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<b>COURSE:</b>	Grade 1 - General Art	<b>TITLE</b>	Explorations in Art Grade 1
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## NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022  
Group III - Visual Arts  
Grade 1

<b>Equity, Accessibility and Format</b>				
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 artwork and photos throughout <i><b>Explorations in Art</b></i> include many ethnicities. The Connections feature includes information from both the past and present about art, artists, and culture. Artists from all over the world are studied. Sample references include: <b>Connections:</b> 28-29, 58-59, 68-69, 118-119, 148-149, 178-179 <b>About the Artist:</b> 7, 25, 59, 83, 123, 155, 175</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><i><b>Explorations in Art</b></i> features work that has been created by both male and female artists. It also includes student artwork. The works represents concepts, experiences, and achievements from a variety of cultures and time frames. The Art History feature places these works in context. Sample references include: <b>Art History:</b> 3, 25, 39, 61, 63, 89, 137, 175</p>
			<p><b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.</p>	<p>An interactive electronic version of <i><b>Explorations in Art</b></i> is available at <b>www.davisart.com</b>.</p>
			<p><b>4. BIAS</b> The instructional material is free of political bias.</p>	<p>The material presented in <i><b>Explorations in Art</b></i> is intended to provide instruction in Art. Politics are not addressed.</p>

## GENERAL EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Grade 1

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 Exploration: 8-11, 24-27, 38-41, 46-49, 68-71, 81-87, 136-139, 158-161, 166-169, 174-177	1. provide problem-solving skills for students to create art relative to a variety of subject matter.				
<b>SE/TE:</b> Compare and Contrast: 2, 32, 62, 122 Art Criticism: 11, 19, 27, 49, 118, 121	2. provide tools to analyze symbols and communicate ideas in art based on the elements of the art and principles of design.				
<b>SE/TE:</b> Studio Exploration: 38-41, 68-71, 136-139, 166-169, 174-177	3. provide examples and opportunities to experiment with forms, structure, materials, concepts, media and art-making approaches.				
<b>Information and Communication Skills: Literacy in the Arts</b>					
<i>The instructional materials will include multiple strategies that:</i>					
<b>SE/TE:</b> Art Criticism: 49, 57, 79, 121, 131, 139, 147, 151, 177	4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.				

<b>SE/TE:</b> Art History: 5, 9, 31, 33, 39, 63, 77, 129 History Connection: 29	5. identify how artifacts and artworks, that are collected, preserved or presented by artists or other venues, communicate meaning, record history and connect cultures.							
<b>SE/TE:</b> Sketchbook Connection: 35, 37, 45, 51, 77, 99, 129, 135, 155, 165	6. provide resources for independent student exploration.							
<b>Personal and Workplace Productivity Skills</b> <i>For students mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>								
<b>SE/TE:</b> Studio Exploration: 38-41, 54-57, 84-87, 98-101, 128-131 Studio Time: 35, 45, 67, 113, 165	7. practice time-management, project management, and safe use of tools and materials in learning situations.							
<b>SE/TE:</b> Computer Option: 99	8. conduct research, validate sources, and report ethically on findings.							
<b>SE/TE:</b> Computer Option: 5, 39, 55, 69, 77, 85, 99, 107, 115 Sketchbook Connection: 125	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.							
<b>SE/TE:</b> Computer Option: 85, 87 Display Option: 161 Sketchbook Connection: 141 Physical Education: 165 Studio Time: 35, 51, 73, 95, 125	10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.							
<b>Developmentally Appropriate Instructional Resources and Strategies</b> <i>For student mastery of content standards and objectives, the instructional materials provide:</i>								
<b>SE/TE:</b> Sketchbook Connection: 9, 75 History Connection: 13 Geography Connection: 29 Math Connection: 13, 29, 75 Social Studies Connection: 47, 53, 69, 119	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							

