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NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 8

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			<p>1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).</p>	<p>The artwork featured throughout A Community Connection comes from a wide range of cultures. Art History and Traditions provides a view of how different cultures have expressed their ideas. A Global View and Connections allow students to relate to ideas in art and design from multiple sources. Sample references include:</p> <p>Art History and Traditions: 16-18, 136-138, 256-258</p> <p>A Global View: 110-112, 140-142, 230-232</p> <p>Connections: 28-29, 88-89, 148-149, 208-209</p>
			<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p>The artwork and designs in A Community Connection are from a wide range of male, female, and student artists. The Meet the Artist section in the Global View and the Content Review in each unit highlight art professionals and their accomplishments in their field. Sample references include:</p> <p>Meet the Artist: 53, 91, 151, 169, 199, 229, 271</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>A Community Connection is available in an interactive electronic format. Other electronic resources are available at http://www.davisart.com/.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>A wide range cultures and traditions are presented in A Community Connection. It features historical information about those cultures and exposes students to ideas and practices from past and present societies.</p>

Information and Communication Skills: Literacy in the Arts

The instructional materials will include multiple strategies that:

<p>SE/TE: Check Your Understanding: 127, 131 For Your Portfolio: 31, 61, 90, 121, Write About Art; 180 Share and Reflect: 27, 134 Teaching Through Inquiry: 163</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p>SE/TE: Assessment Options: 199 Check Your Understanding: 19, 23, 48, 191 For Your Portfolio: 90 Teaching Through Inquiry: 35, 47, 126, 184</p>	<p>5. identify how artifacts and artworks, that are collected, preserved or presented by artists or other venues, communicate meaning, record history and connect cultures.</p>							
<p>SE/TE: For Your Sketchbook: 31, 61, 91, 121, 151, 181, 211, 241, 271</p>	<p>6. provide resources for independent student exploration.</p>							

Personal and Workplace Productivity Skills

For students mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p>SE/TE: Studio Exploration: 12-15, 42-45, 72- 75, 84-87, 102-105, 114-117, 132- 135, 204-207, 222-225, 264-267 Maintaining the Art Room: R41</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							
<p>SE/TE: Assessment Options: 169 Community Involvement: 89 Differentiated Instruction: 24 Social Studies Connection: 118 Teaching Through Inquiry: 2, 23, 47, 48, 75, 137</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>							

<p>SE/TE: Check Your Understanding: 247, 251 Computer Options: 87 More About...: 258, 265 Skills and Techniques: 248-251 Social Studies Connection: 253 Teaching Through Inquiry: 152, 172, 236 Practice: Scanning & Saving 249</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>							
<p>SE/TE: Assessment Option: 75 Social Studies Connection: 86 Studio Exploration: 84-87 Teaching Through Inquiry: 62, 126, 146, 214, 256 Studio Time 221 Create: Studio Time 126, 221</p>	<p>10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.</p>							
<p>Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of content standards and objectives, the instructional materials provide:</i></p>								
<p>SE/TE: Check Your Understanding: 23, 67, 131, 262 Language Arts Connection: 130, Science Connection: 194 Social Studies Connection: 86 Inspiration for Art, 133 Assessment Options: 53, 131</p>	<p>11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.</p>							
<p>SE/TE: Engage: 3, 33, 47, 93, 125, 163, 183, 205, 223, 257</p>	<p>12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.</p>							
<p>SE/TE: Differentiated Instruction: 46, 74, 84, 112, 126, 144, 154, 190, 222, 234</p>	<p>13.multiple approaches to differentiate instruction</p>							

SE/TE: Resources: 1C-1D, 31E-31F, 61E-61F, 91E-91F, 121E-121F, 151E-151F, 181E-181F, 211E-211F, 241E-241F	14. supplemental visuals that correspond with lessons.							
Life Skills <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>								
SE/TE: Studio Exploration: 24-27, 42-45, 84-87, 102-105, 144-145, 162-165, 192-197, 222-225, 234-237, 264-267	15. explore a variety of perspective and/or methods for art creation.							
SE/TE: Connections: 28 Differentiated Instruction: 16, 32, 106, 166 Share and Reflect: 14 Teaching Through Inquiry: 10, 18, 26, 35 Visual Culture: 111	16. engage in open-ended discussions about art.							
SE/TE: Studio Exploration: 12-15, 54-57, 84-87, 114-117, 144-147, 162-165, 192-195, 204-207, 222-225, 264-267	17. promote student art production in a variety of settings (i.e. collaboration, visual dialogue, studio work, etc.)							
Assessment <i>Instructional materials provide:</i>								
SE/TE: Studio Exploration Rubrics: 31A, 61A, 91A, 121A Summative Assessment: 31B, 61B, 91B, 121B, 181B Assessment: 37, 195 Studio Evaluation Criteria: 36, 193	18. provide resources for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, performance tasks, student self-reflections, open-ended questions and/or portfolio evaluation).							

