

<b>PUBLISHER:</b>	Davis Publications, Inc.		
<b>SUBJECT:</b>	Art	<b>SPECIFIC GRADE:</b>	HS
<b>COURSE:</b>	Studio Art II	<b>TITLE</b>	Communicating Through Graphic Design
<b>COPYRIGHT:</b>	2015		
<b>SE ISBN:</b>		<b>TE ISBN:</b>	978-1-61528-018-6

## NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022

Group III - Visual Arts

Studio Art II

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			<p><b>1. INTER-ETHNIC</b> The <b>instructional</b> 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 lessons in <b><i>Communicating Through Graphic Design</i></b> come from a variety of sources that introduce students to the history of graphic design. Design History provides information from various cultures and time periods. The Career Profile includes interviews with artists who are accomplished in their field. Sample references include:</p> <p><b>Design History:</b> 12, 40, 109, 130, 149, 170 <b>Career Profile:</b> 50, 102, 144, 166, 190</p>
			<p><b>2. EQUAL OPPORTUNITY</b> 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 designs featured in <b><i>Communicating Through Graphic Design</i></b> come from a variety of cultures and include works by male, female, and student artists. The Design History segments provide additional context. Sample references include:</p> <p><b>Design History:</b> 11, 71, 74, 93, 109, 155, 185</p>
			<p><b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.</p>	<p><b><i>Communicating Through Graphic Design</i></b> is available in an interactive electronic format. Other electronic resources are available at <a href="http://www.davisart.com/">http://www.davisart.com/</a>.</p>
			<p><b>4. BIAS</b> The instructional material is free of political bias.</p>	<p>The designs in <b><i>Communicating Through Graphic Design</i></b> offer a wide range of concepts. Students are exposed to ideas from both the past and present. Students are encouraged to analyze, interpret, and evaluate as they study and create.</p>



## GENERAL EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Studio Art II

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 21<sup>st</sup> Century which includes opportunities for students to develop:</i>				
<b>Next Generation Skills:</b>					
<b>Thinking and Problem-Solving Skills</b> <i>Visual Arts content will</i>					
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 122-123, 164-165, 188-189	1. provide problem-solving skills for students to create art relative to a variety of subject matter.	I	A	M	N
<b>SE/TE:</b> Elements of Art: 26-35 Principles of Design: 36-42 How to...: 43 Try It: 46	2. provide tools to analyze symbols and communicate ideas in art based on the elements of the art and principles of design.	I	A	M	N
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189	3. provide examples and opportunities to experiment with forms, structure, materials, concepts, media and art-making approaches.	I	A	M	N

**Information and Communication Skills: Literacy in the Arts**

*The instructional materials will include multiple strategies that:*

<p><b>SE/TE:</b> Chapter Review: 23, 51, 83, 103, 145, 167, 191</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>				
<p><b>SE/TE:</b> Teaching Tip: 4, 5, 11 Design Extension: 6 Interdisciplinary Connection: 10</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><b>SE/TE:</b> Studio Experience: 20-21, 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189</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><b>SE/TE:</b> Studio Experience: 20-21, 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>				
<p><b>SE/TE:</b> Inquiry: 34 Case Study: 57 Teaching Tip: 73</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>				
<p><b>SE/TE:</b> Using Animation: 98 A Short History: 170 Websites: 172</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>				

