



National Evaluation Series™

NES

PROFILE

Art (503)

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NES Profile: Art (503)

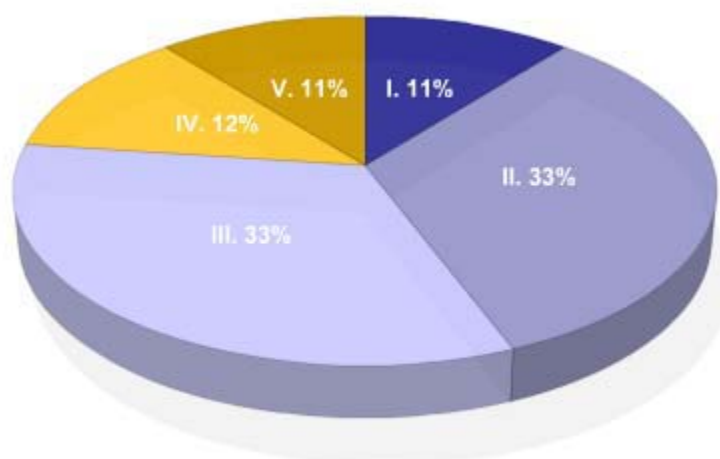
Overview

This *NES Profile* provides information about the test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This *NES Profile* includes the following materials:

- » the test competencies associated with each content domain
- » a set of descriptive statements that further explain each competency
- » sample test questions aligned to the competencies
- » any applicable reference materials, as noted below

Test Field	Art (503)
Test Format	Multiple-choice questions
Number of Questions	Approximately 150
Test Duration	Up to 3 hours
Reference Materials	None required



Key	Approximate Percentage of Test	Content Domain	Range of Competencies
I	11%	I. Foundations of Art: Elements and Principles	0001–0002
II	33%	II. Art Media, Tools, Technologies, Techniques, and Processes	0003–0008
III	33%	III. Visual Arts in Historical and Cultural Contexts	0009–0014
IV	12%	IV. Aesthetics and Art Criticism	0015–0016
V	11%	V. Connecting the Visual Arts to Other Disciplines	0017–0018

Content Domain I: Foundations of Art: Elements and Principles

Competencies:

0001 Understand the elements of art.

Descriptive Statements:

- » Demonstrate knowledge of the elements of art (i.e., color, line, shape, form, texture, value, space).
- » Analyze how the elements of art have been used to achieve specific effects or communicate ideas in given works of art.
- » Compare and contrast ways in which the elements of art are used in two different artworks.
- » Analyze the characteristics and qualities of the elements of art in a given work of art.

Sample Item:

Use the reproduction below of *Barber Shop* (1946) by Jacob Lawrence to answer the questions that follow.



Source: Lawrence, Jacob. *Barber Shop*, 1946. Gouache on paper, 21 $\frac{1}{8}$ " \times 29 $\frac{3}{8}$ ". Toledo Museum of Art, Toledo, Ohio, U.S.A. Copyright © 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York. Photo: The Jacob and Gwendolyn Lawrence Foundation / Art Resource, NY.

In this work, the artist creates the appearance of depth of space by:

- A. employing linear perspective.
- B. manipulating color.
- C. overlapping shapes.
- D. changing values.

Correct Response and Explanation

C. This question requires the examinee to analyze how an element of art has been used to achieve a specific effect. In this work, the artist overlapped shapes so some shapes appear to be in front of other shapes, establishing the illusion of depth in a flat picture plane.

0002 Understand the principles of design.

Descriptive Statements:

- » Demonstrate knowledge of the principles of design (e.g., balance, contrast, unity, variety, emphasis, harmony, repetition, rhythm, pattern, movement).
- » Analyze how principles of design are used to achieve specific effects or communicate ideas in a given work of art.
- » Compare and contrast how principles of design have been used in two different artworks.

Sample Item:

The repetition of shapes and diagonals in this work creates a sense of:

- A. radial balance.
- B. emphasis.
- C. endless space.
- D. rhythm.

