



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

22 Visual Arts



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Visual Arts

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Visual Arts test is intended for individuals seeking an initial teaching license or an endorsement in Visual Arts.

The Visual Arts test consists of 100 selected-response questions.



Test Framework

Visual Arts Elements, Principles, and Communication
Visual Arts Tools, Materials, Techniques, and Technologies
Historical and Cultural Contexts of the Visual Arts
Visual Arts Education

SUBAREA I—VISUAL ARTS ELEMENTS, PRINCIPLES, AND COMMUNICATION

0001 Understand the elements of the visual arts.

For example:

- demonstrate knowledge of the elements of art (i.e., line, shape, form, color, texture, value, and space)
- analyze how the elements of art are used in given works of art to achieve specific effects
- analyze how the elements of art contribute to the meaning or expressive quality of given works of art

0002 Understand the principles of design used to create visual arts.

For example:

- demonstrate knowledge of the principles of design, including repetition, balance, contrast, emphasis, unity, variety, harmony, movement, proportion, and rhythm
- analyze how the principles of design are used in given works of art
- compare and contrast how the principles of design are used in different works of art

0003 Understand the visual arts as a form of communication.

For example:

- analyze ways in which compositional decisions and expressive features contribute to the overall effect or meaning of given works of art
- understand how the selection of media and/or technique contributes to the meaning of given works of art
- understand the role of the artist in creating given works of art

SUBAREA II—VISUAL ARTS TOOLS, MATERIALS, TECHNIQUES, AND TECHNOLOGIES

0004 Understand the tools, materials, techniques, and technologies used in two-dimensional art, such as drawing and painting.

For example:

- demonstrate knowledge of the characteristics and uses of various drawing and painting techniques
- demonstrate knowledge of the characteristics and uses of various tools and technologies, including computer and electronic technology, employed in drawing and painting
- demonstrate knowledge of the characteristics and uses of various materials employed in drawing and painting

0005 Understand the tools, materials, techniques, and technologies used in printmaking and photography.

For example:

- demonstrate knowledge of the characteristics and uses of various printmaking and photographic techniques (i.e., traditional and digital)
- demonstrate knowledge of the characteristics and uses of various tools and technologies, including computer and electronic technology, employed in printmaking and photography
- demonstrate knowledge of the characteristics and uses of various materials employed in printmaking and photography

0006 Understand the tools, materials, techniques, and technologies used in three-dimensional art, such as sculpture, architecture, environmental art, and installation art.

For example:

- demonstrate knowledge of the characteristics and uses of various techniques employed in sculpture, architecture, environmental art, and installation art
- demonstrate knowledge of the characteristics and uses of various tools and technologies, including computer and electronic technology, employed in sculpture, architecture, environmental art, and installation art
- demonstrate knowledge of the characteristics and uses of various materials employed in sculpture, architecture, environmental art, and installation art

0007 Understand the tools, materials, techniques, and technologies used in ceramics, fiber art, jewelry, and folk art.

For example:

- demonstrate knowledge of the characteristics and uses of various techniques employed in ceramics, fiber art, jewelry, and folk art
- demonstrate knowledge of the characteristics and uses of various tools and technologies, including computer and electronic technology, employed in ceramics, fiber art, jewelry, and folk art
- demonstrate knowledge of the characteristics and uses of various materials employed in ceramics, fiber art, jewelry, and folk art

0008 Understand the tools, materials, techniques, and technologies used in visual communication and design art.

For example:

- demonstrate knowledge of the characteristics and uses of various techniques employed in communication and design art (e.g., film, video, graphic design, digital technology, product design)
- demonstrate knowledge of the characteristics and uses of various tools and technologies, including computer and electronic technology, employed in communication and design art
- demonstrate knowledge of the characteristics and uses of various materials employed in communication and design art
- understand media literacy, including issues related to forms of mass media, critical-viewing skills, and target audience

SUBAREA III—HISTORICAL AND CULTURAL CONTEXTS OF THE VISUAL ARTS

0009 Understand the visual arts of Africa from ancient times through the present.

For example:

- recognize distinguishing characteristics of art from various African cultures
- demonstrate knowledge of the cultural and historical contexts of given works of art from various African cultures
- analyze how cultural values are expressed in given works of art from various African cultures

0010 Understand the visual arts of Asia, the Middle East, and Oceania from ancient times through the present.

For example:

- recognize distinguishing characteristics of art from various Asian, Middle Eastern, and Oceanic cultures
- demonstrate knowledge of the cultural and historical contexts of art from various Asian, Middle Eastern, and Oceanic cultures
- analyze how cultural values are expressed in given works of art from various Asian, Middle Eastern, and Oceanic cultures

0011 Understand the visual arts of Europe from ancient times through the present.

For example:

- recognize distinguishing characteristics of art from various European cultures
- demonstrate knowledge of the cultural and historical contexts of art from various European cultures
- analyze how cultural values are expressed in given works of art from various European cultures

0012 Understand the visual arts of North America, South America, and Central America from ancient times up to European contact.

For example:

- recognize distinguishing characteristics of art from various indigenous cultures of the Americas before European contact
- demonstrate knowledge of the cultural and historical contexts of art from various indigenous cultures of the Americas before European contact
- analyze how cultural values are expressed in given works of art from various indigenous cultures of the Americas before European contact
- understand and analyze given works of art from the area encompassing present day New Mexico and the surrounding region before European contact

0013 Understand the visual arts of North America, South America, and Central America from European contact through the present.