Organization, Presentation and Format

Instructional materials provide:

<p>SE/TE: Elements of Art: 276-279 Principles of Design: 280-283 Skills and Techniques: 98-101, 68-69, 40-41 Studio Exploration: 114-116</p>	<p>19. information that is organized logically and provides a sequence of the elements of art and principles of design.</p>						
<p>SE/TE: Resources: 1C-1D, 31E-31F, 61E- 61F, 91E-91F, 121E-121F, 151E- 151F, 181E-181F, 211E-211F, 241E- 241F</p>	<p>20. media that must enhance and support instruction and learning.</p>						

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 8

Eighth grade students demonstrate 21st Century Learning and Thinking Skills as they refine the use of art media, techniques, technology and processes combining the elements of art and principles of design in creating two-dimensional and three-dimensional works of art. Students choose content related to their own lives and learn to work independently and in teams. They analyze works of art and place them in their global historical and cultural context. They apply processes of art criticism and visual literacy while viewing and writing about personal works of art and exhibits. Emphasis is given to West Virginia artists and their contributions to our history and culture. They gain an awareness of careers in visual art and gain an appreciation of art as a source of enjoyment and life long learning.

Standard 1: Media, Techniques and Processes

Students will identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional workers of art; and use materials and tools in a safe and responsible manner. This standard addresses knowledge, comprehension, and application levels of Bloom's Taxonomy as well as 21st century communication skills, health and wellness issues.

Standard 2: Elements of Art and Principles of Design

Students will identify selected elements of art and principles of design as they related to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and communication expressive ideas that demonstrate an understanding of structures and functions in art. This standard address knowledge, comprehension, and application levels of Bloom's Taxonomy as well as 21st century content.

Standard 3: Subject Matter, Symbols and Ideas

Students will identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols, and ideas. This standard address application, analysis, synthesis, and evaluation levels of Bloom's Taxonomy and as well as 21st century information and media literacy skills.

Standard 4: Art History and Diversity

Students will identify how the visual arts have a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other. This standard addresses the analysis, synthesis, and evaluation levels of Bloom's Taxonomy as well as 21st century content skills in global awareness, civic literacy, and economic impact of the visual arts.

Standard 5: Reflection and Analysis

Students will identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through culture and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures. This standard addresses all levels of Blooms Taxonomy as well as 21st century skills that include civic literacy, economic literacy, and systems thinking.

Standard 6: Multi-disciplinary Connections

Students will identify characteristics of the various arts and other disciplines; and analyze by comparing and contrasting connections between disciplines. This standard addresses synthesis and transfer levels of Bloom's Taxonomy as well as 21st century skills in media literacy and life skills. gd

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses											
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent					I		A		M		N
Media, Techniques and Processes												
SE/TE: Studio Exploration: 12-15, 24-27, 54-57, 72-75, 114-117, 132-135, 144-147, 162-165, 174-177, 192-195, 234-237	1. select and apply a variety of media, techniques, technologies, and processes used to express experiences and/or ideas.											
SE/TE: Share and Reflect: 116, 134, 177, 206, 254 Studio Time: 83, 101, 131, 161	2. evaluate the effectiveness of their choice of media, techniques, technologies, and processes.											
SE/TE: Studio Exploration: 24-27, 42-45, 84-87, 102-105, 132-135, 162-165, 192-195, 222-225, 252-255	3. use selected media, techniques, technologies, and processes to produce two-dimensional or three-dimensional artworks that communicate experiences and/or ideas, e.g., photography, computer imagery, sculpture and drawing.											
SE/TE: Safety Note: 14, 24, 74, 113, 162, 236 Maintaining the Art Room, R41	4. demonstrate safe and effective use of materials, tools, and technology.											
Elements and Art and Principles of Design												
SE/TE: Art Criticism: 225 Check Your Understanding: 101, 127 Practice: 99, 41, 69 Share and Reflect: 57, 164 Studio Time: 19, 79, 101, 247, 131	5. identify and use the elements of art; i.e., line, shape, color, texture, value, form, and space.											