<b>SE/TE:</b> Engage: 2, 28, 36, 74, 118, 124, 132, 148, 172, 178	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							
<b>SE/TE:</b> Display Option: 27, 37, 45, 65, 79, 87, 95, 103, 111, 125	13.multiple approaches to differentiate instruction							
<b>SE/TE:</b> Resources: 1C, 31E, 61E, 91E, 151E, 181E	14.supplemental visuals that correspond with lessons.							
<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 Explorations: 16-19, 38-41, 54-57, 68-71, 84-87 Studio Time: 13, 37, 53, 65, 81, 125	15. explore a variety of perspective and/or methods for art creation.							
<b>SE/TE:</b> Aesthetic Awareness: 7, 11, 26, 40, 146 Explore the Images: 8, 24, 42, 72, 94	16. engage in open-ended discussions about art.							
<b>SE/TE:</b> Computer Option: 70 Display Option: 79, 115, 127, 143 Studio Experience: 16-19, 68-71, 166-169 Studio Time: 5, 43, 111	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> Assess: 4, 15, 64, 78, 124 Assessment Rubric: 48, 86, 130, 146, 168	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:*

<b>SE/TE:</b> Planning Guide: 1E-1F, 31G-31H, 61G-61H, 91G-91H, 121G-121H, 151G-151H	19. information that is organized logically and provides a sequence of the elements of art and principles of design.							
<b>SE/TE:</b> Unit Resources: 1C, 31E, 61E, 91E, 151E, 181E	20. media that must enhance and support instruction and learning.							

## SPECIFIC EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Grade 1

Children in first grade make paintings, collages, and three-dimensional art works. They explore the elements of design which include color, line, form, shape, space, value and texture. Children use art to communicate their ideas and feelings. Students explore art in their own environment, nature, and other cultures which demonstrates 21<sup>st</sup> Century global awareness, visual literacy and other skills. Teachers stress correct and safe use of materials. Children see connections between the arts and other disciplines. Teachers' encouragement of creative work is expected over prepared 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 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> Studio Exploration: 38-41, 76-79, 106-109 Studio Time: 67, 75, 135, 157	1. identify the media, tools, techniques and processes used in painting, e.g., tempera, and its character on paper.											
<b>SE/TE:</b> Lesson: 66-67 Studio Exploration: 38-41, 68-71, 76-79, 106-109 Studio Time: 65, 67, 75, 81	2. discover how the different techniques and processes of painting cause different effects and responses, e.g., wet on wet and dry brush.											
<b>SE/TE:</b> Studio Exploration: 24-27, 46-49, 54-57, 1145-117, 128-131, 166-169, 174-177 Studio Time: 143, 171	3. Identify the media, tools, techniques, and processes used in sculpting, e.g., clay; paper.											
The opportunity to address this objective is available. See the following: <b>SE/TE:</b> Studio Exploration: 114-117, 174-177 *Additive, subtractive and assemblage are not specifically addressed.	4. compare how the different techniques and processes of sculpture cause different appearances and responses, e.g., additive, subtractive, assemblage.											

<p>The opportunity to address this objective is available. See the following:</p> <p><b>SE/TE:</b></p> <p>Prepare: 52, 82, 84, 96, 98, 112, 134, 144, 162, 166</p> <p>*Students work with different kinds of paper but do not describe differences.</p>	<p>5. describe the differences in kinds of paper.</p>				
<p><b>SE/TE:</b></p> <p>Studio Exploration: 8-11, 38-41, 68-71, 76-79, 106-109</p> <p>Studio Time: 23, 51, 97, 103, 125, 163</p>	<p>6. produce two-dimensional art using a variety media to communicate ideas, experiences, and stories.</p>				
<p><b>SE/TE:</b></p> <p>Studio Exploration: 24-27, 46-49, 54-57, 114-117, 128-131, 141-147, 166-169</p> <p>Studio Time: 143, 171</p>	<p>7. construct three-dimensional objects using a variety media to communicate ideas, experiences, and stories.</p>				
<p><b>SE/TE:</b></p> <p>Art Safety Tip: 11, 25, 41, 49, 71, 109, 115, 161, 169, 177</p>	<p>8. use materials, tools and technologies in a safe and responsible manner.</p>				
<p><b>Elements of Arts and Principles of Design</b></p>					
<p><b>SE/TE:</b></p> <p>Lesson: 64-65, 72-73, 74-75</p> <p>Studio Exploration: 68-71, 76-79</p> <p>Studio Time: 73</p>	<p>9. experiment with primary, secondary, neutral, warm, and cool color.</p>				
<p><b>SE/TE:</b></p> <p>Create: 72, 74</p> <p>Quick Question Review: 73</p>	<p>10. discuss how colors evoke responses.</p>				



