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COURSE:	Grade 6 – General Art	TITLE	Explorations in Art: A Personal Journey
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NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 6

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 <i>A Personal Journey</i> is culturally diverse. 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: 76-78, 196-198, 256-257</p> <p>A Global View: 50-52, 110-111, 230-232</p> <p>Connections: 28-29, 88-89, 268-269</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 featured in <i>A Personal Journey</i> come from a variety 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 who are accomplished in their field. Sample references include:</p> <p>Meet the Artist: 22, 61, 82, 112, 143, 151, 191, 241</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>A Personal Journey</i> 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>Traditions and historical information from a variety of cultures is provided in <i>A Personal Journey</i>. It exposes students to ideas and practices from past and present societies.</p>
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GENERAL EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 6

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
	<i>In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>							
Next Generation Skills:								
Thinking and Problem-Solving Skills								
<i>Visual Arts content will</i>								
SE/TE: Studio Exploration: 12-15, 24-27, 72-75 Studio Time: 19, 37, 41, 49, 83, 127, 217	1. provide problem-solving skills for students to create art relative to a variety of subject matter.							
SE/TE: Studio Exploration: 12-15, 54-57, 102-105, 162-165, 174-177, 192-195, 222-225, 234-237, 252-255, 264-267	2. provide tools to analyze symbols and communicate ideas in art based on the elements of the art and principles of design.							
SE/TE: Studio Exploration: 12-15, 42-45, 102-105, 162-165 Studio Time: 11, 41, 53, 101, 157, 229	3. provide examples and opportunities to experiment with forms, structure, materials, concepts, media and art-making approaches.							

Information and Communication Skills: Literacy in the Arts

The instructional materials will include multiple strategies that:

<p>SE/TE: Aesthetic Thinking: 210, 240 Art Criticism: 27, 57, 87, 105, 135, 151, 165, 255 Check Your Understanding: 127, 139</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p>SE/TE: Aesthetic Thinking: 30, 270 Check Your Understanding: 263 Connections: 28, 58, 118, 148, 178, 208, 238, 268</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: Computer Options: 27, 57 Differentiated Instructions: 126 Teaching Through Inquiry: 13, 36, 66, 74, 80, 94, 233</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: 24-27, 72-75, 114-117, 162-165, 192-195 Studio Time: 37, 71, 127, 157, 191</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							
<p>SE/TE: Differentiated Instruction: 22, 26, 35, 55 Teaching Through Inquiry: 5, 77, 106, 138, 174 Social Studies Connection: 81</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>							
<p>SE/TE: Aesthetic Thinking: 270 Computer Option: 27, 57 Studio Time: 247 Writing About Art: 210</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>							

SE/TE: Assessment Options: 19 Differentiated Instruction: 45, 65 Teaching Through Inquiry: 5, 6, 46, 77, 265 Studio Time: 19, 41	10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.							
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Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials provide:

SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179, 238-239, 268-269 Language Arts Connection: 247 Math Connection: 195, 252	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							
SE/TE: Engage: 3, 33, 63, 93, 99, 123, 153, 183, 185, 213, 243	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							
SE/TE: Differentiated Instruction: 48, 70, 96, 130, 159, 172, 182	13.multiple approaches to differentiate instruction							
SE/TE: Lesson Resources: 4, 16, 34, 54, 76, 110, 150, 178, 196, 230	14.supplemental visuals that correspond with lessons.							

Life Skills

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

SE/TE: Studio Exploration: 24-27, 42-45, 72-75, 84-87, 162-165 Studio Time: 19, 49, 71, 127, 157	15. explore a variety of perspective and/or methods for art creation.							
SE/TE: Teaching Through Inquiry: 5 Explore the Art: 9, 17, 51, 69, 107, 123, 171, 185, 249	16. engage in open-ended discussions about art.							

<p>SE/TE: Assessment Option: 87 Differentiated Instruction: 96 Studio Collaboration: 176 Studio Exploration: 174-177, 192-195, 204-207, 222-225 Studio Time: 217, 233 Teaching Through Inquiry: 114</p>	<p>17.promote student art production in a variety of settings (i.e. collaboration, visual dialogue, studio work, etc.)</p>							
<p>Assessment <i>Instructional materials provide:</i></p>								
<p>SE/TE: Studio Exploration Rubrics: 31A, 61A, 121A, 271A Studio Evaluation Criteria: 43, 73, 145 Summative Assessment: 31B, 61B, 121B, 217B</p>	<p>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).</p>							
<p>Organization, Presentation and Format <i>Instructional materials provide:</i></p>								
<p>SE/TE: Planning Guide: 1E-1F, 31G-31H, 61G-61H, 91G-91H, 121G-121H, 151G-151H, 181G-181H, 221G- 221H, 241G-241H</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, 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 6