For example:

- recognize distinguishing characteristics of art from various cultures of the Americas from European contact through the present
- demonstrate knowledge of the cultural and historical contexts of art from various cultures of the Americas from European contact through the present
- analyze how cultural values are expressed in given works of art from various cultures of the Americas from European contact through the present
- understand and analyze given works of art from New Mexico and the surrounding region from European contact to the present

0014 Demonstrate knowledge of major styles, traditions, movements, and periods in the visual arts.

For example:

- recognize major traditional and contemporary movements of art
- understand how periods of art are influenced by cultural values
- analyze given works of art with respect to the style or period in which the art was created

0015 Demonstrate knowledge of philosophies, theories, and principles of analysis in the visual arts.

For example:

- understand the basic principles of description, analysis, interpretation, and evaluation of works of visual art
- demonstrate knowledge of how the principles of design are used in the analysis of given works of art
- use principles of analysis to explain how given works of art convey meaning
- analyze the strengths and weaknesses of given works of art

SUBAREA IV—VISUAL ARTS EDUCATION

0016 Understand artistic development in students.

For example:

- identify the typical stages of artistic development from childhood through adolescence
- understand the skills (e.g., fine-motor, eye-hand coordination, cognitive ability) necessary to create various types of art
- identify culturally appropriate visual art activities for students, including students with special needs, at different stages of development

0017 Understand instruction and assessment in the visual arts.

For example:

- demonstrate knowledge of teaching strategies for helping students create, understand, and write and talk about art
- understand ways to adapt visual arts instruction to meet the needs of individual students, including students with special needs
- identify strategies for helping students understand and appreciate art in a historical and cultural context
- demonstrate knowledge of multiple assessment techniques (e.g., rubrics, portfolios, accommodations for students with special needs, criteria-referenced tests, critiques, self-assessments)

0018 Understand safety issues in visual arts instruction.

For example:

- understand procedures and physical requirements for the safe and appropriate use of visual arts tools and materials
- identify requirements for the safe storage and disposal of visual arts tools and materials
- understand how to choose visual arts tools and materials to ensure students' safety

0019 Understand how the visual arts relate to other art forms and other disciplines in the curriculum.

For example:

- compare and contrast elements of art, principles of design, expressive features, styles, periods, and techniques in given works of visual art with those of other art forms (e.g., drama/theater, dance, music)
- demonstrate ways in which the visual arts can be combined with other art forms to create an integrated work of art
- demonstrate knowledge of ways in which the visual arts can be combined with other curriculum disciplines to enhance students' learning

0020 Understand life enrichment and career opportunities in the visual arts.

For example:

- demonstrate an understanding of career opportunities in the visual arts and the preparation required for these careers
- understand how to use community and school-based resources to enhance students' visual arts experiences
- understand the role of art education in promoting art as an opportunity for life-long enrichment



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Visual Arts is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Visual Arts. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

Understand the elements of the visual arts.

1. Use the image below of an incised pottery jar (1941), made by Veronica Cruz of San Juan Pueblo, to answer the question that follows.



Which of the following elements of art contributes most to the sense of movement in the decoration of this pot?

- A. line
- B. shape
- C. value
- D. space

Competency 0005

Understand the tools, materials, techniques, and technologies used in printmaking and photography.

2. In photography, the aperture of a camera controls which of the following?
 - A. exposure time
 - B. film speed
 - C. focal length
 - D. depth of field

Competency 0011

Understand the visual arts of Europe from ancient times through the present.

3. Which of the following movements in European art introduced work that was derived from an active liberation of the artist's unconscious mind?
 - A. fauvism
 - B. expressionism
 - C. surrealism
 - D. impressionism

Competency 0014

Demonstrate knowledge of major styles, traditions, movements, and periods in the visual arts.

4. Use the reproduction of *1948* (1948) by Clyfford Still below to answer the question that follows.



This large-scale painting is an example of which of the following styles?

- A. formalism/structuralism
- B. surrealism
- C. abstract expressionism
- D. minimalism

Competency 0015

Demonstrate knowledge of philosophies, theories, and principles of analysis in the visual arts.

5. In a formalist analysis of a work of art, the critic focuses on which of the following?
 - A. the artist's intent
 - B. the work's historical context
 - C. the critic's personal response
 - D. the work's aesthetic qualities

Competency 0017

Understand instruction and assessment in the visual arts.

6. At the beginning of a sculpture project, a high school art teacher asks students to make both preparatory drawings and maquettes. The greatest benefit of such an approach would be to promote students' understanding that:
 - A. the medium of sculpture can be highly labor-intensive.
 - B. working in various media and on different scales can help in refining the final work.
 - C. documentation is the most important stage of any art project.
 - D. traditional techniques used in the fabrication of art have some significant limitations.

Competency 0020

Understand life enrichment and career opportunities in the visual arts.

7. A high school art student prefers to make art using computer software applications. The work indicates a strong tendency toward conceptual thinking, and the student's academic interests include mathematics and physics. Based on this information, which of the following art careers should this student be encouraged to explore?
 - A. commercial photographer
 - B. industrial designer
 - C. art director
 - D. set designer



Answer Key for the Sample Selected-Response Questions

1. A
2. D
3. C
4. C
5. D
6. B
7. B



Acknowledgments

Page Number

- 19 Bowl, 1941, Veronica Cruz. Denver Art Museum Collection, Native Arts acquisition funds, 1941.338. © Photo by the Denver Art Museum 2004. All rights reserved. Reprinted with permission.
- 20 Clyfford Still. *1948*, 1948. Oil on canvas. 70½ x 62¼ x 1¼ in (179.07 x 158.12 x 3.18 cm) Solomon R. Guggenheim Museum, New York. Fractional gift, Barbara and Donald Jonas, 1992. 92.3986. Reprinted with permission.