

CAEA Resolutions:
Revised June 2001

Resolution 1 - The Advancement of Art Education in Connecticut

WHEREAS Art Education contributes powerful educational benefits to all elementary and secondary students; and

WHEREAS Art Education develops students' creative problem-solving and critical thinking abilities; and

WHEREAS Art Education develops students' awareness of aesthetics and expressive qualities; and

WHEREAS Art Education gives students a deeper understanding of multicultural values and beliefs; and

WHEREAS Art Education is an essential core component of education which reinforces and enhances learning in all subjects; and

WHEREAS Art Education can interrelate student learning in art production, art history, art criticism, and aesthetics; and

WHEREAS our national leaders have acknowledged the necessity of including arts experiences in all students' education,

THEREFORE, be it resolved that the Connecticut Art Education Association, Inc. does hereby officially proclaim its support and professional dedication to the advancement of Art Education in the state of Connecticut and its educational institutions.

Resolution 2 - Licensed/Certified Art Teachers In All Schools

WHEREAS artistic expression is basic to an individual's intellectual, aesthetic, and emotional development; and

WHEREAS art education transcends cultural barriers and fosters multicultural understanding; and

WHEREAS art education creates links to all subject areas at all levels; and

WHEREAS sequential, developmental art curricula set standards for quality art education programs; and

WHEREAS the teaching of art requires appropriate education and training in a wide range of media, with in-depth understanding of learning processes,

THEREFORE, be it resolved that the Connecticut Art Education Association, Inc. believes every elementary and secondary school curriculum must include a comprehensive and sequential program of art instruction for all students, taught by art educators who are licensed/certified in the field of Art Education.

Resolution 3 - Safe And Healthy Art Education Facilities

WHEREAS the health and safety of students and teachers relies on a healthy and safe school environment; and

WHEREAS art facilities are learning environments which require special accommodations for the safe use and storage of a wide variety of materials; and

WHEREAS the facilities we provide for learning in art are intrinsically indicative of the importance we place on art education; and

WHEREAS student learning in art can only be optimal with appropriate student learning space, storage space, and teacher preparation areas,

THEREFORE, be it resolved that the Connecticut Art Education Association, Inc. supports and dedicates its efforts to ensuring that all schools have art rooms and related school facilities that provide adequate space and storage, and are safe and healthy environments for students and teachers.

Resolution 4 - The Connecticut Standards for Visual Arts and The State Curriculum Frameworks

WHEREAS our national leaders have not only proclaimed the Arts to be a main component of the core curriculum, but also have asked that standards of knowledge and performance be devised in the arts; and

WHEREAS these National Art Standards have been studied and adopted by many state educational institutions; and

WHEREAS the State of Connecticut has requested Art Standards and curriculum

frameworks based on the National Standards, for the particular needs of the State; and

WHEREAS these specific Connecticut standards and curriculum frameworks have been reviewed, revised and re-written by Art Education specialists and the CAEA,

THEREFORE, be it resolved that the Connecticut Art Education Association, Inc. proclaims its support and acceptance of the Connecticut standards for visual arts and the State curriculum frameworks.

Resolution 5 - Professional Development/In-Service for Visual Arts Educators

WHEREAS professional development/in-service in art education will prompt intellectual curiosity and deepen the knowledge base of teachers; and

WHEREAS professional development/in-service in art education will strengthen the position of visual arts as meaningful and important to the general curriculum and affect positively the role of art education in schools and communities; and

WHEREAS professional development/in-service in art education provides tools for advancing the growth of teaching skills fostering the highest degree of quality instruction in the visual arts, and improves all student learning,

THEREFORE be it resolved that the Connecticut Art Education Association, Inc. supports and dedicates its efforts to ensuring that all art educators are given the opportunity for, and participate in, relevant visual arts content professional development/in-service annually.

Resolution 6 - The Multiple Intelligences Learning Model

WHEREAS all students can learn and can be educated; and

WHEREAS art classrooms facilitate success and confidence for all students; and

WHEREAS the visual arts program requires divergent critical thinking and problem solving; and

WHEREAS the visual arts program employs diverse media and techniques in the

schools while prompting individualized, student-centered content of art work; and

WHEREAS authentic assessment has become the assessment model of choice by educational administration in all content areas due to the yield of more reliable and realistic results than traditional multiple choice or short answer style testing tools; and

WHEREAS recent advances in cognitive science, developmental psychology and neuroscience suggest that each person's level of intelligence, as it has been traditionally considered, is actually made up of autonomous faculties that can work individually or in concert with other faculties; and

WHEREAS cognitive science, developmental psychology and neuroscience suggest that each person has ability with differing levels of proficiency in all the autonomous faculties; and

WHEREAS Multiple Intelligences have been defined as Mathematical/Logical intelligence, Linguistic intelligence, Spatial intelligence, Kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Musical intelligence by Dr. Howard Gardner of Harvard Graduate School; and

WHEREAS Linguistic learners learn best by saying, hearing and seeing words, Mathematical/Logical learners learn best by categorizing, classifying, working with abstract patterns and relationships, Spatial learners learn best by visualizing, dreaming, using the mind's eye, and working with colors and pictures, Musical learners learn best by using rhythm, melody and music, Kinesthetic learners learn best by touching, moving, interacting with space, Interpersonal learners learn best by sharing, comparing, relating, cooperating, and interviewing, Intrapersonal learners learn best by working alone on individualized projects, with self-paced instruction while having his/her own space,

THEREFORE, be it resolved that the Connecticut Art Education Association, Inc. hereby acknowledges and supports the Multiple Intelligences model of learning. We embrace the understandings that we all have strengths in learning, and we learn best when we employ multiple modalities of learning working in consortium with each other.

Resolution 7 - Post-Modernism in Art Education

WHEREAS art education exposes elementary and secondary students to the arts from all time periods; and

WHEREAS art education gives students a deeper understanding of artistic trends and styles that reflect the society, culture and time period of the art; and

WHEREAS Post Modernism is a current artistic movement; and

WHEREAS Post Modernism is based upon conceptual foundations that employ the artistic technique of reappropriating; and

WHEREAS the technique of reappropriation is the process of acquiring known existing works and icons to alter the image or meaning; and

WHEREAS Post Modernism addresses the small personal narrative and specific sub-groups whose meanings often allude viewers unless they are part of the specific cultural sub-group being addressed; and

WHEREAS much of contemporary Post Modernist art exposes the artistic intent and content through artists' writings and narratives; and

WHEREAS Post Modernist art can only be truly be understood by teachers and critics through some sort of artist's explanation of artistic intent and content,

THEREFORE, be it resolved that the Connecticut Art Education Association, Inc. does hereby officially proclaim its support and professional dedication to the advancement of Post Modernist work to include an artistic narrative explaining the intent and content of the work.