convincing evidence of an understanding of the creative process, as demonstrated through a thoughtful analysis of the media, tools, and techniques used for both works of art and an informed analysis of how the artists' choices of forming processes affect the visual impact of both works of art.

Characteristics of a level 4 response:

- An analysis of the media, tools, and techniques used by each artist is clear, convincing, and specific, and firmly grounded in **both** works of art.
- The discussion of the ways in which the visual impact and meaning of both works of art are enhanced by each artist's choices and use of media, tools, and techniques is clear, convincing, specific, and firmly grounded in **both** works of art.

Practice writing to Assessment 6: Desert by Richard Pousette-Dart

http://www.moma.org/collection/browse_results.php?criteria=O%3AYM%3AB%3A1940-1949&page_number=238&template_id=1&sort_order=1

and Diego in a Cloak by Alberto Giacometti

<http://www.nashersculpturecenter.org/Object.aspx?ObjectID=60>

Practice writing to the rubric above. Time yourself – 30 minutes.