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SUBJECT:	Art	SPECIFIC GRADE:	MS and HS
COURSE:	General Art I	TITLE	Exploring Visual Design
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NON-NEGOTIABLE EVALUATION CRITERIA
2016-2022
Group III - Visual Arts
General Art I

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 art in <i>Exploring Visual Design</i> comes from many artists and cultures. The About the Artist feature includes artists from a variety of ethnicities and backgrounds. The Career Portfolio provides students with information from art professionals. Sample references include: About the Artist: 41, 63, 77, 147, 163, 195 Career Portfolio: 70, 118, 136, 204, 248</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>Exploring Visual Design</i> come from a variety of male, female, and student artists. The Context segments provide additional information about artists whose work is featured. Sample references include: Context: 13, 30, 99, 134, 165, 182, 210</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Exploring Visual Design</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>The art in <i>Exploring Visual Design</i> is from a wide range of cultures and exposes students to ideas from both the past and present. Students are encouraged to use higher-order thinking skills as they study and create art.</p>

GENERAL EVALUATION CRITERIA

2016-2022 Group III - Visual Arts General Art I

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 Experience: 33, 55, 71, 119, 167, 205 Try It: 41, 47, 57, 105, 161, 190, 210	1. provide problem-solving skills for students to create art relative to a variety of subject matter.							
SE/TE: Higher-Order Thinking Skills: 63, 72, 80, 105, 134, 141, 168, 199, 212, 218	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 Experience: 33, 55, 71, 119, 137, 153, 167, 187, 205, 227	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								
<i>The instructional materials will include multiple strategies that:</i>								

SE/TE: Review Questions: 31, 53, 69, 91, 135, 151, 185, 203, 225, 247	4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.							
SE/TE: About the Artist: 19, 41, 125 About the Artwork: 29 Context: 52, 111, 192 Inquiry: 131 Interdisciplinary Connection: 107 Materials and Techniques: 159	5. identify how artifacts and artworks, that are collected, preserved or presented by artists or other venues, communicate meaning, record history and connect cultures.							
SE/TE: Design Extension: 232 Inquiry: 25, 85, 233 Internet Connection: 29, 57, 60, 181 Other Studio Projects: 33, 71, 249	6. provide resources for independent student exploration.							

Personal and Workplace Productivity Skills

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

SE/TE: Studio Experience: 33, 55, 71, 93, 119, 137, 153, 187, 227, 249	7. practice time-management, project management, and safe use of tools and materials in learning situations.							
SE/TE: Design Extension: 74, 112 Cooperative Learning: 223 Inquiry: 25, 233, 235 Internet Connection: 29, 42, 57, 60	8. conduct research, validate sources, and report ethically on findings.							
SE/TE:	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.							

<p>Context: 68</p> <p>Design Extension: 90, 146, 210, 217, 232</p> <p>Internet Connection: 130</p> <p>Digital Connection: 168i</p>					
<p>SE/TE:</p> <p>Cooperative Learning: 24, 36, 98, 129, 237</p> <p>Studio Experience: 33, 93, 153, 187, 227</p>	<p>10. engage in self-directed and cooperative learning through art production and aesthetic inquiry.</p>				
<p>Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student mastery of content standards and objectives, the instructional materials provide:</i></p>					
<p>SE/TE:</p> <p>Discuss It: 87</p> <p>Interdisciplinary Connection: 36-37, 60, 149, 181</p> <p>Performing Arts: 123, 141, 158</p> <p>Review Questions: 31, 117, 153, 185</p>	<p>11. grade level appropriate questions for students to analyze concepts and make cross-curricular connections.</p>				
<p>SE/TE:</p> <p>Chapter Warm-Up: 10, 34, 56, 72, 94, 120, 140, 168, 188, 206</p>	<p>12. varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.</p>				
<p>SE/TE:</p> <p>Meeting Individual Needs: 10g, 56h, 72j, 93b, 140h, 168j, 188j, 206k, 228j</p>	<p>13. multiple approaches to differentiate instruction</p>				
<p>SE/TE:</p> <p>Digital Images PowerPoint: 10b, 34b, 56b, 94b, 120b, 140b, 168b, 188b, 206b, 228b</p>	<p>14. supplemental visuals that correspond with lessons.</p>				

Life Skills						
<i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>						
SE/TE: Studio Experience: 33, 55, 71, 137, 153 Try It: 12, 22, 77, 86, 190	15. explore a variety of perspective and/or methods for art creation.					
SE/TE: Chapter Warm-Up: 34 Cooperative Learning: 24 Discuss It: 59, 103, 127, 156, 160, 196, 198, 237	16. engage in open-ended discussions about art.					
SE/TE: Cooperative Learning: 36, 98, 199, 237 Studio Experience: 33, 55, 71, 137, 153, 227	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: Assess: 33b, 55b, 120b, 187b, 228b, 250b Answers to Review Questions: 56h, 94j, 140g, 154h, 188j	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						
<i>Instructional materials provide:</i>						
SE/TE: Elements of Design: 8-9 Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	19. information that is organized logically and provides a sequence of the elements of art and principles of design.					