Correct Response and Explanation

D. This question requires the examinee to analyze how a principle of design has been used to achieve a specific effect. In this work, the artist created a sense of rhythm by repeating the shapes of the figures' heads and hands and the diagonal lines demarcating the edges of the clients' smocks and the barbers' arms.

Content Domain II: Art Media, Tools, Technologies, Techniques, and Processes

Competencies:

0003 Understand media, tools, technologies, techniques, and processes used in drawing.

Descriptive Statements:

- » Demonstrate knowledge of the characteristics and uses of various media, tools, and technologies employed in drawing.
- » Demonstrate knowledge of the characteristics and uses of various techniques and processes employed in drawing.
- » Demonstrate knowledge of how the selection of particular media, tools, technologies, techniques, and processes affects meaning or expression in any given drawing.
- » Demonstrate knowledge of safety and the proper use and care of media, tools, and technologies used in the creation of drawings.

Sample Item:

Which of the following would be most accurately captured using gesture drawing?

- A. the fine details of a cut-glass vase
- B. the texture of a rock wall
- C. the stance of a figure
- D. the contrast of a strongly lit still life

Correct Response and Explanation

C. This question requires the examinee to recognize the effect of a particular drawing technique. Gesture drawing is well suited to figure drawing because the focus of gesture drawing is on capturing the essential shape and expressive posture of a figure.

0004 Understand media, tools, technologies, techniques, and processes used in painting.

Descriptive Statements:

- » Demonstrate knowledge of the characteristics and uses of various media, tools, and technologies employed in painting.
- » Demonstrate knowledge of the characteristics and uses of various techniques and processes employed in painting.
- » Demonstrate knowledge of how the selection of particular media, tools, technologies, techniques, and processes affects meaning or expression in any given painting.
- » Demonstrate knowledge of safety and the proper use and care of media, tools, and technologies used in the creation of paintings.

Sample Item:

To lighten the value of a color when working with transparent watercolor paints, an artist would typically:

- A. reduce the amount of water mixed into the paint.
- B. paint a dark color in an adjacent area.
- C. thin the paint with water.
- D. mix the color with its complement.

Correct Response and Explanation

C. This question requires the examinee to understand a characteristic of watercolor paints. Transparent watercolor paints allow the color of the support to show through them. To create a lighter value of a transparent watercolor, an artist would dilute the paint with water, thereby applying less pigment and allowing more of the light color of the support to show through.

0005 Understand media, tools, technologies, techniques, and processes used in printmaking.

Descriptive Statements:

- » Demonstrate knowledge of the characteristics and uses of various media, tools, and technologies employed in printmaking.
- » Demonstrate knowledge of the characteristics and uses of various techniques and processes employed in printmaking.
- » Demonstrate knowledge of how the selection of particular media, tools, technologies, techniques, and processes affects meaning or expression in any given print.
- » Demonstrate knowledge of safety and the proper use and care of media, tools, and technologies used in the creation of prints.

Sample Item:

Which of the following safety precautions will best help prevent injury during the process of cutting a block for a relief print?

- A. wearing work gloves while cutting
- B. using a mallet to facilitate cutting the block
- C. using a bench hook to secure the block
- D. installing a ventilation hood over the area where cutting is done

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of safety issues in printmaking. Because cutting a block for a relief print requires working with sharp tools that could lead to injury, it is important to keep the block secure when gouging. A bench hook keeps the block in place.

0006 Understand media, tools, technologies, techniques, and processes used in sculpture.

Descriptive Statements:

- » Demonstrate knowledge of the characteristics and uses of various media, tools, and technologies employed in sculpture.
- » Demonstrate knowledge of the characteristics and uses of various techniques and processes employed in sculpture.
- » Demonstrate knowledge of how the selection of particular media, tools, technologies, techniques, and processes affects meaning or expression in any given work of sculpture.
- » Demonstrate knowledge of safety and the proper use and care of media, tools, and technologies used in the creation of sculpture.

