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<b>COURSE:</b>	General Art II	<b>TITLE</b>	The Visual Experience
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**NON-NEGOTIABLE EVALUATION CRITERIA  
2016-2022  
Group III - Visual Arts  
General Art II**

<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 art in <i><b>The Visual Experience</b></i> comes from many cultures. The Art Criticism Step by Step feature includes art from both the past and present. Artist Biographies provide information about artists whose works are featured in the text. Sample references include:</p> <p><b>Art Criticism Step by Step:</b> 44-45, 104-105, 192-193, 280-281</p> <p><b>Artist Biography:</b> 38, 154, 215, 265, 398, 429</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 artwork and designs featured in <i><b>The Visual Experience</b></i> come from a variety of cultures and include works by male, female, and student artists. The About the Artist segments provide additional information about artists whose work is featured. Sample references include:</p> <p><b>About the Artist:</b> 44, 104, 192, 280, 318, 346, 372</p>
			<p><b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i><b>The Visual Experience</b></i> 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 art in <i><b>The Visual Experience</b></i> is from a wide range of cultures. This exposes students to ideas from both the past and present. Students are encouraged to analyze, interpret, and evaluate as they study and create art.</p>

## GENERAL EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts General 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: 46-47, 52-53, 82-83, 106-107, 136-137, 162-163, 250-251, 284-285, 376-377, 404-405	1. provide problem-solving skills for students to create art relative to a variety of subject matter.				
<b>SE/TE:</b> Art Criticism: 37, 61, 93, 151, 172-173, 219, 273, 339, 430	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 Experience: 162-163, 200-201, 256-257, 375-376 Try It Yourself: 42, 70, 268, 399 Write About It!: 272, 377	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><b>SE/TE:</b> Chapter Review: 11 Art Criticism Step by Step: 45, 77, 105, 135, 159, 193, 239, 281, 319, 403</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>				
<p><b>SE/TE:</b> Assess: 355, 359, 360, 386, 394, 401, 415, 455 Chapter Review: 409, 441</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> Going Further: 29, 115, 165, 253, 325 Electronic Research: 57, 147, 205, 295, 349</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: 48-49, 80-81, 110-111, 140-141, 196-197, 240-241, 284-285, 322-323, 376-377, 404-405</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>				
<p><b>SE/TE:</b> Electronic Research: 29, 57, 87, 115, 147, 205, 253, 295, 325 Write About It!: 190, 313</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>				
<p><b>SE/TE:</b> Computer Option: 79, 106, 110, 162, 196, 240, 320</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>				

Electronic Research: 349, 379, 409					
<b>SE/TE:</b> Aesthetics: 305 Assess: 316, 439 Studio Experience: 84-85, 200-201, 288-289, 374-375, 406-407	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> Chapter Review: 11 Linking Disciplines: 35, 62, 73, 94, 96, 98, 153, 157, 176, 358	11. grade level appropriate questions for students to analyze concepts and make cross-curricular connections.				
<b>SE/TE:</b> Write About It!: 46, 78, 137, 232, 317 Wrap Up: 54, 82, 136, 196, 284	12. varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.				
<b>SE/TE:</b> Meeting Individual Needs: 13, 79, 121, 241, 285 ESL: 35, 91, 151, 299, 329	13. multiple approaches to differentiate instruction				
<b>SE/TE:</b> Large Reproductions: 12, 60, 325 Overhead Transparencies: 90, 230 Slides: 36, 242, 354 Video/DVD: 106, 272, 376	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 Experience: 52-53, 80-81, 136-137, 240-241, 284-285, 320-321, 376-377, 404-405, 434-435, 438-439	15. explore a variety of perspective and/or methods for art creation.				
<b>SE/TE:</b> Aesthetics: 8, 73, 125, 219, 279, 313, 337, 368, 396 Using the Text: 5	16. engage in open-ended discussions about art.				
<b>SE/TE:</b> Studio Experience: 84-85, 200-201, 202-203, 240-241, 288-289, 374-375, 406-407, 434-435	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: 17, 37, 47, 125, 269 Chapter Review: 11, 147, 253, 379 Close: 55	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).				
<b>Organization, Presentation and Format</b> <i>Instructional materials provide:</i>					
<b>SE/TE:</b> Lessons: 34-35, 38-39, 60-61, 66-67, 90-91, 118-119, 168-169, 170-171, 172-173, 174-175	19. information that is organized logically and provides a sequence of the elements of art and principles of design.				
<b>SE/TE:</b> Large Reproductions: 18, 132 Overhead Transparencies: 38, 133, 210	20. media that must enhance and support instruction and learning.				



