

Replies from the InSEA 2016 Questionnaire about teaching visual arts.

Questions designed by Dr. Fiona Blaikie . Replies from InSEA members in Brazil; Mexico; Finland; Oman; Taiwan; Canada; Scotland; Australia; Cabo Verde; Spain; Portugal; Namibia; Turkey; Japan; China; Oman; USA; Iceland; Uruguay; Greece; Latvia; India; Germany; Nigeria; Denmark; France; Chile; Slovenia; Colombia ; Saudi Arabia; Hungary; Latvia; Slovenia and Egypt.

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What government policies (e.g. curriculum guide/s) exist in your country with regard to the teaching and learning of the visual arts? Please define curriculum guides in place in relation to elementary school, i.e. grades 1 through 6, or ages 2 to 12, and secondary school, i.e. grades 7 through 12 or ages 13 to 18.

Brazil	<p>Currently, there is no standardization. The contents are defined by the state and municipal education networks and also depend on choices that each school does. This curriculum will cover basic child education to high school (0-17 years) in public and private schools networks. After consideration of the contributions the government hopes to ratify the document by July 2016. Elementary school - two level; Initial years - ages 6 to 10; Final years - ages 12 to 14- Secondary school - ages 15 to 17. There is no official document specific to arts education, and even more so, specific to the teaching of Visual Arts. There was a National Curriculum Parameters, released by the Federal Government in 2006 and sent to every school in the country. This curriculum contains all areas of knowledge, including Arts, subdivided in visual arts, music, dance and theatre. In some schools a coordinator were designated to make the teachers to obey strictly to this Curriculum Guide". At the present moment the Federal Government is working to set a official national curriculum called National Base Curriculum - BNCC. The draft of this document was released was recent (September 2015) as a document in process and open to public participation. They expect to implement this curriculum in July 2016. In this document the contends of Portuguese language and math will be ahead. The arts, as usually in Brazil, will have very few space and we will wrestle by 4 expressions can be consider at school: visual arts, music, theatre and dance. Each in its specificity beginning at the 1st year of primary school to the 3rd year of high school.</p>
Canada	<p>Canada operates under a federal government, but a high number of administrative portfolios, including education, are governed by provincial and territorial authorities, so curriculum guides are produced and education is governed by these governments. Each province and territory produces its own curriculum guides for all subjects at the elementary levels, ie for grades Kindergarten to six, and for high school, grades 7 to 12. There is one federal body where Ministers of Education from the provinces and territories can discuss educational matters,. This is the Council of Ministers of Education at http://www.cmec.ca</p>

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Colombia	A curriculum framework , called Curricular Bases, which is mandatory. There is also a program complementing the Curricular Bases which is an optional program that is compulsory only for those who don't are able to design their own. Thus several school associations develop their own proposal. (www.mineduc.cl)
Egypt	<p>In Egypt we have two system working in parallel in education. The general public schools and the private schools. It is a petty that art education is going down in public schools because of the lake of financial supports, but still they have a curriculum and they have to follow up with it. Some areas have supports from the ministry of education, some are nor. On the other side private schools are taking a good care of art education program.The education system is 2 years kindergarten and 1:6 primary school, art education is a session of 90 mins. From 7: 9 secondary school, art education is optional. There is an official exam in the high school end exam for students to be elligible to attend art colleges programs. We are fighting all the time to keep it at least this way.</p> <p>http://www.classbase.com/Countries/egypt/Education-System</p>
Finland	<p>Finnish National Board of Education is a national development agency. FNBE is responsible for the development of pre-primary, basic, general upper secondary, vocational upper secondary and adult education. FNBE is subordinate to the Ministry of Education and Culture and its tasks and organisation are set in the legislation. The English version is in the translation process and soon to be published on the web-pages. See here material and references from the Finnish National Board of Education http://www.oph.fi/english</p> <p>(pdf-files of Irmeli Halinen, Mikko Hartikainen, Eija Kauppila all from FNBE)</p>
Oman	<p>The structure of the general education system is based on a 6-3-3 pattern. The first six years are primary level where students are accepted from the age of six to eight (grades 1-6). This is followed by three years for the preparatory level (grades 7-9) and the final three years for the secondary level (grades 10-12). This system of education is being gradually replaced by the new "Basic Education System" which started in the academic year 1998-1999. The new educational system is based on two phases: a basic education phase over 10 years and a secondary education phase of two years. On completion of their secondary education, successful students can go on to advanced training at specialised colleges, enter Sultan Qaboos University (SQU) or they can study abroad, in countries such as the UK, USA, Canada and Australia. This general education system is now under review and evaluation according to the new development in the international education system such as content standards for all curriculums, constructing a new philosophy of education in Oman, and education law and so on. For more information</p>

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	<p>regarding government policies in art education, please see Al-Amri, M. (2006). See here a National Report presented in the Working Document for The 1st World Conference on Arts Education “Building Creative Capacities for the 21st Century” Lisbon, Portugal, 6-9 March 2006 :</p> <p><u>Al-Amri, M. (2006). Art and Craft Education and Its Institutions in Oman. Conference paper for The 1st World Conference on Arts Education. UNESCO. Lisbon, 6-9 March 2006</u></p>
Scotland	<p>Scotland, although part of the United Kingdom, has devolved responsibilities for key aspects of public service; the Scottish Government is responsible for education. The system is quite different from that in England, Wales or Northern Ireland. You can find all details about the curriculum in the 'Expressive Arts' [art and design is part] at:</p> <p><u>Art and Design is a compulsory part of the curriculum for ages 5- 14 and optional ages 14- 18.</u></p>
Australia	<p>The curriculum situation in Australia is currently in flux. Although we have a newly minted national curriculum in the Arts, many states have not taken it up and remain with their individuated state-based syllabi. Thus for example, although the national curriculum caters for years P(foundation)-10, some states, such as New South Wales, have curriculum that caters to K-12 in all of the arts forms. Having said that, further information on the national curriculum can be found here <u>http://www.australiancurriculum.edu.au/the-arts/introduction</u></p>
Taiwan	<p>-We have National Arts Standards</p> <p>Please define curriculum guides in place in relation to elementary school, i.e. grades 1 through 6, or ages 2 to 12, and secondary school, i.e. grades 7 through 12 or ages 13 to 18.- This standards from 3-12 grades. 1-2 graders learn arts from the integrated subject called "life".</p>
Turkey	<p>There is a 4+4+4 grades system as compulsory education in Turkey that means students start primary schools at the age of 6 and continue to the middle schools at 10 and finished high schools at 18. Beside this most of public primary school have pre-school education divisions. There are also many private schools which have kindergartens and pre-schools.</p>

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United Kingdom	<p>The UK is a collection of several self-governing areas – England, Scotland, Wales and Northern Ireland plus smaller self-governing islands (which tend to base their expectations on England). There are a collection of documents which have the force of law – but may not be clear or clearly understood by teachers to really influence practice – I have listed each according to country below.</p> <p>England:</p> <p>pre-school/early elementary curriculum expressive arts and design is included as one of 6 areas of learning. The curriculum guidance is very vague. http://www.foundationyears.org.uk/files/2014/07/EYFS_framework_from_1_September_2014_with_clarification_note.pdf</p> <p>elementary curriculum includes art and design. The content defined is very vague. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf</p> <p>lower secondary curriculum also contains art and design. The content is very vague. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239062/SECONDARY_national_curriculum_-_Art_and_design.pdf</p> <p>NSEAD republished the government NC documents as a multi-tiered advisory document with more content and explanation http://nsead.org/curriculum-resources/downloads/PoS_ART_AND_DESIGN_DFE_NSEAD_combined_version.pdf</p> <p>Scotland:</p> <p>Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18. It is based on a more cross-curricular (integrated) approach. www.educationscotland.gov.uk/the-curriculum/whatiscurriculumforexcellence/ www.educationscotland.gov.uk/Images/expressive_arts_principles_practice_tcm4-540037.pdf</p> <p>Wales:</p> <p>The national curriculum for Wales identifies the skills for each subject and the range of contexts, opportunities and activities through which these skills should be developed and</p>
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	<p>applied.</p> <p>www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/?lang=en</p> <p>The requirements for art and design at elementary and lower secondary levels are set out in 'Art and design in the national curriculum for Wales'. This document contains the programmes of study for each key stage, together with attainment targets and level descriptions.</p> <p>www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/artanddesignnc/?lang=en</p> <p>Northern Ireland:</p> <p>Pre-school/early years curriculum in 'the arts' (including 'art and design':</p> <p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/statutory_requirements/ks2_arts.pdf</p> <p>Lower elementary expectations in 'the arts'</p> <p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/statutory_requirements/ks1_the_arts.pdf</p> <p>Upper elementary expectations in 'the arts'</p> <p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/statutory_requirements/ks2_arts.pdf</p> <p>Statutory expectations lower secondary:</p> <p>http://www.nicurriculum.org.uk/docs/key_stage_3/statutory_requirements/ks3_artdesign.pdf</p> <p>Lower secondary non-statutory guidance:</p> <p>http://www.nicurriculum.org.uk/docs/key_stage_3/non_statutory/ks3_art_and_design_n_s_guidance.pdf</p>
United States	<p>No – we don't have a national CURRICULUM. But, we do have National STANDARDS. Each State then might develop it's own state standards, and each district, school, and teacher develops their own curriculum that is supposed to address these standards. National</p>

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	standards are typically translated to state standards. Then each school district makes the standards applicable through learning objectives.
Iceland	In Iceland there is a national Curriculum for preschool until upper secondary school. From grade 1-8 Visual arts are taught by specialists as a compulsory class. From grade 9-10 students have to select some art lessons as electives. It can be visual art, textiles, carpenter, dance, drama or music. In upper secondary school. (3 years) Some school require students to take compulsory creative classes when other have it only as electives. There is a joint curriculum for art classes in all upper secondary schools in Iceland and some students can specialize in visual art taking half of their study in art to prepare for art school
Namibia	Arts Syllabus: Grade 0-3 Junior Primary Arts Syllabus: Grade 4-7 Senior Primary Arts -In-Culture Syllabus: Grade 8-10 Junior Secondary Visual Arts Syllabus : Grade 8-10 Junior Secondary Art and Design Syllabus : Gr 11-12
Hungary	In Hungary Government Regulation and the National Curriculum in its supplement prescribes the teaching of Visual Arts in elementary school (grades 1-4. age 6-10), lower secondary school (5-8. age 11-14), and upper secondary school (9-12, age 15-18).
Slovenia	Compulsory school (6-14 years): oriented toward creativity, individuality, personal expression. Importance of practical studio work, Knowledge of art theory (based on formal visual artistic language), knowing and practicing different art techniques, General grammar school (gymnasium - 15-18y): similar as above, with additional emphasis on: art historical topics (separate part of the curriculum), contemporary art, concepts and some principles of post-modern art curriculum (well, more on the individual levels at schools, than as a part of governmental policies).

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Greece	<p>Elementary school: Students book, curriculum guide, teacher' s guide</p> <p>Secondary school: Students book, curriculum guide, teacher' s guide</p>
Japan	<p>The Ministry of Education, Culture, Sports, Science and Technology Japan (MEXT) is responsible for the development of kinder-garden, primary school, lower and upper secondary school, higher education and so on.</p> <p>The Courses of Study provide the standards for curricula in all Japanese schools. The most recent ones for primary and lower secondary education were implemented from 2011 and 2012 respectively. They were accessible from the home page of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) on the Internet (http://www.mext.go.jp) and published, with explanations.</p> <p>The Courses of Study for primary and lower secondary schools include overall aims, contents for all the school subjects, specifications for moral education and special activities.</p> <p>A school subject called 'Art & Handicraft (Zugakousaku)' is for primary schools. A school subject called Art (Bijutsu) is for lower and upper secondary schools.</p> <p>The Courses of Study for 'Art & Handicraft (Zugakousaku)' and 'Art (Bijutsu)' specify broad and specific aims for each year group, and curriculum content is divided into two areas: Hyogen (expression) and Kanshou (art appreciation).</p>
South Korea	<p>In South Korea, there exists the National Curriculum that guides the overall school curriculum as well as the 8 basic subject matters. The curriculum comprises the national common basic curriculum (grades 1 through 9), and the high school elective-centered curriculum (grades 10 through 12). The Arts, which consists of (Visual) Art and Music, is one of the 8 basic subject matters.</p> <p>The National Curriculum has been revised this year for the purpose of enhancing the key competencies in all subject matters. In addition, the concept of 'big ideas' of each subject matters is emphasized in the process of revising the National Curriculum so as to reduce the academic burden and to extend the possibility of interdisciplinary instruction across subject matters.</p> <p>The National Curriculum is mandatory. And the Art textbooks are written by different groups of authors in accordance of the National Art Curriculum. Those textbooks are reviewed and approved by the Ministry of Education. So the National Art Curriculum has</p>

