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NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 4

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 and photos throughout <i>Explorations in Art</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: Connections: 28-29, 58-59, 118-119, 148-149, 178-179 About the Artist: 5, 51, 67, 95, 123, 157</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><i>Explorations in Art</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: Art History: 25, 39, 69, 99, 135, 167</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>An interactive electronic version of <i>Explorations in Art</i> is available at www.davisart.com.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>The material presented in <i>Explorations in Art</i> is intended to provide instruction in Art. Politics are not addressed.</p>

Information and Communication Skills: Literacy in the Arts

The instructional materials will include multiple strategies that:

<p>SE/TE: Compare and Contrast: 32, 92, 118, 152 Share and Reflect: 10, 40, 70, 100, 130, 138</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p>SE/TE: History Connection: 53, 81, 125, 175 Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179</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: Sketchbook Connection: 5, 19, 27, 35, 41, 83, 109, 131, 159, 161</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: 16-19, 38-41, 54-57, 76-79, 98-101, 114-117, 136-139, 158-161, 174-177 Studio Time: 73, 95, 111</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							
<p>SE/TE: Computer Option: 145 History/Geography Connection: 85, 89 Music Connection: 73 Science/Technology Connection: 77 Social Studies Connection: 179 Studio Exploration: 144-147 Web Connection: 67, 73, 141</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>							
<p>SE/TE: Computer Option: 25, 39, 55, 69, 77, 85, 99, 115, 145, 167</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>							

SE/TE: History Connection: 175 Science Connection: 163 Studio Exploration: 24-26, 54-57, 136-139, 166-169 Studio Time: 51, 67, 81, 143	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: Art Criticism: 19 Health Connection: 67 Geography Connection: 149 Music Connection: 35, 59 Science Connection: 125 Visual Culture: 43, 87, 103	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							
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SE/TE: Engage: 12, 74, 110 Explore the Images: 24, 80, 92, 98 Introduce the Studio: 38, 128, 174	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							
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SE/TE: Differentiated Instruction: 25, 43, 53, 75, 95, 111, 127, 135, 143, 175	13.multiple approaches to differentiate instruction							
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SE/TE: Lesson Resources: 15, 25, 43, 65, 81, 113, 133, 141, 157, 175	14.supplemental visuals that correspond with lessons.							
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Life Skills
For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

SE/TE: Studio Exploration: 8-11, 46-49, 68- 71, 106-109, 114-117, 144-147 Studio Time: 23, 53, 81, 133	15. explore a variety of perspective and/or methods for art creation.							
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<p>SE/TE: Art Criticism: 11, 19, 49 Compare and Contrast: 2, 32, 122 Computer Option: 55 Lesson: 12-13 Science Connection: 53 Share and Reflect: 41, 131</p>	<p>16. engage in open-ended discussions about art.</p>							
<p>SE/TE: History Connection: 175 Science Connection: 163 Studio Exploration: 24-26, 54-57, 136-139, 166-169 Studio Time: 51, 67, 81, 143</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: Assessment Rubric: 18, 48, 138, 176 Unit Summative Assessment: 31A-31B, 61A-61B, 91A-91B, 121A-121B, 151A-151B, 181A-181B</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</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: Unit Resources: 15, 25, 43, 65, 81, 113, 133, 141, 157, 175</p>	<p>20. media that must enhance and support instruction and learning.</p>							

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 4

Students in Grade 4 learn to identify and use tints and shades. They create additive and subtractive sculpture. They develop creativity in the use of realistic, abstract, and/or non-objective symbols. Students learn about the past and the reasons art is created which contributes to global awareness. They identify the work of artists and characteristics that make it unique which demonstrates communication skills. Students use 21st Century technology and online resources developing media literacy skills. 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 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: Art Criticism: 117 Explore the Images: 44 Studio Exploration: 8-11, 38-41, 114-117, 144-147, 174-177 Studio Time: 75, 187 Vocabulary and Content Review: 60	1. compare the media, tools, techniques, and processes of a variety of sculpture materials.					
SE/TE: Studio Exploration: 8-11, 38-41, 68-71, 114-117, 144-147, 174-177 Studio Time: 75, 113, 143, 157	2. use the additive, subtractive or assemblage process to create artwork, e.g., papier-mâché, found object assemblage, clay.					
SE/TE: Studio Exploration: 84-87, 106-109 Studio Time: 35, 37, 83, 105	3. compare and use the tools techniques and processes of pastels and chalk, e.g., blending and layering.					
SE/TE: Art Safety Tip: 9, 17, 39, 47, 85, 115, 129, 137, 145, 161	4. use materials, tools and technologies in a safe and responsible manner.					
Elements of Art and Principles of Design						
SE/TE: Studio Exploration: 16-19	5. create artwork using a monochromatic color scheme exploring tints and shades and demonstrate how they evoke different responses					
SE/TE: Studio Exploration: 68-71, 84-87 Studio Time: 5, 21, 37, 43, 65, 75, 97, 111, 165	6. create artwork using contour line, continuous line drawing and/or line quality, e.g., drawing media, software or online sources.					

