

## Recommended Materials, Facilities for Learning—Visual Arts

The National Association for Visual Art has developed comprehensive guidelines for classroom instructional time, facilities, health, and other topics regarding learning through the visual arts.

Please refer to the links below for this information:

*National Art Education Association: Purposes, Principles, and Standards for School Art Programs*

*A Position Statement on Physical Safety in the Art Classroom*

*Position Statement on Scheduling, Time, Funding and/or Resources for Visual Arts*

# National Art Education Association

## Purposes, Principles, and Standards for School Art Programs

### POLICIES ADOPTED BY THE NAEA BOARD (MARCH 2011)

*The following items were approved by the NAEA Board in March 2011 as part of the review process for updating these NAEA publications: Purposes, Principles, and Standards for School Art Programs and Design Standards for School Art Facilities. These criteria are “advisory recommendations” meant to provide guidance for art educators, schools and school districts including superintendents and school board members in their collective efforts to provide comprehensive visual art education for all students.*

## Number of Art Educators

NAEA recognizes ratios of educators to students differ from state to state (or province to province) and district to district. The quantity of visual arts educators is sufficient to meet the basic quality standards for curriculum, time and scheduling for each grade level. The average teaching load for art educators is commensurate with that of educators in other disciplines. The visual arts education staff is sufficient to contribute to arts integration and interdisciplinary instruction. Active hands-on learning in the arts also limits the number of students that can safely work within the art room at one time. Refer to the grade level recommendations below.

\*The local interpretation of these ratios, intended as guidance, would be based upon:

- Maximum state allotted class size
- Duration of art education class
- Frequency of classes per week

## Standards — Elementary Level

The Association recognizes ratios of personnel to students differ from state to state (or province to province) and district to district. For quality education (teaching and learning experiences) to take place it is recommended that at the elementary level personnel for visual art education classes should meet the following guidelines:

- 1) Student class size of 20–25 students
- 2) Educator to student maximum ratio of 1:300-400 per school
- 3) All students have a minimum of one art class per week.
- 4) Personnel teach no more than six classes per day (art classes meet for at least 50 minutes per week per class, throughout the school year).

## Standards — Middle School Level

The Association recognizes ratios of personnel to students differ from state to state (or province to province) and district to district. For quality education (teaching and learning experiences) to take place it is recommended that at the middle school level personnel for visual art education courses should meet the following guidelines:

- 1) Student course size of 20–25 students
- 2) Educator to student maximum ratio of 1:150 per day
- 3) For continuity and sequencing of student learning, instruction in the visual arts is required or at least advised at each grade level.
- 4) Personnel teach no more than six classes per day (i.e., art courses may meet daily or biweekly and may meet for multiple class periods per day, they can also meet by semester or by grading period).

## Standards — High School Level

The Association recognizes ratios differ from state to state (or province to province) and district to district. For quality education (teaching and learning experiences) to take place it is recommended that at the high school level personnel for visual art education courses should meet the following guidelines:

- 1) Student course size of 20-25 students
- 2) Educator to student maximum ratio of 1:150 per day
- 3) In many states and school districts, all students are required to take one course in the arts (including fine and performing arts) in order to meet the high school graduation requirements. Students interested in pursuing higher education in the

visual arts often take multiple courses in the visual arts.

- 4) Personnel teach no more than six classes per day (i.e. art courses may meet daily or biweekly and may meet for multiple class periods per day, they can also meet by semester or by grading period).

Schools offering curriculum in a variety of media also need personnel capable of meeting both the needs of students as well as the need of the curriculum.

## Space

NAEA recommends a minimum of 55 square feet per student with a recommended educator to student ratio of 20–25:1. This leads to an art room covering approximately 1100–1375 square foot (number of students x recommended square foot of 55 per student) excluding auxiliary space.

NAEA recommends a minimum of 400 square feet for the storage room and a minimum of 120 square feet for the teacher's office. More information about configuring storage spaces, the teacher's office area, and specialized art studios is provided in the publication *Design Standards for School Art Facilities*.

Regardless of grade level, the art room should have a minimum of 55 square feet per student, [excluding storage and teacher's work space] and be flexible enough for use with group and or individual instructional activities.

Studios—specialized rooms for work in particular media—are recommended according to the following ratio based on school population:

- 1) schools with 500 students or less—
  - 1 general art room
- 2) schools with 501-999 students—
  - 1 “two-dimensional art” room and
  - 1 “three-dimensional art” room
- 3) schools with 1,000 or more students—
  - 3 specialized studios (2 “two-dimensional” and
  - 1 “three-dimensional media”).

Schools with more than 1,000 students should have one or more specialized art rooms to permit types of work not possible in a general art room. Again, depending upon the student body size, the planners may select studios for drawing, painting, photography, ceramics, sculpture, printmaking, jewelry, fibers and textiles, computers, and multimedia.

Additional notations regarding school art facilities (included in the publication entitled *Design Standards for School Art Facilities*):

- a) Some state education agencies (state department of education, state department of public instruction or provincial ministry of education) and/or state school facilities commissions have made recommendations or even requirements regarding the allocation of square footage per student for classrooms. It is important to check on these regulations for your jurisdiction; make sure that consideration is given to studio vs. standard classroom space as more space is needed in a studio setting than in a standard classroom.
- b) In general, architects have information about the space allocations for all types of buildings, so refer to the architect for these sources.
- c) The U.S. Green Building Council (USGBC) ([www.usgbc.org](http://www.usgbc.org)) provides the LEED for Schools requirements relative to green buildings. LEED (Leadership in Energy and Environmental Design) is an internationally recognized green building certification system, providing third party verification that a building or community was designed and built using strategies aimed at improving performance across all the metrics that matter most: energy savings, water efficiency, CO<sub>2</sub> emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. Developed by the U.S. Green Building Council (USGBC), LEED provides building owners and operators a concise framework for identifying and implementing practical and measurable green building design, construction, operations, and maintenance solutions.