At the sixth grade level, students experiment with a variety of media, techniques, technologies, and processes, using the elements of art and principles of design in self-directed art production. Students' artwork will show evidence of 21st Century skills of critical and innovative thinking, problem-solving, and creative communication of intended meaning. Students clarify reasons for creating works of art, enhance visual literacy skills, and demonstrate a global awareness as they examine cultural, historical, and aesthetic purposes of works of art. Students explore art history through multi-disciplinary connections. Students develop skills of personal responsibility and productivity as they work individually and collaboratively on artistic activities. Teachers' encouragement of creative and original work is expected in preference to ready-made or prefabricated materials.

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 works 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					
Media, Techniques and Processes						
SE/TE: Check Your Understanding: 11, 23, 37, 53, 71, 101, 131, 190, 217, 233	1. identify types of media, techniques, technologies, and processes used to create two-dimensional and three-dimensional works of art.					
SE/TE: Studio Exploration: 42-45, 102-105, 162-165, 174-177 Studio Time: 19, 53, 109, 187, 229, 251	2. use selected media, techniques, technologies, and processes to communicate a personal experience or an idea, e.g., watercolor, tempera, ink, fabric, collected materials, montage, weaving, mosaic, and digital media.					
SE/TE: Share and Reflect: 15, 27, 45, 57, 75, 87, 117, 135, 195, 225	3. explain the effectiveness of their choices of media, techniques, technologies, and processes to communicate ideas.					
SE/TE: Safety Note: 39, 74, 126, 146, 249, 254, 265	4. demonstrate safe and effective use of materials, tools, and technology.					
Elements of Art and Principles of Design						
SE/TE: Art Criticism: 31, 61, 151, 181, 195, 211, 241 Check Your Understanding: 53 Using the Large Reproduction: 65, 201	5. identify the characteristics of the elements of art, e.g., line, shape, color, texture, form, space, and value.					
SE/TE: Practice: 9 Studio Time: 11, 67, 127	6. create contour line drawings.					

<p>SE/TE: Studio Exploration: 24-27, 84-87, 114-117, 144-147, 204-207, 222-225, 234-237, 252-255, 264-267 Studio Time: 251</p>	<p>7. create three-dimensional artworks.</p>							
<p>The opportunity to address this objective is available. See the following: SE/TE: Skills and Techniques: 38, 128, 129, 130, 131 *Analogous colors not specifically addressed.</p>	<p>8. identify and use analogous color schemes</p>							
<p>SE/TE: Studio Exploration: 24-27, 132-135, 144-147, 204-207, 252-255 Studio Time: 131, 139, 143, 161, 199</p>	<p>9. use organic shapes and forms in artworks.</p>							
<p>SE/TE: Studio Exploration: 162-165, 174-177 Studio Time: 173, 263</p>	<p>10. create artwork using negative and positive space, e.g., stenciling, weaving.</p>							
<p>SE/TE: Practice: 39, 40 Studio Exploration: 42-45, 54-57 Studio Time: 41</p>	<p>11. create value in a drawing by use of hatching, crosshatching, stippling, or pointillism.</p>							
<p>SE/TE: Social Studies: 38 Studio Exploration: 24-27, 174-177, 252-255 Studio Time: 7, 41, 97, 199</p>	<p>12. use textures to create an artwork or collage, e.g., rubbings, simulated, invented and actual.</p>							
<p>SE/TE: Art Criticism: 31, 57, 75, 87, 121, 135, 151, 267 Check Your Understanding: 53, 71, 173</p>	<p>13. identify the characteristics of the principles of design, e.g., unity, rhythm, emphasis, balance, variety, repetition, proportion, harmony</p>							

SE/TE: Assessment Options: 191 Practice: 191 Studio Exploration: 192-195 Studio Time: 191	14. create artwork using two-point perspective.				
SE/TE: Studio Exploration: 192-195 Studio Time: 53, 173, 187, 203 Teaching Through Inquiry: 200	15. create artwork using visual rhythm and repetition of pattern(s).				
SE/TE: Studio Exploration: 162-165, 174-177 Studio Time: 169, 173	16. show dominance/emphasis in the creation of artworks				
SE/TE: Practice: 69 Studio Exploration: 72-75 Studio Time: 53, 71	17. create art using standard figure proportions.				
SE/TE: Studio Exploration: 234-237 Studio Time: 229, 233	18. create symmetrical, asymmetrical, or radial balanced design that has unity.				
SE/TE: Art Criticism: 15, 27, 57, 87, 135, 151, 181, 271 Check Your Understanding: 41, 53	19. analyze and evaluate application of elements of art and principles of design as they apply to the creation of two-dimensional and three-dimensional works of art.				
SE/TE: Studio Exploration: 12-15, 42-45, 72-75, 102-105, 142-145 Studio Time: 7, 11, 41, 83, 131	20. use the elements of art and principles of design to effectively communicate ideas.				
Subject Matter, Symbols and Ideas					
SE/TE: Check Your Understanding: 202 Studio Exploration: 162-165 Studio Time: 157, 169	21. recognize symbols and ideas that visually communicate a meaning in art.				

