**ART  -  Content Knowledge**

**DIRECTIONS:** In order to meet the Content Knowledge Requirements candidates must show that they have had undergraduate or graduate coursework that fulfills the Domains of the Subject Matter Requirements (SMRs) as set down by the Commission on Teacher Credentialing. Using this form read the domains listed on the left. In the right-hand column, list the Course Number, title, and catalog description in which you think the domain outlined was covered. It must be a course that is on your transcript. It can be from a Community College or 4-year institution or a graduate school. Courses from Teacher Education programs cannot be included. Professional development courses do not count. It is very likely that you may list more than one course for each domain, it is preferable that you do so. It is also likely that one course may fulfill several domains. **You will need to include a copy of your transcripts (unofficial are acceptable) in your email.**

When complete, save the document titling it (last name)(first name)(Content area)(net id)2022 and send it to smc@csueastbay.edu . In the Subject Line of the email write “Content Knowledge (Last Name).”  If these conventions must be followed for your submission to be reviewed.

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Net ID**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Undergraduate/Graduate Schools Attended**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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| **Content Area/Domains** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg ART 1100 Art History. )** |
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| **Domain 1. Artistic Perception:**  Candidates demonstrate an understanding of the foundations of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. (CSET Subtest 1) |  |
| Candidates have both broad and deep conceptual knowledge of the subject matter and are able to accurately define and use the vocabulary of the visual arts. (CSET Subtest 1) |  |
| They possess highly developed perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design across a multiplicity of forms, media, genres, purposes, and functions. (CSET Subtest 1) |  |
| **Domain 2: Creative Expression:**  Candidates demonstrate an understanding of the foundations of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. (CSET Subtest 2) |  |
| Candidates have both broad and deep conceptual knowledge of the process of creating original works of art. (CSET Subtest 2) |  |
| They are involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities. (CSET Subtest 2) |  |
| Candidates have a comprehensive knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum. (CSET Subtest 2) |  |
| **Domain 3: Historical and Cultural Content of the Visual Arts:**  Candidates demonstrate an understanding of the historical and cultural foundations of art contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. (CSET Subtest 1) |  |
| Candidates have both broad and deep conceptual knowledge of the subject matter including cultural frames of reference and worldviews. (CSET Subtest 1) |  |
| They demonstrate wide knowledge of world arts, of the history and diversity of art, and of the roles and forms of the visual arts in societies past and present. (CSET Subtest 1) |  |
| **Domain 4: Aesthetic Valuing:**  Candidates demonstrate an understanding of aesthetic valuing in art as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. (CSET Subtest 1) |  |
| They are able to respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions. (CSET Subtest 1) |  |
| Candidates are able to make sound critical judgments about the quality and success of artworks, relying on their own experiences in and perceptions about the visual arts as well as the perceptions of others. (CSET Subtest 1) |  |
| **Domain 5: Connections, Relationship, and Applications:** Candidates demonstrate an understanding of art connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. (CSET Subtest 2) | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg ART 1100 Art History. )** |
| They understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large. (CSET Subtest 2) |  |
| Candidates possess a high degree of visual literacy. (CSET Subtest 2) |  |
| They are familiar with the broad range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries. (CSET Subtest 2) |  |
| **Domain 6: History and Theories of Learning in Art:**  Candidates demonstrate a comprehensive understanding of the history and theories of art education and the role of arts in human development related to the content contained in Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. (CSET Subtest 2) |  |
| They have in-depth knowledge of proficiency levels and developmental stages in art. (CSET Subtest 2) |  |