<p><b>SE/TE:</b>  Aesthetic Awareness: 23, 28  Assess: 10, 12  Connections: 29  Explore the Images: 2, 4, 24  Studio Exploration: 16-19  Studio Time: 5</p>	<p>11. create art using line quality with a variety of materials and tools.</p>				
<p><b>SE/TE:</b>  Aesthetic Awareness: 7, 15  Assess: 22, 26  Explore the Images: 2, 8  Lesson: 6-7, 14-15  Studio Exploration: 16-19  Studio Time: 7, 13, 53</p>	<p>12. use shapes and overlapping shapes in their own artworks.</p>				
<p>The opportunity to address this objective is available. See the following:  <b>SE/TE:</b>  Assess: 48  Quick Question Review: 171  Studio Exploration: 54-57, 174-177  *Comparing is not specifically addressed.</p>	<p>13. compare shape versus form, e.g., circle/sphere; square/cube; triangle/pyramid.</p>				
<p><b>SE/TE:</b>  Lesson: 20-21  Studio Exploration: 24-27, 114-117  Studio Time: 21, 23</p>	<p>14. explore texture as surface feeling.</p>				

<b>SE/TE:</b> Studio Exploration: 8-11, 16-19 Studio Time: 45, 53	15. compare sizes of objects and use in their artwork.				
<b>SE/TE:</b> Studio Exploration: 68-71, 76-79, 106-109 Studio Time: 65, 67, 73, 75, 81, 155, 157	16. use color to communicate different ideas, e.g., calm; stormy; warm; cool.				
<b>SE/TE:</b> Assess: 142 Studio Exploration: 54-57, 174-177	17. use geometric forms in a three-dimensional artwork, e.g., architecture.				
<b>SE/TE:</b> Lesson: 202 Studio Exploration: 24-27, 114-117 Studio Time: 21, 23	18. incorporate actual or implied/simulated texture in their artwork.				
<b>Subject Matter, Symbols and Ideas</b>					
<b>SE/TE:</b> Studio Exploration: 24-27, 46-49, 76-79, 98-101, 158-161 Studio Time: 135, 155, 163, 165	19. find and examine subject matter and ideas for art through observation of the environment and/or artworks.				
This objective falls outside the scope of this program.	20. explore and use symbols in their artwork.				

<b>Art History and Diversity</b>						
<p><b>SE/TE:</b>            Art History: 5, 77, 89, 99, 149            Assess: 93            Compare and Contrast: 58            History Connection: 85</p>	<p>21. discuss how art of the past can tell about its creators.</p>					
<p><b>SE/TE:</b>            Connections: 28-29, 58-59, 118-119,            148-149, 178-179</p>	<p>22. discuss and compare how art can represent cultures or groups.</p>					
<p><b>SE/TE:</b>            Studio Exploration: 136-139, 144-147,            166-169</p>	<p>23. create art that reflects a style of a group from history.</p>					
<b>Reflection and Analysis</b>						
<p><b>SE/TE:</b>            Aesthetic Awareness: 53, 163            Explore the Images: 2, 32, 62, 92,            122, 152, 170            Visual Culture: 95. 117</p>	<p>24. recognize and discuss several reasons for creating art, e.g., aesthetic, functional, commercial, computer animation.</p>					
<p><b>SE/TE:</b>            Aesthetic Awareness: 21            Explore the Images: 14, 32, 38, 44,            122, 134, 156, 164            Lesson: 14-15</p>	<p>25. discuss art that reflects an experience in daily life.</p>					
<p><b>SE/TE:</b>            Compare and Contrast: 2, 32, 62, 92,            122, 152            Inspiration from Art: 39, 47</p>	<p>26. recognize and compare artwork that evokes different feelings.</p>					

<p><b>SE/TE:</b>  Art Criticism: 27, 49, 57, 61, 71, 79,  87, 101, 117, 131</p>	<p>27. choose a favorite part of an artwork and discuss choice.</p>				
<p><b>Multi-disciplinary Connections</b></p>					
<p><b>SE/TE:</b>  Dance Connection: 157  Music Connection: 81, 113, 115, 141  Studio Option: 87, 171  Theater Connection: 133, 145</p>	<p>28. recognize how a story is told through dance, music, theatre, and visual art.</p>				
<p><b>SE/TE:</b>  Dance Connection: 157  Music Connection: 171  Theater Connection: 133, 145  Physical Education: 165, 173</p>	<p>29. explore visual and kinetic elements in dance, music, theatre, and visual art.</p>				