Sample Item:

Which of the following is an example of a subtractive sculptural process?

- A. assemblage
- B. relief carving
- C. papier-mâché
- D. casting

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of the characteristics of sculpting processes. Relief carving is a subtractive process in which the sculptor removes media until the subject projects from the background of the media but remains part of it.

0007 Understand media, tools, technologies, techniques, and processes used in photography, video/film art, multimedia arts, and design arts.

Descriptive Statements:

- » Demonstrate knowledge of the characteristics and uses of various media, tools, and technologies employed in photography, video/film art, multimedia arts, and design arts.
- » Demonstrate knowledge of the characteristics and uses of various techniques and processes employed in photography, video/film art, multimedia arts, and design arts.
- » Demonstrate knowledge of how the selection of particular media, tools, technologies, techniques, and processes affects meaning or expression in any given work of photography, video/film art, multimedia arts, and design arts.
- » Demonstrate knowledge of safety and the proper use and care of media, tools, and technologies used in photography, video/film art, multimedia arts, and design arts.

Sample Item:

In photography, adjusting which of the following would result in all the objects in the image appearing closer to the camera?

- A. aperture
- B. shutter speed
- C. focal length
- D. flash

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of the characteristics of photographic techniques. Focal length is the magnification power of a lens. When focusing on objects for a photograph, increasing the focal length of the lens will make the objects appear larger and, therefore, closer to the camera.

0008 Understand media, tools, technologies, techniques, and processes used in functional arts, such as ceramics, fiber arts, and jewelry.

Descriptive Statements:

- » Demonstrate knowledge of the characteristics and uses of various media, tools, and technologies employed in functional arts, such as ceramics, fiber arts, and jewelry.
- » Demonstrate knowledge of the characteristics and uses of various techniques and processes employed in functional arts, such as ceramics, fiber arts, and jewelry.
- » Demonstrate knowledge of how the selection of particular media, tools, technologies, techniques, and processes affects meaning or expression in any given work of functional arts, such as ceramics, fiber arts, and jewelry.
- » Demonstrate knowledge of safety and the proper use and care of media, tools, and technologies used in functional arts, such as ceramics, fiber arts, and jewelry.

Sample Item:

Which of the following poses the greatest safety risk for an artist who is creating a ceramic work?

- A. improper ventilation
- B. using grog as an additive
- C. insufficient wedging
- D. inadequate drying time

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of safety issues concerning ceramics. Unintended inhalation of hazardous dust and fumes, when mixing dry clay and working with lead glazes for example, poses the greatest safety risk for an artist who is creating a ceramic work. Adequate ventilation in the studio is essential for preventing the health risks associated with inhaling such substances.

Content Domain III: Visual Arts in Historical and Cultural Contexts

Competencies:

0009 Understand the purposes and functions of art in cultures and societies throughout history.

Descriptive Statements:

- » Demonstrate knowledge of the purposes and functions of art in various cultures of Africa, the Near East, and the Middle East from ancient times to the present.
- » Demonstrate knowledge of the purposes and functions of art in various cultures of Asia and Oceania from ancient times to the present.
- » Demonstrate knowledge of the purposes and functions of art in various cultures of Central and South America from ancient times to the present.
- » Demonstrate knowledge of the purposes and functions of art in various cultures of Europe from ancient times to the present.
- » Demonstrate knowledge of the purposes and functions of art in various cultures of North America from ancient times to the present.

Sample Item:

In traditional Tibetan Buddhist sandpainting, monks work in groups for many days pouring brightly colored powders on a flat surface to create complex, symbolic compositions known as mandalas. After a short time, the work is destroyed, representing the impermanence of life. This is an example of the function of art as a:

- A. form of entertainment.
- B. means of social commentary.
- C. spiritual practice.
- D. documentation of history.

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of the function of the practice of sandpainting in Tibetan Buddhist culture. The ritual of constructing and destroying sandpaintings is considered a spiritual practice and a step in the Tibetan Buddhist path to enlightenment.