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	a significant influence on art teaching practice in schools.
Germany	All 16 German countries have curriculum guides for visual arts in school from elementary level to secondary level.
Latvia	<p><u>Curriculum defined by National Centre for Education (NCE)</u>, a public administration institution directly subordinated to the Minister of Education and Science. http://visc.gov.lv/en/general/standards.shtml</p> <p><i>Visual arts in primary education learn at different education learning programs, mostly under one hour a week from 1 to grade 9, is a program that offers 2 hours. 1 to 4.klsei, and 5 - 9.kl. 1 hour.</i></p> <p><i>High school "Art" is an optional subject (or choose music or visual arts) and one hour a week for two years (there can be variations, but often choose to learn in Grade 11 and 10).</i></p> <p><u>It should be noted that 2016 will be creating a new curriculum, which will be based on competence-based education learning ..</u></p>
India	<p>The National Council for Educational Research and Training (NCERT) in 2005 compiled a report defining the existing National Curriculum Framework. This document outlines the policies and ideology of desired K-12 education in India. While 4 main areas of education are defined as Language, Mathematics, Science, and Social Science, 4 other curricular areas are also defined. These are: Work, Arts & Heritage Crafts, Health & physical Education, and Peace. Visual art curriculum is included under the umbrella of Arts & Heritage Crafts. Art is recommended to be taught at all stages of K-12 education, with an emphasis on interactive approaches rather than instruction. NCERT, as a part of the Ministry of Human Resource Development - Govt. of India also produced a Country Report on Art Education in India in 2010. This document covers the vision, and recommended focus areas for Art Education at a national level. It also identifies State level agencies that provide curriculum guides and policies. NCERT's The Department of Education in Arts and Aesthetics (DEAA) produces textbooks for K-12 schools to use to teach art, design, and heritage crafts, as well as for teacher-training. http://www.ncert.nic.in/departments/nie/deaa/publication/Print/Print_Material.html</p>
Mexico	<p>FORMAL EDUCATION:</p> <p>There is a national guide from teachers in general arts, where you can find a specific part for visual arts that is calls: Programas de Estudio 2011 Guía para el maestro. Educación</p>

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	<p>Básica, Secundaria. Artes.</p> <p>(http://basica.sep.gob.mx/dgdc/sitio/pdf/inicio/matlinea/2011/Artes_SEC.pdf)</p> <p>This guide is made from the Secretaría de Educación Pública- SEP. That is focused to before to elementary school (from 3 to 5 years old), elementary school (from 1 to 6 grade = from 6 to 12 years old) and secondary school (from 13 to 15 years old).</p> <p>From 15 to 18 years old (bachillerato or preparatoria), the curriculum or guide of visual arts depends from the school that the student is going to be. In this case there are two principal institution that teaches arts:</p> <p>Escuela Nacional de Pintura, Escultura y Grabado “La Esmeralda”, that is part of the Instituto Nacional de Bellas Artes (INBA), and the Facultad de Artes y Diseño, that is part of the Universidad Nacional Autónoma de México (UNAM).</p> <p>NON FORMAL EDUCATION:</p> <p>There is a Programa Nacional de Escuelas de Iniciación Artística Asociadas (The National Arts Program Initiation Associated Schools) from INBA, that is aimed at children and young people aged between 6 and 17 years old from not formal education. Is focused in the strengthening arts education in Mexico, lasts three years, and is following these steps: approaching Arts; Introduction to the artistic field and Introduction to the specialty artistic.</p> <p>(http://www.eiaa.bellasartes.gob.mx/index.php?option=com_content&view=frontpage&Itemid=126)</p>
<p>Belgium (there are 3 different communities in Belgium)</p>	<p>The Flemish government works with educational objectives. These goals are developed further in curricula by the different school networks.</p> <p>In primary education, visual arts are part of lessens in arts education (in broad sense)</p> <p>In secondary education (age 12 till 16) they talk about plastic arts education.</p> <p>For the 14 to 16 year olds that plastic arts education course (organised or not) is depending on the specialization.</p> <p>For the 17 and 18 year olds the classes are called aesthetics (art appreciation)</p>
<p>Spain</p>	<p>Yes there is. new law on educational improvement that makes arts education in general, or what is left of her music and plastic arts, elective. Elementary students elect (6 to 12 years) musical or visual education or anything else of that offer, such as a second</p>

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	<p>language. But only choose one, so is likely to depend on the teacher or teacher that a pupil has any artistic training if not chosen. Secondary (12 to 16) is the same. But in some areas there may be a slight variation and we find plastic and visual education (now also "and audiovisual") for one hour a week for a course. The curriculum contemplated before a cultural and artistic skill, which has disappeared, now that most resembles is Consciousness and cultural expressions.- being studied across all subjects. It depends on the circumstances of the centers, to include hours for art lessons (and art teachers)</p>
Colombia	<p><u>Educational guidelines (2000)</u></p> <p><u>http://www.mineduacion.gov.co/1621/articles-241907_archivo_pdf_orientaciones_artes.pdf</u></p> <p><u>see also</u></p> <p>Visual arts are part of the guidelines, institutions have autonomy to develop their projects Proyectos Educativos Institucionales PEI- . but there is no national curriculum</p>
China	<p>The Chinese standards are arranged in “stages” according to grade levels: 1-2, 3-4, 5-6, and 7-9.</p> <p>It was released in 2001 and was revised in 2011. The standards for the discipline have been divided into four categories: modeling, design/application, appreciation/critique, integrated/exploration. The modeling standards seem to cover basic art skills: materials, techniques, and elements of design. Design/application seems to be an extension of the previous category with an emphasis on the elements of design. Appreciation/critique are standards for students in content areas such as analysis, description, and discussion of art works. In later stages there are criteria for judging works of art and national (heritage) and multi-cultural characteristics of art. “Integrated/exploration contains standards for encouraging cross-curricular, community, and performance learning. There is an emphasis on the observation of nature and social life. Students are expected to learn to use art skills to express feelings and thoughts. The characteristics and history of Chinese art receive much attention as does the importance of working collaboratively – the arts as means for social cohesion.</p>
Denmark	<p>Not sure what you are asking for here: we have a compulsory curriculum (learning objectives) for 1-9th grade, but visual arts is only compulsory from 1-5th grade, after that optional as an elective subject in elementary school. After 9th grade adolescents have several options: eg high school, vocational school. In high school (three years) there is a</p>

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	compulsory curriculum for visual arts as an elective subject.
France	Yes there is a national curriculum for primary (Visual art) and secondary school (Arts plastiques) concerning all children. Then there is a national curriculum for pupils in "lycée" who hope to be specialized in art in general literary studies, or in technological studies more in relation with applied arts or design. A new curriculum has been proposed this year for secondary school.
Saudi Arabia	<p>Government of the Kingdom of Saudi Arabia focused on cureeclem of art education since its beginnings where it began as in school with the name drawing Works in 1947 but the first certified curriculum for all levels of education had been placed between 1957 and 1958 and it contains general points as a guide for the teacher .. only in 1962 amended the name to Art Education .. In 1974, the ministry of education canceled the teaching of art education at the high school level for the large number of subjects the student take .. In 1984 the government issued new guidelines a private teacher in primary and junior high age 6 to the age of 14 years .. In 1992 the government issued a general framework contains Detailed targets for each phase and each row with a directive to prepare a study plan</p> <p>In 1999 the government issued a curriculum based on the new global variables development after the events of 11/9 and formed committees issuing curriculum document . Based on that team began authoring approach art education books in 2003.</p> <p>After the Commission has continued to work for three years, a team of teachers experience the approach then was re-evaluated and revised and approved in 2010 to teach in some school districts and in 2013 the curriculum settled in the form of a book for the student and a teacher's guide in all levels of education from the age of 6 years to 14 years how ever At the high school curriculum of art is optional for students graduating at the end of high school</p> <p>so now in saudi arabia we have a strong curriculum starting from first year in school to the 9th age 6 to age 14 and have student book and a teacher gide for each year however at high school there is one selected corse of art education and the curriculum come whitth student book and a teacher guide.</p>
Uruguay	<p>FOR <u>ELEMENTARY SCHOOL WE HAVE A NATIONAL CURRICULUM</u> http://www.ceip.edu.uy/documentos/normativa/programaescolar/ProgramaEscolar_14-6.pdf</p> <p>THIS IS THE DOCUMENT THAT YOU MUST TO APPLY IN PUBLICS AND PRIVATES SCHOOLS IN ALL THE COUNTRY, WITH CHILDS BETWEEN 4 (INITIAL EDUCATION) AND</p>

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	<p>11 YEARS 6th. DEGREE OF PRIMARY SCHOOL.</p> <p>IN SECONDARY SCHOOL, FOR ADOLESCENTS BETWEEN 12 AND 17 YEARS (1st. TO 6th.) YOU HAVE A GENERAL PROGRAM FOR VISUAL ARTS NAMED "<u>EDUCACIÓN VISUAL, PLÁSTICA Y DIBUJO</u>", WICH CAN BE DOWNLOADED AT https://www.ces.edu.uy/ces/index.php?option=com_content&view=article&id=668</p> <p>FROM 4th. TO 6th. YOU CAN CHOSE YOUR ORIENTATION <u>IN SECONDARY SCHOOL</u>, LIKE A COLLEGE I THINK, AND YOU MUST SELECT AN OPTION FOR YOUR BACHELOR SECONDARY DEGREE. THEN, WE HAVE DIFFERENTS PROGRAMS THAT DEPEND WHAT OPTION YOU SELECT.</p> <p>YOU CAN SEE THIS AT https://www.ces.edu.uy/ces/index.php?option=com_content&view=article&id=680</p>
Nigeria	<p>Several policies exist and are being updated regularly. The policies guide curriculum development and implementation. In Nigeria we had the famous UPE programme which was abandoned in 1976 and the UBE programme was launched by then, President Olusegun Obasanjo, 30th September, 1999, in order to realize the stated objectives.</p>
Portugal	<p>In Portugal, public education is organized as follows:</p> <p>Preschool Education - 3 years old to 5 years old; ; Basic education 1st cycle - 6 years old to 9 years old (4 grades); ; Basic Education 2nd Cycle - 10 years to 11 years of age (2 grades);Basic Education 3rd Cycle - 12 years to 14 years of age (3 grades);Secondary School (vocattional and artistic schools - 15 years old to 17 years old (3 grades)</p> <p>Secondary School - the students choose an area of studies that can lead them to higher education levels. Secondary school marks the end of the principle of basic education, equal for all; it's the end of the study the same study subjects for all students. Secondary School is sub organized in several main courses:1.Scientific-humanities courses (includes 4 courses – Course of Science and Technology; Social and Economic Sciences; Course of Languages and Humanities; Course of Visual Arts).</p> <p>The curriculum guidance concerning Visual Arts learning e teaching assume some differences between levels, but the general idea is that the students should have access to different forms of art and experience art doing in order to learn how to appreciate art forms and develop critical way of thinking .</p>

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	<p>1.Preschool Education - 3 years old to 5 years old – The Visual Arts are located in the main area Expression and Communication in the sub-domain of the Expressions that also include Dance, Music, Drama and Motor Expression. There are only general guidelines, but the Visual Arts tend to be explored more in the realm of a basic experimentation of materials and techniques. This is education is in charge of the educator, that in is basic education doesn't have a specific formation in the areas of the arts.</p> <p>2.Basic education 1st cycle - 6 years old to 9 years old – There only 3 hours per week in the curriculum guidelines dedicated to the arts and that includes Music, Dance, Drama and Visual Arts.</p> <p>The Visual Arts are seen as an area of expression, in which students can learn to express themselves creatively, the Visual Arts and other form of arts are not seen as a separate areas of knowledge, they are perceive as a way to enhance our achieve best results in others areas of knowledge.</p> <p>3.Basic Education 2nd and 3rd cycles - There are classes of Visual Arts in the school national programs for both cycles, the guidelines are generally the same as referred before. Students must experiment different techniques; have knowledge of the basic visual art forms and language;</p> <p>4. Secondary School - The Visual Arts have a more specific guidelines, the only students that receive formation in this area are the ones that choose this domain of studies. Experimentation and practice art techniques occupied most of the curriculum with the increase study of Drawing; Art History, Geometry and Art Theory.</p> <p>Specialized Artistic Courses (There are only four public schools that offer this specialized formation in Visual Arts, two of them being very recent. These schools are located in the area of Lisbon, one at north, in Oporto city and the last one in Faro, there is also a private school in Vila Nova de Gaia that offers this specialized formation. The students of the specialized courses in Visual Arts have more hours and classes per week in school comparing with the students of Visual Arts of the Scientific-Humanities branch)</p> <p>Professional Courses (Some professional courses belong to the Visual Arts branch.</p>
Cabo Verde	<p>Lei de Bases do Sistema Educativo, Lei nº 103/III/90, de 29 de Dezembro & Decreto Legislativo nº 2/2010, de 7 de Maio de 2010.</p> <p>Education for all: first cycle (6-9 y.o.); 2nd cycle (10-11 y.o.), 3th cycle (12-14 y.o.).</p>

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	<p>Secondary education and vocational education (14-18 y.o.) Art education- for visual arts , drama and music education is allocated in 1st cycle 3 or 4 hours per week; in 2nd cycle and secondary 4h hours, in all the cycles there is also a crosscurricular area or Project Area.</p> <p>The main guidelines of he educational system are to promote human, moral values; social, cultural and economical Knowledge/skills. The objectives concerning the arts are:</p> <p>Foster the acquisition of knowledge, habits, attitudes and skills that contribute to personal development and integration of the individual in society;</p> <ul style="list-style-type: none"> • To develop imagination observation reflection skills • Develop creativity and artistic sensibility ; • Develop positive attitudes towards craft work. • To promote the knowledge, appreciation and respect for national cultural identity (Article 22 of the Decree No. 2/2010) .
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2. Does your country offer a national curriculum in visual arts, or is curriculum provincially/regionally mandated?