<p>Golden e-Rules: 180</p> <p>Animation and Sound: 181</p>					
<p>The opportunity to address this objective is available. See the following:</p> <p><b>SE/TE:</b></p> <p>Studio Experience: 20-21, 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189</p> <p>*Cooperative learning is not specifically addressed.</p>	<p>10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.</p>				
<p><b>Developmentally Appropriate Instructional Resources and Strategies</b></p> <p><i>For student mastery of content standards and objectives, the instructional materials provide:</i></p>					
<p><b>SE/TE:</b></p> <p>Design Aesthetics: 7</p> <p>Interdisciplinary Connection: 10, 27, 156</p> <p>Try It: 16</p> <p>Chapter Review: 23, 51, 59, 125, 181</p>	<p>11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.</p>				
<p><b>SE/TE:</b></p> <p>Try It: 16, 62, 130, 173</p> <p>Chapter Review: 23, 103, 145, 167</p> <p>Writing About Art: 125, 191</p>	<p>12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.</p>				
<p><b>SE/TE:</b></p> <p>Special Needs: 18, 28, 41, 89, 157, 173</p> <p>Gifted and Talented: 41, 73, 109, 136, 151</p>	<p>13.multiple approaches to differentiate instruction</p>				
<p><b>SE/TE:</b></p>	<p>14.supplemental visuals that correspond with lessons.</p>				

Digital Images: 2, 24, 52, 84, 104, 126, 146 Overhead Transparencies: 168					
<b>Life Skills</b> <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>					
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 188-189 Try It: 28, 73, 88, 159, 181	15. explore a variety of perspective and/or methods for art creation.				
<b>SE/TE:</b> Teaching Tip: 5 Design Aesthetics: 87, 95 97, 98, 110, 128, 148, 174 Check It: 123	16. engage in open-ended discussions about art.				
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 164-165, 188-189 How to...: 62, 117, 139, 160 Design Extension: 89 Try It: 181	17. promote student art production in a variety of settings (i.e. collaboration, visual dialogue, studio work, etc.)				
<b>Assessment</b> <i>Instructional materials provide:</i>					
<b>SE/TE:</b> Rubrics and Assessment in Design Studio: T8-T9 Rubric: 21, 49, 81, 101, 123, 189 Chapter Review: 23, 51, 83, 125, 191	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><b>SE/TE:</b> The Elements of Art: 26-35 The Principles of Design: 36-43 For Your Portfolio: 51 Chapter Review: 157, 186 Elements and Principles: 63, 95, 115, 133</p>	<p>19. information that is organized logically and provides a sequence of the elements of art and principles of design.</p>							
<p><b>SE/TE:</b> Using the Internet in the Graphic Design Studio: T11 Digital Images: 2, 24, 2, 84, 104, 126, 146</p>	<p>20. media that must enhance and support instruction and learning.</p>							

## SPECIFIC EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Studio Art II

Studio Art II electives provide advanced in-depth study of selected media, techniques, and processes. The advanced level classes require Studio Art I prerequisites in the same area of study or teacher approval. Students demonstrate advanced levels of craftsmanship; knowledge of art careers and related professions; advanced level skills in the use of related vocabulary; and proficiency in the selection and use of the media. They practice field experiences, application of contemporary technology and the safe and responsible care and use of the media. These skills and concepts build on the 21<sup>st</sup> century skills of the Studio I course, further developing and refining them. Studio Art II electives include but are not limited to the following courses taught at the advanced level: air brush, animation, architecture, batik, calligraphy, ceramics, color and design, commercial art, computer graphics, crafts, design principles, drawing, electronic imaging, ethnic art, fiber arts, folk art, film, functional design, graphic design, jewelry, mixed media, painting, photography, printmaking, sculpture, stage design, and stained glass.

#### **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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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
<b>Media, Techniques and Processes</b>								
<b>SE/TE:</b> Try It: 16, 37, 150, 154 Chapter Review: 23, 83, 145 Studio Experience: 80-81, 122-123, 164-165	1. demonstrate knowledge of skills, processes and techniques in the creation of artworks.							
<b>SE/TE:</b> Try It: 34, 56, 88, 150, 181 Studio Experience: 20-21, 48-49, 80-81, 122-123, 188-189	2. use problem-solving skills in the application of media techniques and processes to communicate ideas and expressive qualities.							
<b>SE/TE:</b> Studio Experience: 20-21, 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189	3. use materials and tools in a safe and responsible manner.							
<b>Elements of Art and Principles of Design</b>								
<b>SE/TE:</b> Try It: 28, 34, 37, 40, 46 Note it: 30, 32 How to...: 43	4. identify elements of art and principles of design in artwork of the media from a variety of cultures and artists.							
<b>SE/TE:</b> How to...: 17, 43, 91 Chapter Review: 51, 103, 125	5. compare the use of the elements and principles of design in artworks of the media from a variety of cultures and artists.							