0010 Understand how works of art and architecture relate to their historical context (e.g., cultural, political, social, religious, technological).

Descriptive Statements:

- » Demonstrate knowledge of how works of art and architecture from various cultures of Africa, the Near East, and the Middle East from ancient times to the present relate to their historical context.
- » Demonstrate knowledge of how works of art and architecture from various cultures of Asia and Oceania from ancient times to the present relate to their historical context.

- » Demonstrate knowledge of how works of art and architecture from various cultures of Central and South America from ancient times to the present relate to their historical context.
- » Demonstrate knowledge of how works of art and architecture from various cultures of Europe from ancient times to the present relate to their historical context.
- » Demonstrate knowledge of how works of art and architecture from various cultures of North America from ancient times to the present relate to their historical context.

Sample Item:



Source: Unknown artist. Nkondi tatu oath taking figure. Bildarchiv Preussischer Kulturbesitz/Art Resource, NY. Used with permission.

In the Kongo culture, *nkisi nkonde* sculptures, such as the one shown above, are believed to become endowed with specific powers through the placement of particular substances into the container near the figure's abdominal region. Individuals can then activate these powers in times of need by driving a nail or other object into the figure. This use of art indicates that the Kongo culture values art as a way to:

- A. unite the community.
- B. exert control over life events.
- C. memorialize ancestors.
- D. express personal emotions.

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of how an artwork from the Kongo culture relates to its cultural and historical context. Individuals interact with the *nkisi nkonde* sculptures to summon spirits to help them with a wide range of concerns, such as curing illness and stimulating crop growth. In this way, the Kongo people value art as a way to exert control over their lives.

0011 Understand how art from various cultures and historical periods influenced and was influenced by art from other cultures and historical periods.

Descriptive Statements:

- » Demonstrate knowledge of how art from various cultures of Africa, the Near East, and the Middle East from ancient times to the present influenced and was influenced by art from other cultures and historical periods.
- » Demonstrate knowledge of how art from various cultures of Asia and Oceania from ancient times to the present influenced and was influenced by art from other cultures and historical periods.
- » Demonstrate knowledge of how art from various cultures of Central and South America from ancient times to the present influenced and was influenced by art from other cultures and historical periods.
- » Demonstrate knowledge of how art from various cultures of Europe from ancient times to the present influenced and was influenced by art from other cultures and historical periods.
- » Demonstrate knowledge of how art from various cultures of North America from ancient times to the present influenced and was influenced by art from other cultures and historical periods.

Sample Item:



Source: Unknown artist. Image of Navajo blanket, Banded background, 1870–1875. Length 75", Natural History Museum of Los Angeles County, William Randolph Hearst Collection, Anthropology Department, Natural History Museum of Los Angeles County. Used with permission.

The geometric patterns used on the woven Navajo blanket shown above reflect an influence from the artistic traditions common in:

- A. Alaska.
- B. Mexico.
- C. Hawaii.
- D. Canada.

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of how artwork from the Navajo culture was influenced by art from another culture. In the 1860s, the Navajo people were forcibly relocated to New Mexico by the U.S. government. It was there that Navajo weavers were influenced by the designs of Mexican serapes, woven garments that frequently featured geometric motifs.

0012 Understand the distinguishing characteristics of art from various cultures.

Descriptive Statements:

- » Demonstrate knowledge of the distinguishing characteristics of art from various cultures of Africa, the Near East, and the Middle East from ancient times to the present.

- » Demonstrate knowledge of distinguishing characteristics of art from various cultures of Asia and Oceania from ancient times to the present.
- » Demonstrate knowledge of distinguishing characteristics of art from various cultures of Central and South America from ancient times to the present.
- » Demonstrate knowledge of distinguishing characteristics of art from various cultures of Europe from ancient times to the present.
- » Demonstrate knowledge of distinguishing characteristics of art from various cultures of North America from ancient times to the present.

Sample Item:



Source: Unknown artist. Moche deer-headed warrior (450–550). Reprinted by permission of Museo Larco. Lima, Peru.