Brazil	No it doesn't. There is no national curriculum in visual arts. The curriculum in visual arts is provincially/regionally mandated.
Canada	<p>Canada does not offer a national curriculum in the visual arts (or in any subject).</p> <p>Education is governed by provincially and territorial mandates, eg, the Northwest Territories and the Provinces of Quebec, Ontario and British Columbia. An example of a provincial curriculum guide is the Ontario elementary level guide (2009) at https://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf</p>

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	<p>And the secondary guides for Ontario grades 9 and 10 (2010) at http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf</p> <p>And the secondary guide for Ontario grades 11 and 12 (2010) at http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf</p>
Chile	It is a national curriculum
Egypt	Yes, and teachers are encouraged to interpret and devise their own syllabus within the broad guidelines using different materials and themes.
Finland	<p>Our curriculum for basic education has just been renewed. The one for upper secondary schools is still in the process and very soon to be ready.</p> <p>We have a national curriculum and each school has their own curricula. All schools follow a national core curriculum, which includes the objectives and core contents of different subjects. The education providers, usually the local education authorities and the schools themselves draw up their own curricula within the framework of the national core curriculum.</p> <p>Governance has been based on the principle of decentralisation since the early 1990s. Education providers are responsible for practical teaching arrangements as well as the effectiveness and quality of the education provided. Local authorities also determine how much autonomy is passed on to schools. For example budget management, acquisitions and recruitment are often the responsibility of the schools.</p>
Oman	Yeas we have national fine arts curriculum for all (grades 1-12).
Scotland	NO, not a national curriculum, but curriculum national guidelines a subtle, but important

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	difference. Teachers are encouraged to interpret and devise their own syllabus within the broad guidelines - advice is at the same web pages as above.
South East Asia (Australia)	See answer to question 1
Taiwan	it is National Standards.
Turkey	There is a national curriculum for all subject including art and music that are separately prepared by the Ministry of National Education. There is not any curriculum provincially/regionally mandated. Private schools also have right to prepare their own curriculum but these curriculums must be approved by the Board of Education in the Ministry of National Education.
United Kingdom	As above. England refers to the 'National Curriculum' but it is not obligatory for a growing number of types of schools (eg 'Academies' and 'Free Schools' – similar to Charter Schools in US – which are government funded but 'free ' of government control....)
United States	<p>There are 4 National Standards that impact art education at many levels (see below). It does vary from state to state in the understanding and application. The National Standards are designed to impact each grade level with grade-level specific expectations at each grade band. In Missouri, where I work, the state standards are virtually identical to the national standards. Each district then applies the broad standard definitions to specific learning goals labeled Grade Level Expectations. These are the standards used in the classroom and expected by district administration.</p> <p>From the National Art Education Association website (http://www.arteducators.org/research/naea-standards):</p>

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Design Standards for School Art Facilities (No. 331)

New in 2015, *Design Standards for School Art Facilities* is an invaluable resource for any school or school district planning to build new facilities for the visual arts or renovate existing ones. Discover detailed information about spaces for the breadth of media used in the visual arts. Photographs illustrate features such as lighting, sinks, basic furnishings, and the teacher's space, and details assist in developing specialized studios. *Design Standards* is an invaluable starting point for conversations among school administrators, board members, visual art educators, architects, designers, and suppliers—resulting in a joint vision for creating contemporary spaces for teaching and learning in the visual arts.

Prepared by the National Art Education Association Design Standards for School Art Facilities

Standards for Art Teacher Preparation (No. 412)

[Download](#) Executive Summary

Standards for Art Teacher Preparation represents the characteristics that high-quality programs for preparing arts educators should possess to ensure that all art educators are capable of providing excellent art instruction for all students. It includes the content and pedagogical practices of the preparation programs as well as the knowledge, skills, and attitudes of the faculty in such programs. In addition, the *Standards for Art Teacher Preparation* are inclusive of those of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE).

Professional Standards for Visual Arts Educators (No. 306)

[Download](#) Executive Summary

Professional Standards for Visual Arts Educators represents the knowledge, skills, and attitudes art educators should possess to provide high-quality art instruction for all students. They represent the threshold that all art educators—whether new to the profession or veterans—can pass, and as such can guide and support meaningful instruction and the continued development of arts educators. In addition, the *Professional Standards for Visual Arts Educators* are inclusive of those of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE).

Purposes, Principles, and Standards for School Art Programs (No. 330)

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Purposes, Principles, and Standards for School Art Programs has been fully updated to reflect current issues in the field of art education. Checklists embedded in charts allow

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	<p>users to indicate where their school or district stands in relation to the criteria—which has been expanded to include district-wide, elementary, middle, high school, and superior standards. The release dovetails with the revision and release of the National Core Arts Standards in the Visual Arts. The criteria within the checklists reflect opportunity-to-learn standards that impact capacity for fully implementing the new National Core Arts Standards as well as state and local standards in the 21st century. The Board of Directors of NAEA has adopted <i>Purposes, Principles, and Standards for School Art Programs</i> as an official position of the Association, directed toward the promotion and recognition of educationally sound art programs in the elementary, middle, and secondary schools of the United States and Canada.</p>
Iceland	The national curriculum in Iceland offers visual art section. The curriculum is reviewed every 10 years.
Namibia	Yes. Visual Arts Gr 8-10 + Art and Design Gr 11-12
Slovenia	There is no provincially/regionally mandated curriculum, we are too small for division inside the country. There are just two national governmental approved arts curriculums; one for compulsory school (6-14 years) and another for general grammar school (gymnasium - 15-18y)
Greece	A national curriculum in visual arts
Japan	As I mentioned, we have a national curriculum (Courses of Studies) in visual arts and each school has their own curricula. All schools design their curricula based on a national curriculum (Courses of Studies).
Germany	All countries in Germany are independent in their educational politics, so the curriculum is provincially mandated. There is a national council of education ministers who decide about general perspectives of education so that the pupils in all countries are educated on the almost same level.
Hungary	The National Curriculum is obligatory for all schools including state run, local authority, private, church, and foundation maintained ones as well. All schools have the right to

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	write its own pedagogical programme, built on the NC.
India	<p>Two central boards of education define their own curriculum at national levels. Schools may choose to follow either of these. They are: (1) the ICSE (Indian Certificate of Secondary Education – 10th grade) and ISC (Indian School Certificate – 12th grade) education boards that developed from the UK Cambridge system, and (2) the CBSE (Central Board of Secondary Education – 10th and 12th grades) board curriculum that is produced by the NCERT.</p> <p>Additionally, State and Municipal level schools may choose to follow the national level curricula, or state specific educational examination and curricula.</p> <p>CBSE, in 2008 published an updated curriculum for Art Education, from K-12 grades. A separate curriculum for Visual Art is defined at Upper Primary (10-13 years), Secondary (13-15 years), and Higher Secondary (15-17 years) levels. Heritage Crafts and Graphic Design curricula are provided separately at all of these 3 levels. In the primary phase (6-10 years), the arts are integrated into the curriculum.</p>
Mexico	<p>There Is a national curriculum in visual arts for elementary schools and secondary schools (from 3 to 15 years old).</p> <p>After those grades from 15 to 18 years old, and in the degree, the curriculum in visual arts depends where it belongs the institution in which the student will carry out their studies (INBA or UNAM).</p>
Belgium	It is mandated by the communities. The communities are responsible for personal matters.
Colombia	No national plan
Uruguay	NATIONAL CURRICULUM
Portugal	There is a national curriculum for the visual arts
Saudi arabia	- the curriculum in saudi arabia is a national mandated curriculum.

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France	It is only national.
Denmark	National
China	We have all three curriculums; the national curriculum is the main.
Nigeria	Fine arts education, now referred to as Visual Arts education at Secondary level (ages 13 -18), operates on approved curriculum from both national and regional bodies e.g. (WAEC and NECO or GCE)
Spain	yes
Latvia	<p>yes</p> <p>12 August 2014, the Cabinet of Ministers regulations No. 468 "Regulations on the state standard of primary education, basic education subject standards and basic curriculum";</p> <p>May 21, 2013 the Cabinet of Ministers regulations No. 281 "Regulations on the state general secondary education standard, subject standards and educational curriculum." MK these rules are also added to the subject standards (including the visual arts), while the subject has developed paragprogrammas State Education Centre (http://visc.gov.lv/vispizglitiba/saturs/programmas.shtml). It should be noted that each teacher may also make your subject program;</p> <p>May 22, 2014 approved by Education Development Guidelines for 2014- 2020, it is a medium-term policy planning document that defines the development of education policy rationale, objectives and lines of action for the next seven years. Considering that the processes of education directly affects everyone in the population of all ages, the guidelines cover all forms of education and degrees, etc.</p>
Cabo Verde	Yes

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3. Does your country engage in national, regional or provincial assessment strategies and management in the visual arts?

Brazil	No it doesn't. We do have a national evaluation called "Prova Brasil" that includes only evaluation on Math and Portuguese language learning performance. Since 2013 the science assessment was included on a trial basis which will be held with students of the 8th year of 9th level of elementary school and the third grade of high school. As we see, no arts field are included in assessment strategies.
Canada	No. Curriculum, teaching and learning are governed by provinces and territories, and in turn, by local school boards, and in turn by schools. In Canada, curriculum documents are guides. In Canada, "the teacher is the curriculum". The only assessment of a formal nature in the visual arts in Canada (and of course elsewhere) would be the formal assessment offered in the final years of high school (in grade 12) by the International Baccalaureate Organization and Advanced Placement, both international programs offered in some private and public schools, with headquarters outside Canada.
Chile	Not yet. They are still defining some strategies, which will be applied nationwide in the future.
Egypt	No. but they get some supports from Finland through quality control programs. In my opinion, it doesn't help. We need to upside-down the whole system to reach the quality.
Finland	We have national assessment guidelines: according to the Basic Education Act, the primary task of pupil assessment is to encourage and promote learning. Focus is on the process of learning – assessment for learning and assessment as learning . Assessment is divided into assessment during the course of studies and final assessment . Assessment focuses on student's learning, work skills and behaviors. Assessment is carried out in relation to the defined objectives. When a certificate is provided, the pupil's progress and work skills are assessed according to the assessment criteria articulated in the national core curricula. Assessment is based on a

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	<p>diversity of evidence. Students' performance is not compared to one another.</p> <p><i>Assessment of learning:</i> student's progress and competencies are reviewed in relation to previous knowledge and skills, and in relation to national/local objectives and national criteria. <i>Assessment of work skills:</i> based on the objectives of subjects and broad-based competence. <i>Assessment of behavior:</i> guiding feedback is given in relation to the objectives of the local curriculum.</p> <p>Feedback and assessment that is conducted before the final assessment.</p> <p>Describes and gives feedback on student's progress and level of proficiency. The main task is to guide, encourage and support student's learning. Assessment is mainly formative. Information and feedback about the student's progress is also given to the parents or other guardians.</p> <p>The final assessment defines how well the student has achieved the objectives of the basic education syllabus in the different subjects at the conclusion of his/her studies. It is scheduled for grades 7, 8 or 9 depending on the subject and local decisions, and is done on an equal basis. Final grades will be based on the student's performance in the final phase assessed in relation to the final assessment criteria. Criteria for final assessment in basic education has been prepared for all core subjects.</p> <p>Assessment is used to support the development and the learning of the student, and to strengthen his/her self-knowledge and self-direction by the help of instructive and encouraging feedback by the help of individual and community feedback and by developing his/her self assessment skills.</p> <p>Assessment is used to describe and indicate the student's level of proficiency</p>
Oman	<p>At national level, we have national theoretical assessment for last year of secondary schools (grades 12). However, evaluation system in Oman include all disciplines including fine arts and each schools have their own art education test but there are frameworks for the basic education 1-10 and other for post basic education (11-12).</p>
Scotland	yes
South East Asia (Australia)	<p>Assessment is state-based at the year 12 level in most states with external (to the school) assessment imperatives. All other assessment imperatives are often the purview of individual schools.</p>
Taiwan	<p>We did once National Arts Assessment Project in 2004.</p>
Turkey	<p>There is not any national assessment system or any national, regional or provincial</p>

