

## Art Subject Matter Requirements

Use the matrix below to determine if you have completed coursework that matches each of the domains for English. In the right column for each subdomain:

1. Provide the name and number of the course(s) you are choosing as a content match
2. **Link the course name and number to the course description** showing that the same or similar topics in that subdomain are also found in the course description
3. Provide the number of units earned and the grade earned

Example: [ART 170 Introductory Drawing](#)

Also consider the following:

- You may use community college and university coursework as long as it was credit bearing and earned a grade of C or above.
- You may use one or several courses to meet each subdomain.
- The linked course description must also be highlighted showing the similar content to the sub domain description
- As a guide, the course description evidence you provide must meet the majority of the domain to be acceptable.
- You will provide a copy of all community college or university transcripts containing the courses used as evidence at the end of the matrix, as well as course descriptions.

***Only submissions meeting the requirements above will be sent to a team for review. Submissions not meeting these requirements will be returned to the candidate.***

Suggested process:

Have a printed copy of any college transcripts you expect to pull from, as well as the online catalog from the institution. Read the domain and sub domains to get a sense of the topics, and then highlight the courses in your transcripts that may have that subject matter. Go next to the first sub domain, re-read it, and then read the course description from the course(s) you think may be a match. Highlight particular words in that course description, and highlight the same or similar words in the sub domain. When you think the course is a match, fill in the white box on the right exactly as the example indicates above.

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<b>First &amp; Last Name:</b>		<b>Date:</b>	
<b>Email:</b>		<b>Credential Program:</b>	

### Domains for Art Subject Matter

Domain 1: Artistic Perception	Course number/name, units earned, grade earned; include a brief course description from the course syllabus
<p><b>1.1 Elements of Art</b></p> <p>a. Demonstrate knowledge of the elements of art (i.e., line, color, shape/form, texture, value, space) and how they are used in visual art and design.</p> <p>b. Analyze and discuss the characteristics and qualities of the elements of art in given artworks in various media.</p> <p>c. Describe how the elements of art are used to achieve specific effects in given works of two- and three-dimensional art.</p> <p>d. Analyze and describe how the elements of art are used and how they contribute to meaning or expressive qualities in given artworks.</p> <p>e. Apply knowledge of the elements of art to analyze and describe the environment, works of art, and design.</p>	
<p><b>1.2 Principles of Design</b></p> <p>a. Demonstrate understanding of the principles of design (e.g., balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, unity).</p>	

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<ul style="list-style-type: none"> <li>b. Identify and describe the principles of design in given visual compositions.</li> <li>c. Identify the principles of design as observed in natural and human-made objects and environments.</li> <li>d. Analyze how the composition of a work of art is affected by the use of a particular principle of design.</li> <li>e. Analyze how various principles of design are used in given works of art.</li> <li>f. Analyze how various elements of art are used to illustrate principles of design in given artworks.</li> </ul>	
<b>Domain 2: Creative Expression</b>	<b>Course number/name, units earned, grade earned; include a brief course description from the course syllabus</b>
<b>2.1 Creating Original Art</b> <ul style="list-style-type: none"> <li>a. Identify the artistic problem to be solved and generate a variety of solutions.</li> <li>b. Apply divergent thinking processes to the production of original works of art.</li> <li>c. Analyze how meaning or expressive qualities of artworks are affected by compositional decisions in various media.</li> <li>d. Develop a possible solution to an artistic problem that expresses individual commitment, thematic content, and artistic style and vision; explain the rationale for the choice.</li> <li>e. Demonstrate knowledge of appropriate tools, techniques, and materials to create an original work of art.</li> <li>f. Articulate the process and rationale for refining and reworking a work of art.</li> <li>g. Analyze the intent, purpose, and technical proficiency of an artwork based on the elements of art and principles of design.</li> </ul>	
<b>2.2 Two-Dimensional Art and Design</b>	