<p>SE/TE: Geography Connection: 122 Lesson: 152-153 Studio Exploration: 166-169 Studio Time: 21, 165, 171</p>	<p>7. explore and create various types of nonobjective and/or abstract artworks, e.g., Aboriginal symbols, Mayan glyphs, Pollack and Rothko.</p>							
<p>SE/TE: Compare and Contrast: 62 Lesson: 72-73, 112-113, 124-125 Studio Exploration: 114-117, 128-131 Studio Time: 73, 83, 113, 125</p>	<p>8. recognize artworks demonstrating that form follows function, e.g., architecture, masks, helmets, car design, clothing.</p>							
<p>SE/TE: Studio Exploration: 24-27, 68-71 Studio Time: 67, 75, 95, 113, 163</p>	<p>9. use a variety of textures in an artwork.</p>							
<p>SE/TE: Studio Exploration: 68-71, 128-131 Studio Time: 81, 125, 127</p>	<p>10. create artwork using different types of balance, i.e., symmetrical/formal, asymmetrical/informal, radial/formal.</p>							
<p>SE/TE: Studio Exploration: 8-11, 54-57 Studio Time: 7, 53</p>	<p>11. create artwork using rhythm and movement.</p>							
<p>SE/TE: Art Criticism: 161 Studio Exploration: 68-71, 106-109, 158-161</p>	<p>12. explore and create a sense of unity in an artwork through repetition of color, subject matter, and/or ideas.</p>							
<p>SE/TE: Studio Exploration: 16-19, 68-71, 106-109 Studio Time: 163</p>	<p>13. create contrast/variety in artworks</p>							
<p>SE/TE: Studio Exploration: 16-19 Studio Time: 37, 95</p>	<p>14. show dominance/emphasis in artworks</p>							

Subject Matter, Symbols and Ideas						
SE/TE: Studio Exploration: 8-11, 16-19, 24-27, 38-41, 106-109 Studio Time: 7, 13, 51, 21, 35, 75	15. explore architecture, nature, and/or figures as subject matter.					
SE/TE: Lesson: 42-43, 44-45, 80-81 Studio Time: 35 Visual Culture: 27	16. find examples of symbols in portraits, illustrations, and and/or architecture.					
SE/TE: Studio Exploration: 8-11, 24-27, 38-41, 64-65, 166-169 Studio Time: 21, 43, 65, 75, 105	17. create artworks using various subject matter or symbols, e.g., figures, architecture, still-life, or landscape.					
SE/TE: Studio Exploration: 54-57 Studio Time: 53	18. create art using the concept of sequence, e.g., storyboard, flip book, comic strip, Roman frieze					
Art History and Diversity						
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179	19. compare and contrast the relationship between art and cultures.					
SE/TE: About the Artist: 5, 21, 35, 51, 97, 111, 163 Art History: 89, 115, 145 Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179	20. describe art and artists of various cultures throughout history.					
SE/TE: Studio Exploration: 38-41, 128-131, 174-177 Studio Time: 81, 83, 125, 133, 135, 141, 143	21. create art that reflects a style of a culture from history, e.g., Egyptian masks, totem poles, sumi brush painting, aboriginal dot painting					

SE/TE: Social Studies Connection: 157	22. create art depicting a current event.				
Reflection and Analysis					
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179	23. describe different reasons for creating art, e.g., religious, economic, political.				
SE/TE: Explore the Images: 36	24. interpret art that reflects reaction to an event.				
SE/TE: Art Criticism: 31, 61, 151, 181 Explore the Images: 62	25. compare and explain how artworks represent feelings.				
SE/TE: Art Criticism: 31, 61, 91 Compare and Contrast: 2, 32, 62, 92, 122, 152	26. choose artwork and discuss characteristics that make it unique.				
Multi-disciplinary Connections					
SE/TE: Dance Connection: 7 Drama Connection: 143 Music Connection: 45, 67, 167 Theater Connection: 49	27. identify similarities and differences between characteristics of visual art and other arts disciplines.				
SE/TE: Studio Option: 177 Visual Culture: 43, 103, 141, 161, 177	28. compare visual, aural, oral, and kinetic elements in dance, music, theatre, and visual art.				
SE/TE: Language Arts Connection: 65 Reading Comprehension: 55 Social Studies Connection: 157	29. explore the influences of literature or current events on art.				