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	assessment strategies and management in the visual arts. National art curriculum has just an advice section for the assessment.
United Kingdom	<p>No. Statutory assessment at elementary and lower secondary school level is required of the core subjects (English and Maths); most secondary schools create their own assessment models so little now fits together.</p> <p>NSEAD published two documents for guidance in assessment in art and design: they can be obtained from:</p> <p>http://nsead.org/curriculum-resources/assessment_and_progression.aspx</p>
United States	<p>External assessment for k-12 learners is voluntary and at the high school level, districts can opt for easements from The College Board through the Advanced Placement examination, The International Baccalaureate Programme, or dual credit is offered by many universities.</p> <p>Our Standard National and State educational assessments do not include art assessment. Art assessment happens through voluntary and external means, as Steve describes here.</p>
Iceland	There is a visual art rubric in the curriculum in connection to the aimed learning outcomes.
Namibia	National assessment throughout the entire school phases
Slovenia	<p><i>Slovenia is one of seven countries in Europe, where criteria to assess the learning of arts subjects are made available to teachers by the central education authorities (Arts and Cultural Education at School in Europe – Eurydice Report, 2009. p52).</i></p> <p><i>Every year at the end of mandatory schooling, there is a so called NPZ - Nacionalno preverjanje znanja (Nationally based verification of knowledge), where the criteria and tests for AE (and other subjects) are provided by governmental commission. There are three mandatory subjects in this verification and some additional, which changes every year, among them is AE. Not all schools are involved in this verification, only the randomly chosen 50 schools, that is app. 15%. The results of NPZ do not effect on additional possibilities of schooling for individual students involved in testing.</i></p>
Greece	National assessment strategies
Japan	We have a national assessment guideline. Four criteria are specified in the document for Art & Handicraft and Art (MEXT, 2010). They were: (i) interest, enthusiasm and attitude towards art; (ii) competence in generating ideas and planning; (iii) creative skills and (iv) competence in art appreciation. All schools follow the guideline. However, they can create

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	<p>their own criteria for assessment considering pupils and students or schools condition / situation/ needs.</p> <p>*MEXT (2010). An Notification about Improvements for Shidoyoroku in Primary Schools, Lower Secondary Schools, Upper Secondary Schools and Schools for Special Needs Education). Available from www.mext.go.jp (http://www.mext.go.jp/component/b_menu/nc/_icsFiles/afieldfile/2012/08/07/1292899_01_1.pdf) (20/10/2015).</p> <p>This might not be relevant to your question...</p> <p>In my observations, the methods of assessment were teacher observation of student activities and work in progress and grading end products and students' written <i>kanso</i> on their own and each others' work. The lower secondary schools I visited conducted paper and pencil tests at the end and middle of each semester designed by the teachers. They assessed student knowledge and understanding of materials and tools, making procedures, and their knowledge of art, including art history.</p>
France	end high school external exams
Belgium	The Flemish community conducts research into quality cultural education. In coöporation with the Netherlands.
Mexico	There is a Coordinación Estatal de Asesoría y Seguimiento de la Reforma de Educación Secundaria (CEAS), that made assessment strategies, like survey application to students. Also made a guide for teachers to evaluate the arts in the classroom (http://es.scribd.com/doc/36234640/LA-EVALUACION-EN-LAS-ARTES#scribd).
India	Yes, there are national level examinations held at the culmination of the 10 th and 12 th year of education. Other examinations may be mandated by particular State Education Boards. Visual Art exams are offered at a national level by the ISC and CBSE examination boards. Currently the NCERT also offers assessment examinations for Heritage Arts and Graphic Design as specific subjects, for the schools that offer them as courses of study.
Hungary	Hungary has a nationwide assessment management.
Germany	Do you mean the assessment to academies or universities of art? At all institutions exist qualifying test where the candidates have to prove their talent.
South Korea	We do not have any assessment system in the visual art at the national level. Yet, the students' performance in the visual art is descriptively assessed by the art teacher at the classroom level.
Uruguay	I DON'T THINK IT HAPPEN, THE SCHOOLS (ELEMENTARY OR SECONDARY) HAVE

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	GENERAL NATIONA INSPECTORS, WHICH HAVE PEDAGOGICAL TASKS, AND CAN MAKE GENERAL STRATEGIES IN ORDER TO REALIZE THE PROGRAMS ESTABLISHED.
Colombia	no
Saudi Arabia	In saudi arabia there is a commetee in the MOE that make assessment on all kinds of curriculums.
France	Art teachers are invited to work with local, regional cultural partners.
Denmark	I have no information about that
Nigeria	By assessment strategies, I hope you mean an acceptable or standard branding system of grading. If so, then the answer is yes. Also, assessment strategies and management in the Visual Arts are the prerogatives of the various government agencies as earlier mentioned i.e., West African Examination Council (WAEC) at Secondary level and National University Commission (NUC).
China	Yes. Based on the National Standard.
Portugal	In terms of assessment of the visual arts in Portugal, there are national exams at the term of the Secondary School,. There are guidelines stating criteria for internal assessment in the other levels. Including summative and formative evaluation. Sunmmative and external Aessment is expressed by numbers using a scale 1-20 (1-6 not good at all; 7-9- not good enough; 10-13 sufficient; 14-16- good; 17-28- very good and 19-20- excellent) . Criteria are usually based on knowledge and skills in art and design.
Latvia	yes
Cabo Verde	No
Spain	end high school external exams

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Appendix 4

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5. What requirements exist in your country for teacher training in the visual arts? What level of education is required to teach visual arts?

Brazil	<p>The requirement is a graduation in Visual Arts -Licensure - at the University courses.</p> <p>A problematic issue is who teach arts (visual or other one) in early childhood education and in initial series it is not the professional graduated in Arts. Who has that "task" is the Pedagogue, who has into their generalist training a few disciplines of arts. In some universities this curriculum has a discipline for each area: Visual Arts, music, theater and other one for dance.</p>
Canada	<p>For elementary teachers, typically requirements include an undergraduate bachelors degree, and a bachelors degree in education, which usually would include one methods course in art education. At the secondary level, a bachelors degree in fine arts followed by a bachelor of education degree are both required, although in some jurisdictions (eg Ontario) students can take additional qualification courses in the visual arts to teach art, without ever having studied visual arts in their undergraduate degree. Ministries of Education manage the certification requirements for teachers in all provinces and territories in Canada except for Ontario, where certification is managed by the Ontario College of Teachers at http://www.oct.ca</p> <p>OCT is a regulatory body which also engages in "fitness to practice" reviews of teacher performance (see "complaints")</p>
Chile	<p>Nobody is controlling it, thus in the sample choosed for the study by Organización de Estados Iberoamericanos= OEI (http://www.idea-educacion.cl/descargas/educacion_artistica.pdf)</p> <p>in Chile's metropolitan región, only 49 % of the teacher have some teacher training in visual Art, 15 % are only artists, 34 % teacher with special artistic training. Since 2011 we have a national agency "Agencia de Calidad de la Educación" http://www.agenciaeducacion.cl/ have to make to overview it, but they don't make research in Art Education</p>
Egypt	All art teachers graduate from colleges of art education. In Egypt, there is one college

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	<p>for art education and every college of general education has a department of art education.</p> <p>What level of education is required to teach visual arts?</p> <p>It is an all graduate profession, minimum 4 year Bachelor's degree.</p>
Finland	<p>Teachers in Finland are highly trained, all teachers are required a Master's degree. Class teachers, generalists teach art at grades 1-6. Art educators, subject teachers teach levels 7-9, upper secondary school, and adults.</p>
Oman	<p>Teacher must have B.ed in Art Education or equivalent degree such as BA, BFA with condition of having professional educational diploma in Education. In order to be an art teacher in Omani schools, candidates must passing the Ministry of Education Employment Test in both theory and practice. Those how passing the test will be official employed as art teacher in the Omani schools.</p>
Scotland	<p>In primary schools (ages 5-12), teachers are required to cover all aspects of the curriculum. There are very few visiting specialists, there used to be but that provision has been drastically cut back over the past 20 years. Primary teachers have 2 main routes to qualification a 4 year BEd degree or a one year post graduate. in each route there is some (minimal) input on expressive arts.</p> <p>What level of education is required to teach visual arts?</p> <p>It is an all graduate profession, minimum 4 year Bachelors (Honours) degree or 4 years plus one year postgrad. In secondary schools (ages 12- 18) teachers are all specialists - ie have trained in an art/ design school to BA Hons level, and complete one year PGCE with specialisation in art and design.</p>
South East Asia (Australia)	<p>For all teacher education disciplines, the Australian Institute for Teaching and School Leadership mandates standards that must be met by graduate teachers in formal and accredited teacher education courses, see http://www.aitsl.edu.au/</p> <p>To be a teacher in NSW you need a degree in education, which is most usually 3-4 years of university training, post high school.</p>
Taiwan	<p>-they need to take teacher programmer around 26 credits for junior high and senior high, and 40 credits for elementary school teacher. After finish the course work they have to take national exam and half year staying in school to practice their teaching.</p>
Turkey	<p>Some Faculties of Education in the universities have the Departments of Art Education</p>

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	<p>in which art teacher training programs are carried on for four year duration. Besides this, graduates from the Departments of Painting of Faculties of Fine Arts have right to get art teaching certificate by continuing art teacher training courses in the Faculties of Education. The duration of this course is one year and called as the pedagogical formation course.</p>
United Kingdom	<p>Schools are by and large free to determine the teacher(s) who will teach any subject now – ie they don't need to be qualified if the school is accepting of that.</p> <p>Elementary school teachers may get between 2 and 15 hours (total) in their pre-service training. Some universities will also offer an optional/elective 'enhanced study/specialism' in addition. It differs across all settings.</p> <p>Historically, secondary teachers used to be required to have a good degree in their subject before studying another year (PGCE) for their Qualified Teacher Status (QTS). As the government controls the number of places available per subject each year and have reduced the number year on year, far fewer art teachers are being trained by this route. We also have a government encouraged scheme for schools to train their own teachers so there is little transparency across the nation... ☒</p>
United States	<p>Teacher training varies by state and university. At Missouri State University, we require 5 art education classes in addition to Professional Education courses at the undergraduate level for initial certification. This is uncommon; most universities in the region require 3 art education classes or less. See the NAEA information above for suggested Teacher Preparation.</p> <p>At Ohio State University, our teacher training program includes 2 Art Ed PreReqs, 2 courses in Education, 7 Art Ed courses and 12 credits of practicum. As Steve mentioned, this varies widely by State based on licensure requirements in each state and by University.</p>
Iceland	<p>Art teachers for elementary school need 5 years of education with art as specialization. For upper secondary school teachers need BA in visual art and then 2 years of teacher training (MA)</p>
Namibia	<p>Arts is a subject in teacher training courses: requirement Gr 12 . There is no special or formal training of Visual Arts for teachers</p>
Slovenia	<p>After renovating our university system according to the bologna processes, app. 10 years ago 300 ECTS i.e. MA level is required for art educators who work at mandatory and grammar school. Before it was 240 ECTS or 8 semester.</p>

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Greece	Teaching certificate.BA degree
India	<p>There are several institutions and government agencies that define policy and provide guidance re: the teaching and learning in the visual arts, in India. At a central or national level, the premiere agencies are as follows:</p> <p>FOR TEACHER TRAINING: The National Council for Teacher Education (NCTE) conducts the nationalized Teacher Eligibility Test (TET) for anyone with a BA degree, to teach K-8. This is not a subject specific test. If found eligible, the University Grants Commission (UGC) provides a syllabus and curriculum that prepare teacher candidates and aspirants for qualifying exams. Passing the National Eligibility Test (NET) and State Level Eligibility Test (SLET) qualify teachers to teach K-12. If they pass this exam while enrolled in PhD programs, they may be eligible for lectureship positions. For the Arts, NET and SLET exam papers are offered in the following, though as I understand it, art educators can take one of these- all are not required.</p> <p>Visual Arts (where the focus is on knowledge of art & design history, methods and materials)</p> <p>Education (Focus is on education history, methods, curriculum development, evaluation, administration, etc)</p> <p>Indian Culture (focus is on cultural history, philosophy, archeology, cultural expression through the arts).</p>
Mexico	<p>That are few teacher training in the visual arts, but one of them and supported is: the Programa de Formación Docente en el Campo de las Artes (Teacher Training Program in the Field of Arts), that is made from the Centro Nacional de las Artes (CNA).</p> <p>This free training required an official identification that accredit that the professor is from the Secretaria de Educación Pública (SEP), a motivation letter, a CV and photographs.</p> <p>The basic requirement is have a degree in visual arts, or related in arts. But for teach in the degree or master degree, you need a bigger level of study.</p>
Belgium	<p>For secondary education:</p> <p>Integrated Teacher Education (bachelor level)</p>