The stirrup spout and animal form of the work shown above are characteristic of the early art of:

- A. Peru.
- B. eastern Europe.
- C. Polynesia.
- D. Iran.

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of a distinguishing characteristic of art from South America. This ceramic jar's naturalistic depiction of an animal and its stirrup spout are characteristic of the art of the Moche people of Peru.

0013 Understand similarities and differences among art forms or artworks from various cultures and historical periods.

Descriptive Statements:

- » Analyze the similarities and differences in how the elements and principles of art are used in artworks from various cultures and historical periods.
- » Analyze the similarities and differences in how tools, media, techniques, and processes are used in artworks from various cultures and historical periods.
- » Demonstrate knowledge of how similar themes or subjects have been treated by artists from various cultures or historical periods.
- » Compare and contrast the use of visual symbols in artworks from various cultures and historical periods.

Sample Item:



Image 1

Source: Image 1 Hiroshige, Utagawa. *Peacock Perched on a Maple Tree in Autumn*, Kujaku ni Momiji. ca. 1833. Polychrome woodblock print; ink and color on paper, 14 13/16 x 5 in. (37.6 x 12.7 cm). The Metropolitan Museum of Art/Art Resource, NY. Used with permission.



Image 2

Source: Image 2 Zainer, Johan. *Jay and Peacocks* (Aesop, Vita et Fabulae). PML 23211. The Pierpont Morgan Library, Art Resources, NY. Used with permission.

While the two woodblock prints shown above were created using the same medium and share similar content, which of the following is a significant difference between them?

- A. Image 1 is a realistic depiction of the subject, while Image 2 is abstract.
- B. Several blocks were required to print Image 1, while only one was required for Image 2.
- C. Image 1 is a portrait of the subject, while Image 2 is a portrait that presents the subject as a symbol.
- D. Line is used in Image 1 primarily to define edges, while line is used in Image 2 primarily to create asymmetrical balance.

Correct Response and Explanation

B. This question requires the examinee to analyze a significant difference between two artworks. Woodblock printing is a type of relief printing in which artists remove the surface areas of the block around the design. Incorporating more than one color in a woodblock print generally requires one block per color. Image 1 features several ink colors and therefore required several blocks for printing, while Image 2 has one ink and required only one block for printing.

0014 Understand ways in which visual images may influence current cultural and societal issues.

Descriptive Statements:

- » Demonstrate knowledge of ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.
- » Demonstrate knowledge of ways in which visual images shape worldwide responses to societal developments or historical events.
- » Demonstrate knowledge of ways in which visual images in popular media and advertising influence culture and society.
- » Demonstrate knowledge of ways in which cultural and social ideas, themes, and concepts (e.g., individual identity, community, power, authority, feminism, environmentalism) are reflected in works of art.
- » Demonstrate knowledge of ways in which changes in culture and society have influenced how viewers respond to given works of art.

Sample Item:



In this work, the artist uses the combination of text and image for the purpose of:

- A. confronting gender stereotypes.
- B. satirizing the genre of advertising.
- C. exploring class issues.
- D. promoting a healthy lifestyle.

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of ways in which visual images in popular media influence culture and society. When the United States became involved in World War II, manufacturing jobs were vacated by men who were needed to fight in the war. In an effort to encourage women to fill those jobs, corporations and the United States government created propaganda posters that equated the importance of work with fighting in the war. The text and image used in this poster portrays women as strong and capable of doing the work previously done by men, thus having the effect of confronting the stereotype that women could not work outside the home.

Content Domain IV: Aesthetics and Art Criticism

Competencies:

0015 Understand aesthetic concepts.

Descriptive Statements:

- » Demonstrate knowledge of appropriate vocabulary used in aesthetic responses.
- » Demonstrate knowledge of aesthetic concepts and processes in addressing aesthetic questions.

Sample Item:

Which of the following best defines a culture's aesthetic?