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<ul style="list-style-type: none"> <li>a. Demonstrate knowledge of materials, tools, and techniques used in drawing (e.g., contour, gesture, perspective).</li> <li>b. Demonstrate knowledge of materials, tools, and techniques used in painting (e.g., tempera, acrylic, oil, watercolor).</li> <li>c. Demonstrate knowledge of materials, tools, and techniques used in printmaking (e.g., relief, screen printing, lithography, intaglio).</li> <li>d. Apply knowledge of the elements of art and principles of design to create and express meaning in original two-dimensional works of art and of design.</li> <li>e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of two-dimensional art.</li> <li>f. Demonstrate knowledge of the uses of appropriate technological tools in two-dimensional art (e.g., overhead/slide projector, printmaking press, computer, scanner).</li> </ul>	
<p><b>2.3 Three-Dimensional Art and Design</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of techniques (e.g., additive, subtractive, casting) used in sculptural processes.</li> <li>b. Demonstrate knowledge of materials and tools used in three-dimensional art (e.g., wood, stone, metal).</li> <li>c. Demonstrate knowledge of materials and tools used in ceramics (e.g., hand-built, wheel-thrown, decorative techniques).</li> <li>d. Apply knowledge of the elements of art and principles of design to create and express meaning in original three-dimensional works of art and of design.</li> <li>e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of three-dimensional art.</li> </ul>	

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<p>f. Demonstrate knowledge of the uses of appropriate technological tools in three-dimensional art (e.g., kiln, potter's wheel, power tools).</p>	
<p><b>2.4 Media Art</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of materials, tools, techniques, and procedures used in photography.</li> <li>b. Demonstrate knowledge of materials, tools, techniques, and procedures used in film and animation.</li> <li>c. Demonstrate knowledge of materials, tools, techniques, and procedures used in the manipulation of digital imagery (e.g., computer-generated art, digital photography, videography).</li> <li>d. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of media art.</li> <li>e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of media art.</li> </ul>	
<p><b>2.5 New and Emerging Art Forms</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of materials, tools, and processes used in new genres of art (e.g., site-specific, installation, environmental, performance, multimedia).</li> <li>b. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of visual art in new genres.</li> <li>c. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of artworks in new genres.</li> <li>d. Demonstrate knowledge of documentation techniques used in the creation and installation of works of visual art in new genres.</li> </ul>	

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Domain 3: Historical and Cultural Context of the Visual Arts	Course number/name, units earned, grade earned; include a brief course description from the course syllabus
<p><b>3.1 Visual Art and Society</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of how visual art is used to communicate ideas or document experiences.</li> <li>b. Demonstrate knowledge of how visual art is used to express emotions and share experiences (e.g., rites of passage, celebrations).</li> <li>c. Recognize the influences of the visual arts on communities.</li> <li>d. Analyze themes and ideas expressed in art (e.g., religion, social commentary).</li> <li>e. Demonstrate knowledge of the relationships between technological tools and visual art.</li> <li>f. Analyze the purposes of art in societies past and present.</li> <li>g. Analyze diverse social, economic, and political developments (e.g., feminism, environmentalism) reflected in works of past and present art.</li> <li>h. Analyze ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.</li> <li>i. Demonstrate knowledge of the roles and functions of arts agencies and institutions (e.g., arts councils, art museums, galleries, collectors).</li> </ul>	
<p><b>3.2 World Arts</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of artworks and artists, both male and female, in terms of their role and social context, from various times, places, and cultures.</li> <li>b. Recognize the characteristics of art forms from various times, places, and cultures (e.g., fine art, traditional art, folk arts).</li> <li>c. Analyze how artworks from various times, places, and cultures reflect features and characteristics of those societies.</li> </ul>	