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	Post academic training
colombia	University training in arts and technologies and pedagogical training (bachelor level)
uruguay	<p>FOR PRIMARY SCHOOL YOU ONLY MUST BE GENERAL TEACHER. SOME SCHOOLS HAVE SPECIAL TEACHERS BUT IN EXTRACURRICULAR ACTIVITIES.</p> <p>FOR SECONDARY SCHOOL YOU NEED TO BE PROFESSOR IN THE AREA OF VISUAL COMMUNICATION (BEFORE NAMED "PROFESSOR IN DRAWING")</p> <p>SOMETIMES, IS NOT EXIST ENOUGH TEACHERS, IN SECONDARY SCHOOL YOU HAVE ARCHITECTS, ARTISTS, ETC. WORKING LIKE TEACHERS.</p>
China	Teacher recruitment is not standardized across China, but is often competitive in urban areas. Teachers may be educated in special upper secondary schools (for pre-school and primary positions), normal colleges (equivalent to junior colleges), and normal universities in a four-year bachelor's degree program. Teachers must pass the National Mandarin Language Test, and those who do not graduate from a university must also pass four examinations in the areas of pedagogy, psychology, teaching methods and teaching ability. Primary school teachers must hold post-secondary subject degree diplomas; secondary school teachers must hold a bachelor's degree plus a professional certificate.
Saudi Arabia	teachers of art in saudi arabia shall have a bachlor degree in art education
France	All art teachers need to pass a "concours" at national level, as all teachers, after a minimum of 5 years after the "baccalauréat". They studied in University (la Sorbonne for example) (Licence after 3 years) and prepared to teach during the 2 last years after a Master to teach, (first and second level). They are allowed to teach after an expertise of their competences and became titular.
Denmark	For visual arts in compulsory school (1-10th grade) a general bachelor with a specialization in visual arts. In Denmark teacher education is a general education where the students specializes in three school subjects, where visual arts one option. For high school a master degree in art history or a supplement degree in art history.
Hungary	At present Hungary have special requirements for elementary secondary and upper secondary school teachers. All should have master level qualification. For elementary the classroom teacher (4 years), for secondary the art and design teacher for secondary schools level qualification (5 years), and the upper secondary art and design teacher level qualification (6 years).
Germany	For teaching visual art a university examination is required. The students have to study art practice (painting, sculpture, new media), art sciences (art history, aesthetics, media theory) and didactics.
South Korea	The teacher training programs for art teachers are divided into 2 separate systems. At the elementary level, the visual art is usually taught by general teachers. The

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	<p>elementary teachers are trained in the National University of Education located in each province, and some pre-service teachers major in art education. At the secondary level, the pre-service art teachers can acquire the licensure of teaching by completing the teacher preparation programs offered by the school of education or the college of art in national or private universities. In order to teach art at public schools after graduation, the pre-service teachers should pass the national examination of teacher recruitment, which is extremely competitive. So, it would be legitimate to say that art teachers in Korea are highly qualified.</p>
Japan	<p>Teachers in Japan are required a teacher's certificate. Usually people attend a teacher-training course in universities in order to get the certificate. Classroom teachers and generalists teach art at grades 1-6. Subject teachers teach lower and upper secondary school levels.</p>
Nigeria	<p>Different levels require different level of qualifications....primary and secondary, national policies requires at least acquisition of National Certificate for Education (NCE). Previously, the Grade II certificate was the only requirement for teaching, learning, job at the primary level but was abrogated for the NCE.</p>
Portugal	<p>To teach visual arts in the Basic Education 2nd and 3rd Cycle levels, and at the Secondary School level in the public system teachers normally have to have a graduate certificate from an art school or similar; this certificate if it does not contemplate a pedagogical or teaching branch by itself, and a post graduation degree in teaching of Visual Arts is needed- teachers have to have master degree in Visual Arts Teaching to be able to teach in the public system.At Preschool Levels and at the Basic Education 1st Level (ages 3-9 years old) generalist teachers deliver the curricular contents (artistic expression) but arts can be offered as extra curricular contents and delivered by specialized teachers.</p>
Latvia	<p>Education Law (01.06.1999.) Article 48. (1) Working as a teacher has the right to a person who has pedagogical education or who is acquiring pedagogical education which complies with the Cabinet of Ministers of professional qualification requirements. These requirements do not apply to non-formal adult education. Teacher Education requirements are provided by the Cabinet of Ministers regulations No 662 of 28 October 2014 "On the teachers the necessary educational and professional qualifications and teachers' professional competence development order".</p> <p>General education elementary teacher must have the second-level professional higher education in pedagogy and teacher qualifications in accordance with the taught subject or Bachelor's / Master's degree in pedagogy or education and teacher qualifications in accordance with the taught subject or level of education;General Secondary Education teacher should have a Bachelor's / Master's degree in a subject in an appropriate field</p>

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	of science and teaching qualifications in accordance with the taught subject or Bachelor's / Master's degree in education or pedagogy and teacher qualifications in accordance with the taught subject. Teacher professional competence development shall be carried out within three years of not less than 36 hours and plans to co-operation with the heads of educational institutions (Item 7).
Spain	At primary education there is no special requirements, any teacher can teach art At secondary education , art teachers should have art training in university,
Cabo Verde	No requirements for specialization in arts . Any teacher can teach art, there is a major problem because in the first levels teachers usually do not deliver arts education and in secondary level teachers are not adequately trained.

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Appendix 5

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6. How is teaching visual art in your country funded?

Brazil	There is no special budget for the Arts. Public schools are supported by Federal, State or Provincially governments, but with no specific programs for the arts fields as a curriculum component.
Canada	For public schools funding is provided to school boards by provincial and territorial governments, and by tuition fees, fundraising and limited government funding in all private schools across Canada, with the exception of Ontario.
Chile	In our reality, they are financed by parents. They have to provide the materials. The schools provide mostly only the teacher.
Egypt	By the government in the public schools and by the owners in the private schools.
Finland	The basic right to education and culture is recorded in the Finnish Constitution. The policy is built on the principles of lifelong learning and free education. Education is seen as a key to competitiveness and wellbeing of the society. As visual arts is part of the basic and upper secondary education it is free for pupils and students.
Oman	Teaching visual art (art education) at school level funded by the Ministry of Education but this fund not enough to cover all art materials expense and equipments. However, studying at Sultan Qaboos University is free of charge including the art materials and other expenses.
Scotland	Funded by the Scottish government
South East Asia (Australia)	Education is funded as a holistic endeavour so it is impossible to identify what portion of government funding at a school level is directed towards visual arts teaching. Government funded schools receive government funding based on external benchmarking results such as NAPLAN – National Assessment Program Literacy and Numeracy. Private schools are also entitled to government funding but only a

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	percentage of what government schools receive. The issue of funding of private schools has long been a hot political topic. At a university level it follows the same pattern but anecdotally while there is agreement about the importance of the arts it is often the first target for financial cutbacks such as reduced classes, moving classes online and the merging of all five arts subjects into one subject.
Taiwan	Question not understood
Turkey	It is funded by the Ministry of National Education and private schools.
United Kingdom	Simply as part of the overall budget identified by the government (central for academies /free schools) or local government (all other maintained schools). It is up to the Principal/Governors to decide how much is then spent per subject: there are no guidelines/expectations.
United States	Funding for visual art education is the same as any other course offered in public education. However, funding for classroom materials varies greatly. I agree.
Iceland	For the elementary school provincially for the upper secondary governmentally.
Namibia	Schools offering the subject get financial support from the government as well as equipment private organizations receive funding from the government through the Directorate of Arts
Slovenia	<i>All programmes at mandatory and grammar schools are 100% financial supported by state government. It is the same for programmes at the institutions, mentioned in question 4. Nevertheless parent must pay some sort of fee at private (catholic, Waldorf) schools due to the extended programmes and additional optional courses.</i>
Greece	Government fund
India	With government support (Museums and cultural institutions and events, including festivals). Private funding. Mostly corporate (galleries and arts events, auction houses and patronage). NGO and government funding of heritage crafts. Funding for arts education is very low, and in the private and in public sector though there is a thriving art market driven by private and

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	corporate funding, especially in the metropolitan cities. In education there is more investment in media arts and commercial arts in the recent decade in private and public sectors.
Japan	Visual arts education is free for pupils and students in primary and secondary schools. Visual art education in schools is funded by the government.
Portugal	Visual art education in schools is funded by the government.
South Korea	Since the visual art is one of the basic school subject matters, all public and private schools at the elementary and secondary level should offer art classes. So, art teachers are funded by the government. The Korean Institution of Arts and Culture Education (KACES) also funds the teaching artists in schools as well as the regional centers for children, women, or the elders.
Germany	Mostly the teaching takes place in public schools. Private art schools sometimes get communal support, mainly they are financed by fees of the students.
Hungary	In Hungary general education is founded by the state, so the visual art classes are also founded by the state.
Mexico	The teaching visual art is not funded, there are some post degrees that are focused in the teaching of visual art, in the case that is a public school, the students do not pay anything, and some could apply for an extra scholarship. In the case of a private school, the students have to pay the courses.
Belgium	By government
Colombia	Public organizations by the stae , private orgs do not depend on the state
uruguay	IN GENERAL IS FUNDED BY THE SCHOOLS (PUBLICS O PRIVATES, PRIMARY OR SECONDARY). WHEN ARE ACTIVITIES IN MUSEUMS OR CULTURAL CENTERS ARE FREE FOR THE PUBLIC AND FUNDED BY EACH INSTITUTION. ALSO YOU HAVE NGOs OR INSTITUTIONS YOU MUST TO PAY.
China	I don't know what you mean. Art education is a part of compulsory education in primary and middle schools.
Denmark	The compulsory education is funded by the state. The optional for leisure by municipals or private (few)
France	government
Saudi Arabia	government fully fund art education and non government use this fund too.

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nigeria	Poorly funded by both Government and Private Organizations. Funds are mainly concentrated only on science programs.
Latvia	government
Spain	Government for schools. Extra-curricular education by parents
Cabo Verde	Not funded . UNESCO supported some experimental programmes.

7. How would you describe or define the curricular emphasis in your country in the visual arts? For

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example, is it studio focused? Are any of the following areas included: art history; design; craft; media; aesthetics etc.

Brazil	It is focused on studio even if the school have no special space for visual studios. But there is already programs together with studio, that take into consideration the reading, the contextualization and analyses of images, objects, art works. Maybe it's important to clarify that in Brazilian schools have many teachers graduated in other fields (geography, math or other area) are in charge of arts classes without the appropriate qualification for this professional field. In the case of Visual Arts, this implies a simplification use of repetitive techniques. In other words, these teachers focus on studio lessons without preparation or experience with the artistic practice.
Canada	It is studio focused in general, with less emphasis on design and craft and art history, although again "the teacher is the curriculum" and teaching/learning would depend on the strengths of individual teachers.
Chile	There is no special focus, but the mentioned áreas are all included. What it is still weak is media education.
Egypt	The curriculum concentrate on class activities, hand crafts, art history, design and media.
Finland	The pupil's competence in visual arts is developed in all four dimensions of learning in visual arts ; <i>Visual perception and thinking, Visual production, Interpretation of visual culture and Aesthetic, ecological and ethical value judgement.</i>

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	<p>The task of visual arts education (1-9) is to guide the pupils to explore and produce culturally diverse reality by artistic means. The building of identities, cultural competence and communality of the pupils is reinforced by producing and interpreting images. The foundation for teaching visual arts is formed through pupils' own experiences, imagination and experimentation. Visual arts education develops the pupils' ability to understand phenomena of visual arts, the environment and other forms of visual cultures. The pupils are offered methods for valuing the reality and influencing it. Passing on and renewing traditions are supported by reinforcing the pupils' awareness of cultural heritage. Visual arts education supports the development of critical thinking in the pupils and encourages them to influence their living environment and the society. Visual arts education lays a foundation for the pupils' local and global agency.</p> <p>The pupils practise experiential, multi-sensory and learning by doing through working in a manner characteristic of art. The pupils examine Visual arts and other forms of visual cultures from historical and cultural viewpoints. They familiarise themselves with varying views of the tasks of art. The pupils are guided to use different tools, materials, technologies and methods of expression in a versatile manner. Visual arts education encourages them to develop their multiliteracy by utilising visual and other methods of producing and presenting information. The pupils are offered opportunities for studying through multidisciplinary learning modules in cooperation with other subjects and actors outside the school. The pupils familiarise themselves with museums and other cultural sites and examine the possibilities of engaging in visual arts as a pastime.</p>
Oman	<p>In general, it is art studio based education including all art disciplines such as painting, drawing, sculpture, ceramic, design, metal smith and handcrafts. We did have some art history and art criticism associated with art lesson especially in the least three year of school system. Art curriculum in Oman linked the traditional handcrafts within art lessons and there are whole</p>