## SPECIFIC EVALUATION CRITERIA

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

Students in Art II extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students focus on compositional awareness through the proficient use of elements, principles, structures, and functions. Students explore various aspects of the arts in the context of global cultures and historical parameters as they examine connections between other disciplines, and technologies. Students practice responsible workplace skills and safety. They explore career opportunities. The teacher introduces the concept of portfolio development. All these concepts and processes reflect 21<sup>st</sup> century skills and content.

#### **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					
<b>Media, Techniques and Processes</b>						
<b>SE/TE:</b> Studio Experience: 46-47, 80-81, 82-83, 84-85, 196-197, 240-241, 248-249, 406-407	1. compare a variety of two-dimensional and three-dimensional media, techniques and processes.					
<b>SE/TE:</b> Studio Experience: 46-47, 82-83, 144-145, 162-163, 194-195, 198-199, 286-287, 322-323, 404-405	2. create a variety of two-dimensional and three-dimensional artworks to communicate ideas and explore expressive qualities.					
<b>SE/TE:</b> Safety Note: 55, 81, 84, 163, 247, 251, 288, 292, 374, 376	3. use materials, tools and technology in a safe and responsible manner.					
<b>Elements of Art and Principles of Design</b>						
<b>SE/TE:</b> Art Criticism Step by Step: 45, 77, 105, 134, 159, 193, 281, 319, 373, 403, 433	4. express personal judgments about the effectiveness of the use of the elements of art and principles of design in a variety of artworks.					
<b>SE/TE:</b> Art Criticism: 257, 259 Art Criticism Step by Step: 45, 281, 319, 347, 373, 403, 433	5. analyze and compare the use of the elements and principles of design in two-dimensional and three-dimensional artworks.					
<b>SE/TE:</b> Studio Experience: 50-51, 80-81, 106-107, 136-137, 162-163, 194-195, 240-	6. create two-dimensional and three-dimensional artworks that use organizational principles and functions to solve specific art problems.					

241, 284-285, 322-323, 374-375						
<b>SE/TE:</b> Art Criticism Step by Step: 45, 77, 105, 134, 159, 193, 281, 319, 373, 403, 433	7. use a variety of critical methods to evaluate the effectiveness of artworks in terms of organizational structures and functions.					
<b>Subject Matter, Symbols and Ideas</b>						
<b>SE/TE:</b> Electronic Research: 11, 29, 57, 87, 147, 253, 295, 325, 349, 379	8. reflect on how artworks differ visually, spatially, intellectually, and functionally, and describe how these differences are a result of historical and cultural context.					
<b>SE/TE:</b> Studio Experience: 82-83, 194-195, 240-241, 288-289, 292-293, 374-375, 404-405, 406-407, 436-437, 472-473	9. use subjects, themes, symbols, and ideas to communicate intended meaning in artworks.					
<b>SE/TE:</b> Studio Experience: 82-83, 194-195, 196-197, 288-289, 292-293, 374-375, 404-405, 406-407, 434-435, 436-437	10. apply creative problem-solving and analogical thinking to visual communication skills.					
<b>Art History and Diversity</b>						
<b>SE/TE:</b> Aesthetics: 6, 15 Art Criticism: 26 Art History: 7, 63, 97, 123, 169, 217, 278	11. categorize historical or cultural contexts of artworks through characteristics and purposes.					
<b>SE/TE:</b> Electronic Research: 11, 29, 87, 147, 165, 253, 325, 409, 441, 477	12. differentiate meaning and style of specific art objects within various cultures, times and places.					
<b>SE/TE:</b> Studio Experience: 54-55, 80-81, 144-	13. demonstrate in their own artwork a relationship to history, aesthetics, and culture.					

145, 194-195, 202-203, 240-241, 284-285, 374-375, 376-377, 434-435					
<b>Reflection and Analysis</b>					
<b>SE/TE:</b> For Your Portfolio: 57, 87, 115, 165, 205, 253, 295, 349, 379, 409	14. identify the purpose for creating and maintaining a portfolio and develop criteria for a personal portfolio.				
<b>SE/TE:</b> Art Criticism Step by Step: 45, 77, 105, 134, 159, 193, 239, 281, 319, 347	15. analyze and assesses different genres of artwork emphasizing cultural viewpoints.				
<b>SE/TE:</b> Evaluate It: 49, 55, 81, 106, 141, 195, 284, 323, 375, 377	16. use criteria for evaluating their own work and the work of various periods and different cultures.				
<b>Multi-disciplinary Connections</b>					
<b>SE/TE:</b> Linking Disciplines: 35, 62, 73, 94, 98, 124, 189, 236, 395, 414	17. select and compare artwork using specific historical issues or themes related to other subject areas.				
<b>SE/TE:</b> Studio Experience: 54-55, 82-83, 140-141, 194-195, 196-197, 198-199, 242-243, 282-283, 320-321, 376-377	18. apply creative problem solving techniques to produce a multi-disciplinary artwork.				