11, 12								
SE/TE: Digital Images PowerPoint: 10b, 34b, 56b, 94b, 120b, 140b, 168b, 188b, 206g, 228b	20. media that must enhance and support instruction and learning.							

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Visual Arts General Art I

Art I is designed to reinforce and build on 21st Century Knowledge and Skills developed by the K-8 Visual Arts Content Standards and Objectives. Students produce two-dimensional and three-dimensional artworks using a variety of media, techniques, technology, and processes. They relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods. They practice responsible workplace skills and review career options which encompass 21st Century content, literacy and life skills.

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

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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent					I		A		M		N
Media, Techniques and Processes												
SE/TE: Chapter Warm-Up: 34 Design Extension: 100, 106, 108 Objectives: 94g Review Questions: 53 Try It: 12, 105, 113, 215	1. distinguish among a variety of two-dimensional and three-dimensional media, techniques and processes.											
SE/TE: Studio Experience: 33, 55, 71, 93, 119, 137, 153, 167, 205, 249	2. communicate original and personal ideas in a variety of media, techniques, and processes to create two-dimensional and three-dimensional artworks.											
SE/TE: Classroom Management: 33b, 187b Safety in the Classroom: T271 Tips: 227b	3. use materials, tools, and technology in a safe and responsible manner.											
Elements of Art and Principles of Design												
SE/TE: Chapter Opener: 94c Check It: 71 Design Extension: 58 Teach: 94d, 94g, 94h, 94j, 228c	4. identify similarities and differences in two-dimensional and three-dimensional visual art based on the elements of art and principles of design.											
SE/TE: Cooperative Learning: 223	5. analyze design structures and functions of two-dimensional and three-dimensional artworks.											

<p>Design Extension: 28, 122, 146, 164</p> <p>Higher-Order Thinking Skills: 82, 84, 163</p> <p>Review Questions: 53</p> <p>Try It: 67, 113</p>						
<p>SE/TE:</p> <p>Studio Experience: 33, 55, 71, 93, 119, 137, 153, 167, 205, 249</p>	<p>6. create two-dimensional and three-dimensional artworks based on elements of art and principles of design using appropriate media, processes, and techniques to solve specific problems.</p>					
<p>SE/TE:</p> <p>Design Extension: 28</p> <p>Higher-Order Thinking Skills: 11, 18, 31, 38, 41, 193, 199, 212, 214</p>	<p>7. critique art works to demonstrate an understanding of elements of art and principles of design.</p>					
Subject Matter, Symbols and Ideas						
<p>SE/TE:</p> <p>Context: 159, 171, 180</p> <p>Higher-Order Thinking Skills: 27</p> <p>Inquiry: 108, 160, 183</p> <p>Interdisciplinary Connection: 107</p> <p>Internet Connection: 105</p> <p>Review Questions: 165</p>	<p>8. research how past and current cultures have used content and symbolism to express ideas in artwork.</p>					
<p>SE/TE:</p> <p>Design Extension: 21, 90, 182, 185, 194, 207, 208, 210</p> <p>Higher-Order Thinking Skills: 224</p> <p>Try It: 46</p>	<p>9. employ subjects, themes, symbols, and ideas in artworks.</p>					
<p>SE/TE:</p> <p>Design Extension: 28, 122, 146, 164</p> <p>Studio Experience: 33, 55, 71, 93,</p>	<p>10. apply problem-solving skills in the creative process selecting subjects, symbols, and ideas for use in their own artwork.</p>					

119, 137						
Art History and Diversity						
SE/TE: Design Extension: 185, 194, 208, 210 Studio Experience: 33, 55, 71, 93, 119, 137	11. examine the historical and cultural backgrounds used of various artwork within the media.					
SE/TE: Design Extension: 112 Higher-Order Thinking Skills: 63, 68, 108, 188 Inquiry: 25, 29, 121, 233 Internet Connection: 42	12. research different styles of artwork and time periods in art history.					
SE/TE: Design Extension: 28, 112, 182, 207 Higher-Order Thinking Skills: 50, 95, 116, 170, 193, 200	13. examine the relationship of artworks to one another in terms of history and culture.					
Reflection and Analysis						
SE/TE: Cooperative Learning: 87 Discuss It: 87 Review Questions: 225 Studio Experience: 33, 55, 71, 93, 119, 249	14. investigate reasons for creating and the function of a variety of types of artworks.					
SE/TE: Design Extension: 191 Higher-Order Thinking Skills: 31, 67, 82, 126, 163, 200	15. analyze and discuss how and why specific works were created.					

Review Questions: 53, 91, 117, 165					
SE/TE: Chapter Warm-Up: 10 Contrast, Emphasis: 55b Cooperative Learning: 223 Higher-Order Thinking Skills: 50 Inquiry: 33b Studio Experience; 167, 187	16. use a critical process to draw comparisons between their artwork and historical or cultural artworks.				
Multi-disciplinary Connections					
SE/TE: Interdisciplinary Connection: 48, 67, 89, 107, 133, 155, 196, 219, 239, 245	17. compare and connect the creative processes used in visual arts to other disciplines.				
SE/TE: Performing Arts: 39, 59, 65, 81, 89, 123, 141, 155, 158, 203	18. research and analyze another subject area to identify similarities and differences in comparison with the discipline of visual art.				