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	teaching unit focusing on Omani handcrafts and special traditional cultural heritage and events. Our art curriculum based on society beliefs and cultural heritage with reference to the modern fine art and crafts.
Scotland	It is largely practice focused, 'critical studies' is included ie the 'why' of art and design in addition to the 'how'. many craft areas are fast disappearing - ceramics, 3D work, printmaking - mainly because of funding constraints and shorter times being allocated to the subject.
South East Asia	In the Australian Curriculum there are five art forms designated: visual art, music, media arts, drama and dance. In many schools visual art and music seem to predominate. In the senior years due to smaller classes there is much more of a studio focus which also includes art history. Design is included in design and technology subjects. Craft is not really included but some teachers incorporate as an important part of art making.
Taiwan	All
Turkey	Art curriculum emphasis in Turkey could be describe as a mix of art and design studio, and also some theoretical subjects such as art history, art criticism and aesthetics.
United Kingdom	Yes... all could be included: it very much depends on the school, the teacher and the degree of fear about academic results in the core subjects.
United States	See the information from the NAEA above. In the Midwest region, emphasis is predominately placed on the Elements and Principles and are reminiscent of the Bauhaus approaches. However, some teachers move more towards an exploratory and experimental leaning methodology which is student centered. Art Education in the U.S. varies widely. It even varies widely by state. However, the National Standards show indication that we focus on Art History, Studio Artmaking, Visual Culture, Technology, including Design, and Global Culture. Art education practices in the schools can look very different from school to school, such as a focus on DBAE practices from the 80s, including Elements and Principles, or more comprehensive practices. I see a trend (back) toward self-expression happening in the

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	schools now, possibly as a result of such a heavy emphasis on standardized testing and a growing need for students to disengage in the high stress environment created by those tests.
Iceland	The elementary school has the main focus on studio practice but with reflections to art history and critical place based education Upper secondary school curriculum has a focus on studio art history; design; aesthetics, craft etc.
Namibia	More design, craft and media During teacher diploma courses a little bit of art history
Slovenia	<i>Mandatory school (6-14y) in duration of 9 years: 100% studio focused (that means: every task is practically oriented, children always make drawings, paintings, etc. Art history; design; craft; media; aesthetics etc. are incorporated into these lessons.</i> <i>Grammar school (15-18y) (general program): half of the program is dedicated to art history (35 hours) and half is studio oriented (dedicated to practical art expression, similar as in the mandatory school).</i> <i>As said, design, media and crafts are incorporated in studio work. The main emphasis is on developing creative potentials of the students.</i>
Greece	It is studio focused. It includes art history, aesthetics, Greek cultural heritage.
Japan	The Course of Study for art emphasizes on the enjoyment of art. Students are expected to experience to enjoy art so that they love art in their life. Also, they are expected to develop their sensitivity (kansei) through learning art. Overall objectives: to enable students to savor the joy of artistic creativity and develop their sensitivity in the form of a love of art and, while doing this, to enrich the sentiments of students, extend their basic abilities in art, deeper understanding of artistic culture and nurture a rich fund of aesthetic sensitivity through a wide range of activities in art expression and appreciation In the Course of Study, cultural learning is one of the main policy aims. In Japan, cultural policy is mainly about learning Japanese and overseas culture as the basis for developing international understanding (Iwano, 1999). The Courses of Studies for visual arts (Art & Handcraft and Art) has two contents

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	<p>(learning domains): Expression (Hyogen) and Art Appreciation (Kansho). They could be making and looking at art. Teaching and learning practice focused on making art rather than art appreciation. So the policy makers suggest to include art appreciation into art lessons.</p> <p>The Course of study does not specify any specific areas like design, craft etc. but visual arts include art history, design, craft, paintings and 3-Dimensional work ...</p> <p>The course of study for art in primary schools stated that teaching should include more handicraft craft activities because in primary school level paintings are often taught.</p>
South Korea	<p>The National Art Curriculum consists of 3 areas, that are 'Experience', 'Production', and 'Appreciation.' So, theoretically, the emphasis is placed on the balance among aesthetic experience, studio, and art appreciation. In practice, the art classes are often focused more on art making and art history. The following is how art as the subject matter is explained in the 2015 National Art Curriculum.</p> <p>'Art is a part of the arts, in which one can visually express feelings and thoughts, communicate with others through visual images, and understand the world as well as the self. Since art records and reflects the culture of specific time and place, we can understand the past and the present through art culture and, furthermore, contribute to the development and creation of culture.'</p>
Germany	<p>All mentioned areas are included. There exist two major didactic concepts in Germany, one with a stronger accent on studio work (artistic art education – Künstlerische Bildung) one with accent on the reception of images (image competence – Bildkompetenz). But both concepts integrate production and reception of visual images.</p>
Hungary	<p>The visual art curriculum is written on the line of key competencies. The themes of it are: fine art, design, media, and visual language. It is featured by studio work (3/4 time) which is matched with artefact analysis, or art history.</p>
India	<p>The UGC drives the policy for the National Council for Educational Research and Training (NCERT) which provides policy and curriculum for K-12 education in all subjects. All schools following the Central Board of Secondary Education (CBSE) curriculum and examinations use NCERT materials. In context of art and design education, NCERT Develops training packages for teachers, including for teachers of heritage</p>

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	<p>crafts, arts and graphic design (as of 2011-2012 policy)</p> <p>Designs and publishes handbooks for teachers of art, craft, and design from K-12 levels.</p> <p>Develops orientation workshops for teachers of art, heritage crafts, and design in government schools at central, state, and municipal levels.</p> <p>Develops training packages for primary teachers, to support art teaching at pre-K level.</p>
Belgium	Broad approach: creating and appreciation
Colombia	<p>Traditional foci</p> <p>learning through making, technics</p> <p>Sometimes by Project learning</p>
Uruguay	<p>IN GENERAL IS HISTORICALLY INFLUENCED BY THE LEARNING BY DOING ORIENTATION, WHERE THE MAKING IS PRIVILEGED.</p> <p>THE PEOPLE WORK IN PAINTING, DRAWING, SMALL SCULPTURES, ETC. AND FROM SOME YEARS AGO TO THE PRESENT ALSO IN WORKS IN MEDIA WITH SPECIAL SOFTWARE. SPECIALLY FOR THE USE OF "PLAN CEIBAL" WHICH IS OUR APPLICATION OF "ONE LAPTOP PER CHILD", THEN ALL OF THE BOYS AND GIRLS OF OUR SCHOOLS HAVE A FREE TABLET OR LAPTOP FOR THE SCHOOL, WITH WI-FI IN ALL THE SCHOOLS, ACCES TO INTERNET, SOFTWARE, ETC.</p> <p>THIS IS THE GENERAL ORIENTATION.</p> <p>SOME PEOPLE IS BEGINNING TO WORK IN VISUAL CULTURE ORIENTATION, BUT IS AN EMERGENT TENDENCY AT THE PRESENT.</p>
Mexico (High Education)	<p>Now days, with the changes in the last years, the curricular in visual arts in the two principals universities: Escuela Nacional de Pintura, Escultura y Grabado "La Esmeralda" from INBA and Facultad de Artes y Diseño from UNAM.</p> <p>Generally, the first year has a obligatory subjects that are indispensable to the next years. In the next 3 years, there are obligatory and optional subjects, where the student can find a lot of options, where you can focus, in theory; practices like painting, drawing, sculpture, photography; media, installations, performances, and so on.</p>
China	In 1-9, it is classroom focused. 10-12, seldom school studio focused. There are four categories: modeling, design/application, appreciation/critique,

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	integrated/exploration.(please see answer 1)
Denmark	. the new curriculum (2014) focuses on production, analysis and communication in the areas of drawing and graphic, painting and collage, sculpture and architecture, digital pictures. Furthermore the subject must relate to a cross disciplinary track: language development, innovation and entrepreneurship, it and media,
Saudi arabia	curriculum in saudi arabia emphasise on foure ereas in art and that ereas are art history aesthetics criticesm and art making.
France	Art teaching in France is funded on practice (not in a technical approach) by proposing open artistic situations to pupils to invite them to find and propose artistic solutions in answer. Then after a regard on all productions, through an oral exchange, singularity, free point of view, questions, solutions are underlined. Connections with art work and artists are then proposed. Art practice, artistic question, arts history, aesthetics questions, architecture, but neither craft nor design in schools (only in specific sections on high level)
Nigeria	Visual arts education in Nigeria is based on theory and praxis...cognitive and psychomotive and emotive. A taxonomic balance is ensured. In my University and probably others, art history, media and aesthetics, craft, are taught at undergraduate levels, in addition to other elective courses across disciplines eg. Sociology and anthropology i.e.
Portugal	The emphasis of the curriculum is in the learning of skills or techniques of visual arts, therefore is a studio focused way of seeing the arts. In the 1st cycle of the Basic Education, students tend to have craft experiences, even if we can call them technical experimentation. The visual arts also comprehend a great deal of representation of the reality, traditional art forms themes and subjects', drawing for example is seen as a language, a form of communication. Besides this traditional aspect of representation, the curriculum of the visual arts at same stages, 2nd , 3rd cycles of the Basic Education levels, have contact with the principles of modern art but mostly in its formal aspect. There is also a focus in the knowledge of art history and aesthetic and basic principles of design, is this case, we have a tradition to apply or introduce the students to basic formal models inspired in the Bauhaus movement. The visual arts also comprehend a great deal of representation of the reality, traditional art forms themes and subjects; drawing for example is seen as a language, a form of communication. Besides this traditional aspect of representation, the curriculum of the visual arts at same stages, 2nd , 3rd cycles of

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	<p>the Basic Education levels, have contact with the principles of modern art but mostly in its formal aspect. There is also a focus in the knowledge of art history and aesthetic and basic principles of design, in this case, we have a tradition to apply or introduce the students to basic formal models inspired in the Bauhaus movement. At the Secondary School, the Visual Art Courses belonging to the Scientific-humanities courses, the students are more involved in art history learning, aesthetics knowledge and design, because this level of teaching in a way is pre seen as a preparation to college.</p> <p>The curriculum in Visual Arts also tries to pass the idea of the importance of cultural literacy towards the visual arts throughout all the levels of teaching, but this objective may be put in hold because of great focus put in the experimentation of techniques of the visual arts.</p>
Latvia	<p>Fields "Art" subject content standards consists of three components: "Art as a cultural component," "Language Arts" and "creative activity".</p> <p>The subject "Literature" learner improves their understanding of the process of literary diversity of interest in Latvian and world literature and folklore heritage be preserved and the art of language develops the ability of self-expression.</p> <p>The subject "Music" student improve their emotional and rational perception of music, develop collective and practical musical skills and understanding of the world and Latvian traditional and folk music.</p> <p>The subject "visual art" the student develops the visual arts and cultural understanding, develop and enrich their creative work experience and learn about the diversity of art in contemporary society.</p> <p>Subject is talked about all art themes: history of art, design, media, aesthetics and practical creative work. It must be said though, that the most difficult is the new acquisition, namely the identification of media and contemporary art awareness.</p> <p>I believe that visual art should be learning in general secondary education, in increasing the capacity of the creative industries, it can permanently serve the economy as well, such as analyzing, evaluating contemporary art in this age group can develop critical thinking skills</p>
Cabo Verde	Design (problem solving)
Spain	Design and multimedia (audio visual) Elements and principles of visual language /dot, line, space

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	geometry temper technics sometimes, depending on the teacher , a social interpretation of art
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The pupil's competence in visual arts is developed in all **four dimensions of learning in visual arts**; *Visual perception and thinking, Visual production, Interpretation of visual culture and Aesthetic, ecological and ethical value judgement.*

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8. In your country, is visual art required at the elementary level?