SE/TE: Studio Exploration: 84-87, 102-105, 162-163, 174-177 Studio Time: 23, 97, 101, 109, 157, 169	22. use symbols to communicate an intended meaning in an artwork.							
SE/TE: Check Your Understanding: 169, 202 Studio Exploration: 84-87, 102-105, 162-165, 174-177 Studio Time: 23, 97, 101, 109, 157, 169	23. evaluate how symbols affect the meaning of artwork.							
Art History and Diversity								
SE/TE: Check Your Understanding: 23, 49, 53, 79, 113, 127, 233, 259 Social Studies: 28, 238	24. identify characteristics of artworks and artists from different periods of time, styles, and cultures.							
SE/TE: Check Your Understanding: 19, 23, 41, 79, 113, 127, 157, 173, 217, 251	25. compare and contrast artworks and artists from different periods of time, styles, and cultures.							
SE/TE: Teaching Through Inquiry: 46, 77, 106, 166, 197, 227, 256	26. compare and contrast art objects, artworks, and artists with cultural events on a historical timeline.							
SE/TE: Studio Exploration: 12-15, 24-27, 42-45, 54-57, 132-135, 174-177, 192-195, 204-207, 222-225, 264-267	27. create artwork that reflects the influence of time and place.							

Reflection and Analysis						
SE/TE: Aesthetic Thinking: 30, 180 Check Your Understanding: 19, 23, 49 Social Studies: 28 Studio Exploration: 222-225 Studio Time: 67, 79 Teaching Through Inquiry: 227	28. compare reasons for creating works of art, e.g., function, aesthetics, personal meanings, and tradition.					
SE/TE: Check Your Understanding: 79, 186, 217 Differentiated Instruction: 66 Studio Exploration: 192-195, 202-205 Studio Time: 79	29. identify functional and non-functional objects as art forms, e.g., weaving, stained glass, and mosaic.					
SE/TE: Art Criticism: 105, 135 Studio Exploration: 12-15, 24-27, 42-45, 102-104, 132-135 Studio Time: 97, 169 Writing About Art: 150	30. compare the purposes of creating two-dimensional works of art for personal expression or to evoke feelings.					
SE/TE: Check Your Understanding: 23, 53, 83, 113, 143, 173, 202, 233, 263 Social Studies: 28	31. compare and contrast the meaning and purpose of artworks based on information about closely related cultural/historical contexts and aesthetic qualities, e.g., two Asian cultures, two African cultures, two South or North American cultures					
SE/TE: Check Your Understanding: 2, 41, 53, 109 Teaching Through Inquiry: 17, 66, 79, 97, 101, 138, 250	32. compare and contrast the meanings and purposes of artwork from different cultures and historical periods (e.g., Chinese landscape paintings, Turner's atmospheric landscapes; and Grant Wood's American landscape paintings).					
SE/TE: Check Your Understanding: 19, 49, 79, 109, 139, 169, 199, 229, 259	33. evaluate exemplary artworks, i.e., determine the meaning, merit, and success of works from various eras and cultures.					

SE/TE: For Your Portfolio: 31, 60, 91, 120, 151, 180, 211, 241, 271	34. select, describe, and display his/her artwork(s), e.g., oral or written presentations.				
SE/TE: Teaching Through Inquiry: 62, 254	35. critique an art exhibit through oral presentation or written report, e.g., media, subject, composition, and meaning.				
Multi-disciplinary Connections					
SE/TE: Check Your Understanding: 259 Teaching Through Inquiry: 250, 256, 260	36. explore historical periods through the arts disciplines.				
SE/TE: Aesthetic Thinking: 30 Check Your Understanding: 7, 19 Connections: 58-59 For Your Portfolio: 180 More About: 27 Social Studies: 178 Social Studies Connection: 81 Studio Exploration: 174-177	37. explore how a theme is depicted across multiple disciplines, e.g. war, peace, rituals and politics.				