



GENERAL CHARACTERISTICS OF DISCIPLINE-BASED ARTS EDUCATION

As discipline-based arts education has developed, it has acquired certain general characteristics that define and distinguish DBAE programs from other arts education models. These features may be in place or in the process of being developed:

- Students are engaged in the *rigorous study of the arts* derived from the four art disciplines.
- A long-range *program planning capacity* for art is in place, given impetus by the adoption by the local school district, university, or art museum of a policy statement and goals for student learning that include comprehensive art education.
- A *written art curriculum framework* exists, or is in the process of being developed, in which learning is sequenced within and between grades to reflect developmental and age-appropriate factors.
- Written, sequential lesson units and learning experiences engage students in balanced attention and study derived from the *content of the four foundational art disciplines*: art-making (also known as studio art or art production), art history, art criticism, and aesthetics (also known as philosophy of art).
- Art is *taught by certified teachers* who are provided opportunities for professional development to build their knowledge, skills, and understanding of DBAE. Art specialists and classroom or other subject teachers collaborate in planning and teaching.
- Students have *access to school-sponsored and community-based art experiences and resources*, such as frequent visits to art museums or to other public art settings.

- *Assessment of student learning* is conducted on a regular basis, with results reported to stakeholders, including students, teachers, administrators, policy makers, and parents.
- Art may be *integrated with the general curriculum* through application of the distinctive lenses acquired through study of the four art disciplines to content in other subject areas. Art may be integrated into other subject areas and vice versa.
- Art education is *for all students*, not just those who demonstrate talent in making art. Students with special needs are also identified and provided with art instruction at all levels. DBAE is for all students, not just those who are identified as "gifted and talented" and therefore favored with art instruction.
- The art program is appropriately *coordinated, administered, and supported at different levels*; by the faculty leader and principal within the school, and by the curriculum supervisor within the school district. The superintendent may assume responsibility for advocating and explaining the program to the school board, which in turn can support the program with parents and the community.
- *Technology is used to broaden art teaching and learning options.* Teachers and students have access to and use technology (a) to enhance production, creation, and/or design of works of art; (b) to communicate about art; and (c) to access and manage information about art.

Dobbs, Stephen Mark. *Learning in and Through Art: A Guide to Discipline-Based Art Education*, J. Paul Getty Trust, 1998. ISBN 0-89236-494-7