Brazil	Yes, it is. At least two hours a week.
Canada	Yes, though again, this is under the jurisdiction of local school boards. The teachers are generalists. If s/he is strong in the visual arts, the students may enjoy a great program.
Chile	Yes 2 hours (45 minutes each) a week
Egypt	YES, in the basic education (1-9 th grade) is a must to pass subject.
Finland	<p>Yes, we have distributed lesson hours in basic education. There is a minimum amount of lessons for arts (music, visual arts, crafts and physical education) that is different in each class level. These lessons are required for all pupils to take.</p> <p>There is also a possibility to have arts as voluntarily, elective subjects. The amount of hours is also decided nationally and applied locally.</p>
Oman	yes
Scotland	yes
South East Asia (Australia)	With the mandating of the new document The Australian Curriculum: The Arts by the Australian Government (2015a) Australian students now have mandated access to the Arts from Foundation through to Year 10. The Australian Curriculum was a result of many years of fluctuation and wavering between states and territories over curriculum content and direction, school age and curriculum compatibility in what is a relatively small country. The national body, The Australian Curriculum, Assessment and Reporting Authority (ACARA) takes responsibility for the development and production of the curriculum documents, while the states and territories have been handed the implementation responsibility.
Taiwan	yes

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Turkey	Yes
United Kingdom	Yes – see above (1).
United States	Yes, but this is a complicated question to answer as each state can operate independently from the federal government in the interpretation and application of graduation requirements and course offerings. This depends totally on State policies.
Iceland	Yes, it is compulsory from grade 1-8
Namibia	no
Slovenia	Yes. <i>Mandatory school (6-14y) in duration of 9 years:</i> <i>1-5 grade – 2 school hours weekly (70 per year)</i> <i>6-9 grade – 1 school hour weekly (35 per year).</i>
Greece	No
Japan	Yes, we have specified number of lesson hours in basic education. There is a minimum amount of lessons for art that is different in each year level. These lessons are required for all pupils to take. Some schools have additional hours for art learning activities. For example, pupils in Year 5 & 6 have 50 hours for visual art per year (http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/siryo/07061432/005/001.htm)
South Korea	The integrated curriculum is applied to grades 1 and 2. So, the visual art is required through grade 3 to 9. The high school curriculum is elective centered, so elective courses such as 'Art', 'Art Studio', and 'Art Appreciation and Criticism' are offered at the high school level.
Germany	Yes
Hungary	Yes it is. From grade 1-4 weekly cca. 2 hours are given for visual art.
India	As per the National Curriculum Framework 2005, "Arts education must become a subject taught in every school as a compulsory subject up to class X and facilities for the same may be provided in every school" (p.2). At the pre-primary level, 1 hour out of 4 (per day) must be focused on art, or art integration. At primary or upper level, 2 class periods a week must be focused on visual art, and 2 for craft. During the secondary stage arts education as a compulsory subject requires equal time

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	distribution as for other subjects. At least 6 periods (3 block periods) should be allocated for practical activities and 1 period should be allocated for theory.
Mexico	Not, it isn't.
china	yes
Denmark	From 1-5th grade, after that it is optional as elective subject
France	Yes
Saudi arabia	. in saudi arabia visual arts is required at the elementary level.
uruguay	YES, BUT IS NOT THE IMPORTANT ISSUE IN THE PRACTICE.
Belgium	Yes!
Colombia	Depends on the educational project of the school
Nigeria	No it's optional and in some schools, it is non-existent.
Portugal	Yes, the national curriculum state that the students of the Basic Eduatcion 1 st Cycle have to have 3 hours per week of arts teaching, this include the visual arts, dance, music, drama. But this guideline, not always is taken care of, because primary schools teachers and the boards of the schools tend to value other subjects matters like mathematics and the learning of Portuguese, matters that until this year were subject of evaluation in a national final exam held at the end of the Basic education 1st cycle. At the Basic Education 2 nd Level, children have Visual Arts classes as part of the curriculum.
Latvia	yes
Cabo Verde	Only after 2015
Spain	No

9. In your country, is visual art required at the secondary level?

Brazil	Yes, at least one hour per week.
Canada	No, visual arts are offered as elective courses. In larger cities, there are some public schools that specialize in the arts, eg, the Etobicoke School for the Arts in Toronto http://www.esainfo.ca

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Chile	In the 9 th to the 10 th grade it is required, but sometimes the school only offer one subject : Visual Art or Music In the 11 th 12 th grade it is only optional (in case the school have teachers for both subjects). Than students have to choose between Visual Art and Music.
Egypt	YES. Compulsory to age 14 and optional thereafter.
Finland	At secondary level students must take and complete altogether 3 compulsory art courses (a course = c. 38 lesson hours) in music and visual arts In addition students must be offered a choice of at least three optional courses in each of these subjects
Oman	Yes but as an optional courses for specialization in fine arts (4 times a weeks)
Scotland	Required to age 14; optional thereafter
South East Asia (Australia)	In Australia secondary level begins at Year 7 (recently Queensland came into line with the other states by implementing Year 7 as secondary school in 2015). As noted above students will have mandated access to the arts through to Year 10. In Years 11 and 12 they can choose whether to continue to study the Arts.
Taiwan	yes
Turkey	Yes
United Kingdom	Yes – see above (1) – up to 14 years old. After that students may choose from the menu of subjects offered by the school (which may or may not include art).
United States	Yes, but this is a complicated question to answer as each state can operate independently from the federal government in the interpretation and application of graduation requirements and course offerings. This depends totally on State policies. In Ohio, there is a requirement for an art credit in order to graduate high school. That helps keep art teachers in the high schools (in Ohio).
Iceland	it is an elective from grade 9-10 and in the upper secondary school (3 years)
Namibia	It is a supplementary subject from Gr 8-10

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Slovenia	<i>Grammar school (15-18y) (general program): 70 school hours in four years.</i>
Greece	Yes
India	As per the National Curriculum Framework 2005, during the higher secondary stage arts education as one of the compulsory subject requires at least 8 periods (4 block periods) for practical activities and 2 periods should be allotted for theory. However, at this stage students may choose from any one of the five art subjects (covering heritage craft, design, visual or performing arts).
Hungary	Yes it is. From grade 5-8 weekly 1 hour are given for visual art.
Japan	Yes, students in lower secondary schools have to take Art lessons. There is a minimum amount of lessons for art that is different in each year level. For example, students in Year 1 (12-13 years old) have 45 hours for visual art per year. Students in 2 & 3 (13-15 years old) have 35 hours for visual art per year. (http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/siryu/07061432/005/001.htm) In some schools students might be offered additional visual art lessons as a selective subject.
South Korea	The integrated curriculum is applied to grades 1 and 2. So, the visual art is required through grade 3 ~ 9. The high school curriculum is elective centered, so elective courses such as 'Art', 'Art Studio', and 'Art Appreciation and Criticism' are offered at the high school level.
Mexico	Not, it isn't.
Belgium	For the 12-14 year olds
colombia	Es discrecional según el Proyecto Educativo Institucional de cada colegio o escuela
uruguay	THE SAME ANSWER,- not important ONLY IS MORE IMPORTANT IN HIGH SECONDARY, WHEN YOUR OPTION IS DESIGN OR ARCHITECTURE.
france	Yes
denmark	No, it is optional as an elective subject
Saudi arabia	yes

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china	yes
Nigeria	No, it's optional and in some schools, it is non-existent.
Portugal	Yes, students in the Basic Education 3 rd Cycle , ages from 12 to 14 years old, are required to have visual arts classes. At Secondary School Level ages from 15 to 17 years old, only the students that choose to study Visual Arts courses have required to have these classes.
Latvia	I believe that visual art should be learning in general secondary education, in increasing the capacity of the creative industries, it can permanently serve the economy as well, such as analyzing, evaluating contemporary art in this age group can develop critical thinking skills.
Spain	With a lack of significance
Cabo Verde	Only after 2015

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10. In your country, what requirements exist including visual arts learning in order to graduate from high school?

Brazil	
Canada	Visual arts courses are offered as electives. The requirement to take an elective in visual arts to graduate from high school would be determined by provincial or territorial as well as school board policies.
Chile	The different Universities make requirements to accept the students. There is no obligation to perform a specific test on the subject.
Egypt	Visual arts is not a requirement to 'graduate' from secondary school, but it is a required subjects that qualify students to go to arts colleges
Finland	See above Schools offer a possibility to have a course for General upper secondary diploma

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	in arts and skills education. Usually students who are interested in visual arts and wish to study it at the university do this diploma. However, it is optional.
Oman	In order to graduate from high school (grade 12), student must pass all school exams for all studied disciplines including fine arts curriculum and passing score is 60% for all school disciplines. Regarding requirements for art curriculum, student must pass the knowledge theoretical exam in addition to the course evaluation of the art implementations, project, and art activities as implemented in the class with specific criteria for assessment.
Scotland	See answer to Q9. It is not a requirement to 'graduate' from secondary school, but it is one of the most popular non-compulsory subjects.
South East Asia (Australia)	Senior students can choose visual art as a senior subject which they can specialise in. There is no requirement for them to enrol in visual arts as a mandatory subject to graduate from Year 12. The Australian Curriculum – The Arts provides all students with opportunities to engage with the arts: visual art, music, drama, dance and media arts.
Taiwan	Each week one class from 3-9 grades, and 2-6 credits for 10-12. Arts learning is a required subject.
Turkey	In order to graduate from the high schools, students have to choose one of these modules: a) literature and social sciences, b) sciences, c) fine arts. Beside these schools there are Science High Schools, Social Science High Schools and Fin Arts High Schools. The schools a and b have their students through a central exam done by the ministry; fine arts high schools get students through talent exams (drawing, painting exams etc.)
United Kingdom	This question doesn't make sense in the UK context.
United States	Yes, but this is a complicated question to answer as each state can operate independently from the federal government in the interpretation and application of graduation requirements and course offerings. See previous answer.

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Iceland	there are no requirements unless you are specializing in art then there is a special curriculum for them that they need to fulfil
Namibia	portfolio kept from Gr 8-10 or Gr 11-12 and pass the subject
Slovenia	<i>Sorry, maybe do not understand the question, but no specific requirements exist in Slovenia to graduate from high school, just to pass all the subjects.</i>
Greece	3 years art classes during junior high school
Japan	Students take one subject in music, art, craft and calligraphy. So Visual arts are compulsory.
South Korea	Students should take 5 units for art or music elective courses. Except the class assessment, there is no other requirements or evaluation at the point of high school graduation.
Germany	yes
Hungary	Yes it is. From grade 9-10 weekly 1 hour are given for visual art. In the 11-12 nd grade it is optional from music, or visual art.
India	At a primary stage: 130-150 hours out of 600 ; At Upper primary level: 130-150 out of 780 hours ; Secondary level, 130-150 out of 780 hours ; and Higher secondary level, 160 out of 800 hours. (At secondary and above, art education hours may be accounted for by visual, performing, heritage craft, or design).
Mexico	All the students in general, needs learning of maths, chemistry, physics, biology, Mexican history, universal history, spanish linguistic, logic, geography, sports, literature, philosophy, statistics, informatics, psychology, english.. Also, depending of the future degree of the student, them have to specialize in the field of the study in the last year, in that way, they have to take others subjects.
Belgium	Depends on the specialization
Saudi arabia	in saudi arabia high school visual arts is not requaierd to graduate and student can sellect it as Optional subject
china	High school art curriculum is divided into 5 modules—Art appreciation—Painting and sculpture—Design and process—Calligraphy and seal cutting—Modern media art— Credit system management in high school art curriculum—Select a module and practicing 18 hours a credit available, each student must be practicing the art curriculum 54 class hours, to obtain a prescribed three basic credit. In obtain the

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	required 3 credits, students can according to their own interests and the need to continue to attend the course learning module to obtain additional credits.
denmark	Students must pass an exam if they take the elective subject
france	Specialized art sections offer an important level to the exams.
uruguay	IT WAS ANSWERED BEFORE, YOU NEED APPROVE THESE SUBJECTS, BUT YOU DON'T HAVE A FINAL PROJECT OR SOMETHING LIKE THIS, WHICH THE VISUAL ARTS ARE INCLUDED.
Colombia	Existe el requisito del Examen de estado, llamadas las Pruebas saber; además de haber cumplido con la totalidad de las asignaturas del pensum académico.
Nigeria	<p>(Two-pronged short answers here: one, is the entry requirement; which is 5 credit grade scores which must include, English Language and Visual Arts and any 3 others @ the West African Senior Secondary Certificate Examination (WASSCE) or National Examination Council of Nigeria (NECO), or the General Certificate of Education (GCE). This is standard requirement, both at regional as well as national.</p> <p>Admissions into higher education (Tertiary Institutions) programmes are accredited by Joint Admission and Matriculation Board (JAMB). Admission candidates are required to pass with a cut-off point of 180 to qualify for final aptitude test examination. In respect of visual art education, a 180 score secures the candidates admission into university education.</p> <p>Two, University programmes are regulated and accredited by government body referred to as National University Commission (NUC). This is the body that defines and regulates the required minimum benchmark (BMAS) for running programmes in visual arts education in other to graduate. Therefore, meeting the BMAS of NUC by any University education offering Fine and Industrial Arts, or Fine and Applied or Fine Arts and Design education, as applicable, is sacrosanct. Failure to meet NUC BMAS' standard mean closure of such institution. Therefore a graduate of visual arts is trained with standard expectation for self-sustainment as specified in her curricula need.</p>
Portugal	In order to graduate from high school (secondary school level) students have to pass all subject matters from the course. Some classes have three years duration, two or one year, and alongside the Portuguese language, all nuclear disciplines from each course have a national exam. The grades obtained in the each discipline are added to the result of the corresponding national exam, then we make the average between the two results, that normally is calculated as this: 75% to the result obtained during classes; 25% to the result of the national exam.