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<p>d. Identify similarities and differences among art forms or art objects from various times and places within and across cultures.</p> <p>e. Recognize how artworks from various times, places, and cultures both reflect and influence society.</p> <p>Demonstrate knowledge of the cultural contributions of various native, immigrant, and underrepresented groups to the art of the United States.</p> <p>f. Compare and contrast utilitarian and non utilitarian artworks across times, places, and cultures.</p> <p>g. Analyze how artworks from different cultures past and present have contributed to California's history and art heritage.</p> <p>h. Identify major works of art created by women and describe the impact of those works on society at that time.</p>	
<b>Domain. 4. Aesthetic Valuing</b>	<b>Course number/name, units earned, grade earned; include a brief course description from the course syllabus</b>
<p><b>4.1 Derive Meaning</b></p> <p>a. Demonstrate knowledge of the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.</p> <p>b. Demonstrate knowledge of the use and interpretation of symbols in the visual arts.</p> <p>c. Analyze the intentions and motivations of artists creating works of visual art.</p> <p>d. Analyze and articulate how form and content influence the interpretation and message of a work of visual art.</p> <p>e. Analyze and describe how society and culture influence the message of a work of art and its interpretation.</p> <p>f. Understand factors that influence the perception of art (e.g., personal beliefs; cultural traditions; past and present social, economic, and political contexts).</p>	

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<p><b>4.2 Make Informed Judgments</b></p> <ul style="list-style-type: none"> <li>a. Apply knowledge of the elements of art and principles of design to describe similarities and differences in works of art and in the environment.</li> <li>b. Demonstrate knowledge of various aesthetic theories (e.g., deconstructionism, formalism, cultural perspectives) to critique one's own and others' artworks.</li> <li>c. Construct rationales for the validity of specific artworks and aesthetic theories outside one's own conceptions of art.</li> <li>d. Employ current and emerging art criticism models in writing and speaking about works of art.</li> <li>e. Develop and apply strategies and criteria to assess and critique a creative process and its resulting work of art.</li> <li>f. Develop criteria with a rationale for the selection of a body of work from one's own portfolio that represents significant achievements.</li> </ul>	
<p><b>Domain 5. Connections, Relationships, and Applications</b></p>	<p>Course number/name, units earned, grade earned; include a brief course description from the course syllabus</p>
<p><b>5.1 Connections and Applications Between Visual Arts and Other Disciplines</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of the common or interrelated concepts, areas of concern, and methods of inquiry among the arts disciplines.</li> <li>b. Demonstrate knowledge of content-specific connections between visual arts and one or more major subject areas.</li> <li>c. Demonstrate knowledge of how to substantively integrate visual art with other subject areas.</li> <li>d. Demonstrate knowledge of how art can be used to gain and express learning in other disciplines.</li> </ul>	
<p><b>5.2 Visual Literacy</b></p>	



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<ul style="list-style-type: none"> <li>a. Recognize how different visual representations of the same object or event can lead to different interpretations of meaning.</li> <li>b. Analyze uses of visual images and symbols to communicate and persuade (e.g., advertising, propaganda).</li> <li>c. Demonstrate understanding of how visual communication media (e.g., television, music videos, film, Internet) influence all aspects of society.</li> <li>d. Compare and contrast works of art, probing beyond the obvious and identifying content (e.g., psychological, metaphorical, cultural) found in the symbols and images.</li> </ul>	
<p><b>5.3 Art Careers and Career-Related Skills</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of careers in the visual arts.</li> <li>b. Analyze the relationship between commercial products (e.g., appliances, home furnishings, automobiles) and careers in art.</li> <li>c. Demonstrate awareness of the skills required in art-related careers (e.g., designer, curator, animator, interactive game developer, photographer).</li> <li>d. Demonstrate knowledge of what various types of artists (e.g., architects, product designers, graphic artists, illustrators) produce and how their works play a role in the everyday environment.</li> <li>e. Demonstrate knowledge of how portfolios can be used for a variety of career-related purposes.</li> </ul>	
<p><b>Domain 6: History and Theories of Learning in Art</b></p>	<p><b>Course number/name, units earned, grade earned; include a brief course description from the course syllabus</b></p>
<p><b>6.1 Art and Human Development</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of the role of the visual arts in human development.</li> </ul>	

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b. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts.	
<b>6.1 Art and Human Development</b> a. Demonstrate knowledge of current and historical purposes, philosophies, and theories of learning in art.	

***To Be Completed by the Program:***

<b>Total credits for all domains:</b>	
<b>Credits needed for Bachelor's Degree</b>	