SE/TE: Share and Reflect: 27, 45 Studio Time: 41, 49, 79, 247 Studio Exploration: 12-14 Practice: Creating Pattern, 129	6. identify and use the principles of design, e.g., unity, rhythm, emphasis, balance, variety, repetition, proportion and harmony				
SE/TE: Studio Exploration: 12-15, 42-45, 102-105, 114-117, 174-177, 192-195, 222-225, 234-237, 252-255 Studio Time: 41, 49, 139, 229	7. create two-dimensional artworks using a variety of elements of art and principles of design;				
SE/TE: Studio Exploration: 24-27, 54-57, 72-75, 84-87, 132-135, 144-147, 162-165, 204-207 Studio Time: 19, 79, 83, 203	8. create three-dimensional artworks using a variety of elements of art and principles of design;				
SE/TE: Studio Exploration: 24-27, 162-165 Studio Time: 11, 67, 79, 101, 109, 127, 139	9. create artworks using color schemes chosen from the following: complementary, analogous, monochromatic, triadic, split-complementary, warm, cool				
SE/TE: Art Criticism: 61, 75, 117, 207, 211 Share and Reflect: 45, 207 Studio Time: 101	10. evaluate the effectiveness of using the elements of art and principles of design to communicate ideas.				

Subject Matter, Symbols and Ideas

SE/TE: Extend the Lesson: 3 Studio Exploration: 114-117, 222-225 Studio Time: 7, 19, 23, 83, 131, Visual Culture: 81	11. choose realistic or non-objective symbols and ideas to communicate specific meaning in two-dimensional and three-dimensional works of art.				
SE/TE: Studio Exploration: 114-117, 222-225 Studio Time: 41, 53, 71, 83, 97, 109, 139 191	12. use realistic or non-objective elements to communicate personal experiences.				
SE/TE: Share and Reflect: 45, 87, 134, 164, 195 Studio Time: 37, 41, 79, 83, 247	13. analyze the effectiveness of choices in creating art relative to subject matter, symbols, and ideas.				

Art History and Diversity					
SE/TE: Check Your Understanding: 19, 48, 78, 109, 139, 169, 199, 229, 258	14. analyze and distinguish the characteristics of artworks and lives of artists from different periods of time, styles, and cultures.				
SE/TE: Check Your Understanding: 48, 53, 78, 109, 112, 139, 142, 169, 199, 229, 233	15. analyze and relate how art movements reflect world events of the time period.				
SE/TE: Internet Resources: 59 More About...: 107, 142, 168 Social Studies Connection: 97 Teaching Through Inquiry: 47, 137, 138, 197, 200	16. explain how time and place influence meaning and value in a work of art.				
The opportunity to address this objective is available. See the following: SE/TE: Art History and Traditions: 47 West Virginia not specifically addressed.	17. explore the connection of local history and culture to West Virginia artists.				
Reflection and Analysis					
SE/TE: Careers: 29, 59, 89, 119, 149, 179, 209, 239, 269	18. identify a variety of careers in visual art, e.g., architect, graphic designer, educator, industrial designer.				
SE/TE: Art History and Traditions: 256-259 Check Your Understanding: 173, 199, 229, 258, 262 More About...: 167 Visual Culture: 171 Studio Time, 169 Teaching Through Inquiry: 225	19. identify the changing nature of art in a contemporary world.				

SE/TE: Compare and Contrast: 3, 33, 63, 93, 123, 153, 213, 243	20. compare the meaning of similar artworks from different time periods based on information about history and culture, e.g., Toulouse-Lautrec to modern graphic designers, cartoonist's animation to computer generated animation.				
SE/TE: Check Your Understanding: 7, 11, 48, 67, 70, 82 Studio Exploration: 132-135 Teaching Through Inquiry: 129 Visual Culture: 81, 111	21. determine and identify the purposes for creating specific types of art, e.g., public sculptures, photography, computer generated art.				
SE/TE: Share and Reflect: 15, 45, 57, 87, 105, 134, 164, 207, 225, 254	22. select and display his/her artwork(s) to be part a group critique.				
SE/TE: Share and Reflect: 27 Writing About Art: 30, 60, 120, 180, 210, 240, 270	23. develop written responses to a variety of artworks that include description, interpretation, analysis, and judgment.				
SE/TE: Share and Reflect: 75 Teaching Through Inquiry: 10, 35, 67, 70, 100, 171, 198, 214, 219	24. participate in a group critique of various artworks using an art criticism process that includes description, interpretation, analysis, and judgment.				
Multi-disciplinary Connections					
SE/TE: Connections Across the Arts: 31A-31B, 61A-61B, 91A-91B, 121A-121B, 151A-151B, 181A-181B, 211A-211B, 241A-241B, 271A-271B	25. compare the characteristics of visual art to other arts disciplines.				
SE/TE: Differentiated Instruction: 136 Music Connection: 193 Studio Exploration: 264-267	26. employ multiple arts disciplines to recreate, illustrate a selected historical event or another thematic idea.				