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	In Professional Courses and Specialized Artistic Courses students only have to do national exams if they want to go to the university. But to finish their formation at the end of the 3 years of study, they have to do a final course project.
Latvia	
Spain	No, for general students yes for students who elected for artistic courses
Cabo Verde	

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Appendix 6

11. In your country, what regional or national visual arts education professional associations exist?

5

How might they be linked to one another, and to international bodies such as InSEA

Brazil	
Canada	<p>There is a national organization, the Canadian Society for Education through Art affiliated with InSEA at http://www.csea-scea.ca</p> <p>Some provinces have their own associations which are affiliated with CSEA, for example, Ontario's association the OSEA at http://ontarioarteducationassociation.org and British Columbia's BCATA at http://bcata.ca</p>
Chile	<p>Only Educarte is linked to InSEA</p> <p>Educarte (teacher association for each teacher who want's to combine his lessons with Art or Music, putting the Art in the center of Education)</p> <p>AEA – Sur a students alliance (Visual Art and Music Pedagogy)</p> <p>Espacio Arte-Educación (its only a Facebook, but once a year they organize an event)</p> <p>https://www.facebook.com/luisa.daniela.148</p>
Egypt	Amesea (already is affiliate of InSEA – members are mainly from art education researchers).
Finland	<p>We have two associations: Art education teachers' association (KOL)</p> <p>http://www.kuvataideopettajat.fi/ and Youngart http://youngart.fi/yhteystiedot/ that are going to become the organizational members of InSEA.</p> <p>I have also discussed with several other associations that will hopefully become</p>

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	<p>affiliate members of InSEA, those of: Finnish Museum association, Pedaali, the Finnish association for museum education, School of architecture for children and youth (Arkki), Finnish National Board of Education Finnish Network of Children's Cultural Centre.</p>
Oman	<p>In your country, what regional or national visual arts education professional associations exist? How might they be linked to one another, and to international bodies such as InSEA? We don't have direct association under the name visual arts education or art education however; all organizations mentioned above in Question no. 4 deal with informal art education could be linked at international level with international bodies such as InSEA. Soharthouse (https://www.facebook.com/Sohart?fref=ts)</p>
Scotland	<p>NSEAD (already and affiliate of InSEA - very few Scottish art and design teachers are members).</p>
South East Asia (Australia)	<p>National Association for the Visual Arts (NAVA): https://visualarts.net.au/ NAVA is the national peak body for the visual and media arts, craft and design sector. Through advocacy and service provision, we work to achieve a strong Australian visual arts sector and a vibrant, distinctive and ethical cultural environment. Since its establishment in 1983, NAVA has been successful in securing policy and legislative change to encourage the growth and development of the sector and to increase professionalism within the industry. NAVA sets and monitors adherence to best practice standards. It also undertakes advocacy, research, policy and project development, data collection and analysis. It provides direct service to its members and the sector generally by offering expert advice, referrals, resources, professional</p>

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	<p>representation and development, grant programs, education and training courses and events, and a range of other opportunity brokerage and career development services.</p> <p>Art Education Australia (AEA): http://www.arteducation.org.au/ Art Education Australia Inc. (AEA) is the peak national professional association that supports and promotes art education at all levels as an integral part of general education and art education research within Australia. AEA represents the profession at national arts and education forums and in national and international peak associations.</p> <p>Flying Arts Alliance: http://flyingarts.org.au/ Flying Arts is committed to promoting the appreciation, practice, and professional development of the visual and media arts throughout Queensland; especially for artists and communities disadvantaged by distance and isolation. We offer a diverse annual program of workshops, projects and exhibitions, coordinated and delivered by an elite team of artists and facilitators. We also provide access to a wide range of professional services and resources.</p> <p>Queensland Art Teachers' Association: http://qata.qld.edu.au/ QATA advocates for Visual Art education in Queensland by providing professional development and networking opportunities for teachers; advising education authorities on policy and curriculum development; and providing teachers with opportunities to engage critically with contemporary art and design practices. The Queensland Art Teachers' Association is a fully incorporated professional association committed to the promotion of the Visual Arts in the field of education. Established in 1961, QATA is managed by teacher volunteers and funded by membership subscription, to network with and service the needs of visual art and design educators in primary, secondary and tertiary sectors.</p> <p>Visual Arts Educators of South Australia Inc.: http://www.vaesa.com.au/ VAESA is the professional association of Visual Arts educators in South Australia who are committed to the growth and development of the visual</p>
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	<p>arts through scholarly exploration and promotion of best practice in art education in R – 12, tertiary sectors and educational cultural institutions.</p> <p>Tasmanian Art Teachers’ Association (TATA): http://www.tata.org.au/ Contribute to the development of Arts Education and nourish connectivity and collegiality between our members. TATA serves members who are: Specialist art teachers, educators who teach art, student art teachers and professionals engaged in art education. TATA members operate over a range of contexts, including: Pre-school/preparatory, primary schools, secondary schools, private education providers, creative industries and related industries which engage within creative arts e.g. health, social and community services. TATA’s role: Art education advice, information and assistance to members, Advocacy for the education sector in relation to policy and curriculum development and assistance to our members to build social capital through quality art education.</p> <p>Visual Arts and Design Educators Association (VADEA): http://vadea.org.au/ The Visual Arts and Design Educators Association of NSW seeks to promote the study of Visual Arts and Design education and to inspire and support Visual Art and Design teachers.</p> <p>Art Education Victoria (AEV): http://www.aev.vic.edu.au/ AEV aims to promote and support high quality visual arts education as an essential component of a balanced curriculum for all students at all years of schooling in Victoria.</p> <p>Art Education Association of Western Australia: http://arted.org.au/ The Art Education Association exists to promote and improve the quality of Art Education in Western Australia through the support of best practice and innovation. The aims of our Association are to provide: Communication, Professional Development and Advocacy of the Visual Arts for arts educators, specialists and generalist teachers in Western Australia.</p> <p>Darwin Visual Arts Association (DVAA): http://www.dvaa.net.au/about/ DVAA aspires to be recognised as a regional hub and incubator for emerging</p>
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	<p>and established artists, curators, arts writers, a leader in engaged artistic practice that links artists, organisations and communities across the region.</p> <p>Artists' Society of Canberra: http://www.asoc.net.au/ ASOC Objectives:</p> <ul style="list-style-type: none"> · develop skills, knowledge and understanding of the visual arts; · maintain a supportive and vibrant community amongst its members; · provide relevant information about events and activities in the visual arts; · organise activities for doing art in a supportive group setting; · organise exhibitions to display members' art; and · support and promote the practice of the visual arts in the ACT and region.
Taiwan	<p>we have Taiwan Art Education Association, Prof. Ann Kuo is the founder.</p>
Turkey	<p>There are only two national visual arts education professional associations: a) Visual Arts Education Association (VAEA - GORSED) and b) The Association of Arts Educators (AAE- SEDER). VAEA- GORSED is an affiliation of InSEA.</p>
United Kingdom	<p>National Society for Education in Art and Design (NSEAD) www.nsead.org NSEAD encourages a number of non-sponsored (ie independent) 'Regional Network Groups'. They are listed on the NSEAD website and each could be linked to InSEA.</p> <p>Engage (subject association for gallery/museum educators) Engage works in tandem with NSEAD and generally serves a different membership group (few teachers).</p> <p>Campaign for Drawing CfD works to promote drawing – in and out of school. http://www.campaignfordrawing.org/home/index.aspx They could become affiliates of InSEA.</p> <p>AccessArt http://www.accessart.org.uk/ This is a relatively young organisation and is quite local in impact. It could become an affiliate of InSEA.</p> <p>Expert Subject Advisory Group for Art and Design www.esag4art.com This started as a government sponsored advisory group for England. It is now a totally independent group and brings several organisations together. It could become an affiliate of InSEA. (I am Chair of this group.)</p> <p>All Party Parliamentary Group (APPG) for art and design education (no URL). This is a committee of politicians created by politicians. NSEAD provides the secretariat service for the group. It probably could not become an affiliate of InSEA but we could ask.</p>

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	<p>Design Council http://www.designcouncil.org.uk/ Crafts Council http://www.craftscouncil.org.uk/</p>
United States	<p>There is the National Art Education Association. Each state has a representation of the National organization applied locally, such as the Missouri Art Education Association and Ohio Art Education Association. There are local art educator groups as well. In the Springfield area, for example, the group is The Southwest District Art Teacher Association. There are other groups that are available that are more material oriented such as groups interested in ceramics, photography, digital, painting, etc. There are many groups.</p> <p>USSEA also exists in the U.S., as the direct connection to InSEA. The relationship between USSEA and NAEA seems unclear to me, however.</p>
Iceland	<p>Association of art education FÍMK, association of art teachers in the upper secondary school level.</p> <p style="text-align: right;">5</p> <p>FIMK has been a member of InSEA</p>
Namibia	<p>College of the Arts University of Namibia Arts Association of Namibia National arts Gallery of Namibia Institution for open Learning</p>
Slovenia	<p><i>Not quite nice situation in Slovenia, I am afraid. We have one or two small local AE associations, not connected among themselves and there is no connections with the InSEA. Elementary and grammar school teachers do not see any benefits of becoming InSEA members or visiting InSEA conferences. They do not get any funds from school (or other institutions), so they are not willing to spend their own money. There are only some individual membership of InSEA (from Universities and governmental institution).</i></p>
Greece	<p>Hellenic association of primary and high school art teachers.</p>

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<p>Japan</p>	<p>The Japanese Society for Education through Art in Japan (InSEA Japan) (http://www.edu.gunma-u.ac.jp/bijutu/8.html)</p> <p>The Association of Art Education [http://www.artedu.jp]</p> <p>The University Art Education Society of Japan [http://www.uaesj.com] People who teach or study art education in universities join this group.</p> <p>The Art Education Society of Japan [http://www.aesj.org/nc2/htdocs/]</p> <p>The National Formative Education Union [http://zenzouren.net/pg81.html] A lot of school art teachers join this group.</p> <p>InSEA Japan has a link to InSEA and is working together. These groups are working together sometimes. For example, they submitted the paper about the importance of art education in schools to the government.</p>
<p>South Korea</p>	<p>There are 4 national associations of art education. The associations work together time to time by holding the joined academic conference. Since many art educators are affiliated with more than 1 association, the professional collaboration happens naturally at the personal level.</p>
<p>Hungary</p>	<p>In Hungary we have one professional association (from 1898) the Hungarian Art Teachers Association which has 300 active and 400 passive members of 4 500 art teachers. HATA is member of InSEA, and represented by one its board member.</p>

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Germany	The national organization of visual arts teachers is the union of German art educators ('Bund Deutscher Kunstlerzieher' – BDK. www.bdk-online.info). BDK (s. question 4) with sub-organizations in each of the 16 countries
Latvia	Dažas asociācijas nav izturējušas krīzes periodu, bet ilglaicīgākās ir <i>LAT InSEA</i> un <i>TRĪS KRĀSAS</i> biedrības, kas veiksmīgi darbojas arī šodien.
India	As of now, there is no professional association for art educators in particular though there are some professional bodies for art and design fields. For instance: there is the Association for Designers in India (http://www.adi.org.in/) and the Art Society of India (http://artsocietyofindia.org). I have a draft in progress for a charter for IndSEA, the India chapter of InSEA, and we appreciate your support on going about this task.
Mexico	There are not regional or national visual arts education professional associations. But the institutions that have this programs like: the Programa Nacional de Educación Artística (PNEA); the Programa de Apoyo a la Docencia, Investigación y Difusión de las Artes (PADID); the master degree in Desarrollo Educativo (Conaculta-Cenart); the master degree in Docencia en Artes y Diseño (UNAM). All those programs could be linked, in the way to share the research that the students, professors, and researchers are doing. As well doing practices projects and researchers together.
Belgium	->At regional level: for example www.krizoom.be ->At community level (flemish educational department): www.canoncultuurcel.be
uruguay	I DON'T KNOW OTHER ASSOCIATIONS IN URUGUAY, IN FACT I KNOW SOME PEOPLE TAKE PART OF InSEA.
france	There is a national association of art teachers : Association Polychrome: http://polychrome-edu.fr/
denmark	For elementary school: Danmarks billedkunstlærere (DBL), http://www.danmarksbilledkunstlaerere.dk/ , For high school: Gymnasielærere I billedkunst og design (GLB&D) http://www.emu.dk/modul/gldb-den-faglige-

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	<p>forenings-bestyrelse. There is a vertical group where representatives from the associations meet.</p> <p>DBL has a history with a membership in InSEA, recently they orient towards Nordic collaboration</p>
china	<p>We have the National Education Institute of Fine Arts Education Professional Committee. Provinces (municipalities) have specialized personnel management. The fine arts professional committee held a variety of academic conferences, classroom competitions, etc., to promote the teaching of art teachers to improve their skills.</p>
Saudi arabia	<p>in saudi arabia we have the national art education association and it works under UQU and it dose not link with other associations</p>
Cabo Verde	<p>Not yet</p>
Colombia	<p>Asociación colombiana de Facultades y programas de artes- ACOFARTES,</p>
Portugal	<p>To my knowledge there's APECV (Portuguese Visual Art Teachers Association) but in this case there's already a connection to InSEA.</p> <p>There's also APVET (National Association of Visual and Technological Education Teachers) this association has regional branches in the Azores and Madeira.</p>
Latvia	<p>Some associations have failed to pass the crisis period, but the long-term is the LAT InSEA and Three Colours association successfully operating today.</p>
Spain	<p>There are no orgs affiliated with InSEA</p> <p>There are colegios oficiales de doctores y licenciados de Bellas Artes, not really defending art educaion</p> <p>La Asociación 09 de Profesorado de Dibujo, Artes Plástica y EPV. http://asociacion09.blogspot.com.es/, new- seems interesting</p>