Architects, real estate professionals, facility managers, engineers, interior designers, landscape architects, construction managers, lenders, and government officials all use LEED to help transform the built environment to sustainability. State and local governments across the country are adopting LEED for public-owned and public funded buildings; there are

LEED initiatives in federal agencies, including the Departments of Defense, Agriculture, Energy, and State; and LEED projects are in countries worldwide, including Canada, Brazil, Mexico, and India.

The LEED for Schools Rating System recognizes the unique nature of the design and construction of K-12 schools. Based on the LEED for New Construction rating system, it addresses issues such as classroom acoustics, master planning, mold prevention and environmental site assessment. By addressing the uniqueness of school spaces and children's health issues, LEED for Schools provides a unique, comprehensive tool for schools that wish to build green, with measurable results. LEED for Schools is the recognized third-party standard for high performance schools that are healthy for students, comfortable for teachers, and cost-effective. Refer to the LEED website for additional information.

d) The National Fire Protection Agency ([www.nfpa.org](http://www.nfpa.org)) has programs and standards materials for fire safety.

e) School art rooms should support the needs of physically challenged learners including ease of movement and access for wheelchairs to equipment and supplies and support the needs and safety of students who are visually impaired and those with other special needs



## **Position Statement on Physical Safety in the Art Classroom [Adopted April 2014; Reviewed and Revised March 2017]**

NAEA believes that physical safety is a priority in the art classroom. For safety in art instructional spaces, it is essential that the administrators of the facility (schools, cultural institutions, or other community programs) be in compliance with all of the occupational regulations and training requirements. The school district, cultural institution, or community program operating the facility must comply with the Occupational Safety and Health Administration (OSHA) rules including the training of art educators and staff and considering the ratio of class sizes. The physical, instructional, and student work space and student to teacher ratio must also be considered by the school/district in order to establish a safe learning environment.\* The art educators/staff of all facilities where visual arts are offered need to be trained in order to be prepared to protect the students as well as themselves.

It is the responsibility of the art educators/staff to teach, model, post, and practice safety procedures, require student competency, and enforce the practice of safety with all students at all times. The goal is to make safety a part of students' basic approach to the art classroom every day and in all of their future artistic activities. Safety and creativity are not mutually exclusive.

Safety in the art classroom includes, but is not limited to, the following:

- Provide appropriate supervision for all classroom activities
- Know the properties and hazards associated with all material and equipment used in the classroom.
- Ensure that educators and students know and implement the proper procedures for operating equipment, using protective gear and materials
- Ensure that all safety equipment is present and in good working condition
- Provide protective gear and equipment and instruction in its use by both educators and students.
- Comply with all applicable building, electrical, fire, and ventilation codes
- Know and implement precautions for using, storing, and disposing of materials
- Know first aid information and practice proper procedures
- Use the least hazardous materials available
- Avoid exposure to toxic materials
- Document safety issues/concerns and inform appropriate authorities
- Know and address student allergies

Despite all best efforts, accidents or reactions to materials may occur. Art educators/staff should comply with the facility's emergency procedures as provided in required annual update training.

\*From ratios adopted by the NAEA Board, March 2011



*Advancing Art Education*

## **Position Statement on Scheduling, Time, Funding and/or Resources for Visual Arts Education [Adopted March 2011; Reviewed and Revised April 2014]**

NAEA recognizes the need for sufficient funding and equitable scheduling for visual arts programming in preK-12 educational settings. Instructional time and funding for visual arts must allow for student success in meeting national, state and local standards.

Regularly scheduled class periods allow for quality student learning by providing sufficient time for instruction, art production/creation, reflection/response, presentation and assessment as well as the routines necessary for a well organized art class.

- NAEA recognizes ratios of educators to students differ from state to state and district to district. The quantity of visual arts educators is sufficient to meet quality standards for curriculum, time and scheduling for each grade level. The teaching load for art educators is commensurate with that of educators in other disciplines.
- Instructional contact time of art educators is equal to but does not exceed the maximum contact time required of all instructional staff.
- Planning and preparation time and additional duties are commensurate with other instructional staff.
- A minimum of five minutes should be scheduled between classes to allow for clean-up and preparation for succeeding classes.
- Art class enrollment should be limited to sizes that reflect the capacity of the facility and assure a safe working environment for students and educator. NAEA recommends student class sizes of 20-25 students.
- Art facilities provide adequate, safe and secure storage for equipment, supplies, instructional resources, and student work.
- Students who have an aide assist in other classes should be accompanied by their aide to assist in art classes.
- Art class enrollment and attendance are consistently maintained in order to support sequenced instruction. Students should not be removed from art class as punishment or for remediation in other subject areas.

Supplies, equipment, and technology purchased for the art program should be sufficient to meet National and State Standards, achieve local curriculum goals and meet all required safety regulations.

The budget is sufficient for the art program established in the curriculum plan, includes consumable supplies, instructional resources, new or replacement equipment, repair and maintenance of equipment, and is equitable across the school district.