- A. the features that differentiate the culture's artworks from other cultures' artworks
- B. the degree to which art is incorporated into the culture's daily life
- C. the degree of originality with which artists in the culture use art media, tools, processes, and techniques
- D. the criteria used within the culture to determine the artistic value of an object

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of aesthetic concepts in addressing aesthetic questions. The aesthetic of a specific culture is defined by the criteria the culture uses to determine an object's artistic value.

0016 Understand critical analysis and interpretation of artworks.

Descriptive Statements:

- » Demonstrate knowledge of appropriate vocabulary used in art criticism.
- » Apply critical processes to describe, analyze, interpret, and evaluate works of art.

Sample Item:



Source: Padula, Warren. *Mouth*, 1996. Reprinted by permission of Warren Padula.

The most significant effect of the artist's use of viewpoint in this photograph is that it:

- A. obscures the true essence of the subject.
- B. creates a visual metaphor that reinforces the work's message.
- C. captures an image that would otherwise be too fleeting to see.
- D. manipulates scale to create a false sense of depth.

Correct Response and Explanation

B. This question requires the examinee to apply critical processes and principles to analyze a work of art. For this photograph, the artist used a unique viewpoint that resulted in the long supermarket food cooler having the appearance of a gaping mouth. This visual metaphor reinforces the work's comment on the enormous appetite of consumer culture.

Content Domain V: Connecting the Visual Arts to Other Disciplines

Competencies:

0017 Understand connections between visual arts and other disciplines.

Descriptive Statements:

- » Demonstrate knowledge of how ideas, themes, and concepts in the visual arts are expressed in other arts disciplines (i.e., dance, music, theater).
- » Analyze how developments in visual arts and other arts disciplines have influenced each other throughout history.
- » Demonstrate knowledge of ways in which the visual arts and other arts disciplines may be combined to express ideas or themes.
- » Analyze ways in which concepts and themes in other disciplines (e.g., language arts, math, science, social studies) have been explored through the visual arts.
- » Analyze how developments in the visual arts and other disciplines have influenced each other throughout history.
- » Demonstrate knowledge of ways in which the visual arts and other disciplines may be combined to express ideas or themes.

Sample Item:

Which of the following movements in European writing, music, and visual art was inspired by French political philosopher Jean-Jacques Rousseau's ideas that humans are naturally positive, compassionate beings who lose this nature when corrupted by society?

- A. Enlightenment
- B. humanism
- C. romanticism
- D. Reformation

Correct Response and Explanation

C. This question requires the examinee to analyze a way in which a philosophical concept is explored through the visual arts. Jean-Jacques Rousseau believed that humanity in its most primitive state is essentially kind and decent, and that society is a corrupting influence on these positive human virtues. His idea that the path to freedom from such corruption was through human feeling instead of through thinking inspired the artists of the romantic movement.

0018 Understand careers and opportunities for lifelong learning in the visual arts.

Descriptive Statements:

- » Demonstrate knowledge of the innovative thinking and creative problem solving used in various arts-related careers.

- » Demonstrate knowledge of how career skills taught in the arts (e.g., teamwork, use of technology, communication skills) are essential in the global economy.
- » Demonstrate an understanding of career opportunities in the visual arts.
- » Identify the skills and preparation required for careers in the visual arts.
- » Recognize how various professions require creative thinking skills developed through the study of visual art (e.g., medicine, law, urban planning, environmental design).
- » Recognize opportunities for lifelong learning and expression through the visual arts.

Sample Item:

As part of the process of creating an image for a magazine advertisement, a graphic designer is making note of the product being advertised, the size of the advertisement, the target audience, and the client's requests and expectations. In which of the following steps in the creative problem-solving process is the designer engaging at this point?

- A. defining the problem
- B. brainstorming possible ideas
- C. evaluating possible solutions
- D. selecting a solution

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of creative problem-solving processes used in an art-related career. Before graphic designers can effectively brainstorm ideas, they must take the important first step of defining the problem by considering important issues such as audience and client expectations.

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