Design Aesthetics: 42, 63 Teaching Tip: 62, 68						
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189	6. use multiple solutions exploring organizational principles and functions to solve specific problems.					
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189	7. create artwork using structures and functions of art to express ideas or concepts.					
<b>Subject Matter, Symbols and Ideas</b>						
<b>SE/TE:</b> Design History: 8, 29, 74, 89, 114, 137, 155, 185 Chapter Review: 103 Writing About Art: 191	8. research subject matter, themes and motifs related to the studio area from past and present cultures.					
<b>SE/TE:</b> Design Aesthetics: 41, 42, 63, 75, 87, 97, 98, 133, 154, 174	9. differentiate specific subject matter, themes and motifs in terms of aesthetics.					
<b>SE/TE:</b> Studio Experience: 20-21, 48-49, 80-81, 188-189 Chapter Review: 51, 83 Try It: 38, 88, 97 How to...: 91	10. apply problem solving skills to explore subject matter, themes and motifs related to the media from past and present cultures.					
<b>SE/TE:</b> Studio Experience: 20-21, 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189	11. produce artworks with subject matter, themes and motifs related to the media from contemporary society.					

Chapter Review: 23						
--------------------	--	--	--	--	--	--

**Art History and Diversity**

<p><b>SE/TE:</b>  Teaching Tip: 5, 28, 139  Not It: 134  Design Aesthetics: 7, 75, 95  Design History: 14, 71  Chapter Review: 103</p>	<p>12. research the meanings, functions, and uses of specific art in the media from various past and present cultures.</p>					
--	--	--	--	--	--	--

<p><b>SE/TE:</b>  Interdisciplinary Connection: 107, 110, 152  Chapter Review: 83, 103, 191  Inquiry: 86, 112  Design Aesthetics: 93, 106, 133</p>	<p>13. compare and contrast themes and motifs from various cultures in present time.</p>					
--	--	--	--	--	--	--

<p><b>SE/TE:</b>  Studio Experience: 20-21, 48-49, 80-81, 100-101, 122-123, 142-143, 164-165, 188-189  Chapter Review: 103, 125, 145</p>	<p>14. create artworks reflecting contemporary issues and cultural influences.</p>					
--	--	--	--	--	--	--

**Reflection and Analysis**

<p><b>SE/TE:</b>  Writing About Art: 23  Studio Experience: 48-49, 80-81, 164-165  Try It: 56, 73  Teaching Tip: 139  Design Extension: 64</p>	<p>15. probe the context and motivation for creating specific works in the media.</p>					
--	---	--	--	--	--	--

Interdisciplinary Connection: 96					
<b>SE/TE:</b> Design Aesthetics: 7, 63, 75, 97, 128 Chapter Review: 23, 103, 145 Design Critique: 30, 42	16. evaluate a variety of artworks in the media from different historical and cultural viewpoints.				
<b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 142-143, 164-165, 188-189 For Your Portfolio: 23, 51, 83, 103, 125, 145	17. create and select through group and self critiques works for inclusion in an exhibition or portfolio.				
<b>Multi-disciplinary Connections</b>					
<b>SE/TE:</b> Design Extension: 37 Interdisciplinary Connection: 59, 63, 70, 112, 114	18. incorporate influences of materials, technologies, media, and processes of another creative discipline into their artwork.				
The opportunity to address this objective is available. See the following: <b>SE/TE:</b> Studio Experience: 48-49, 80-81, 100-101, 142-143, 164-165, 188-189 *Connections to other disciplines, historical events, science, and cultural ideas are not specifically addressed.	19. create artworks demonstrating connections between arts disciplines influenced by historical events, developments in science, cultural ideas or issues.				