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<b>COURSE:</b>	Grade 7 – General Art	<b>TITLE</b>	Explorations in Art: A Global Pursuit
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## NON-NEGOTIABLE EVALUATION CRITERIA

**2016-2022**  
**Group III - Visual Arts**  
**Grade 7**

<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 featured throughout <b><i>A Global Pursuit</i></b> is culturally diverse. Art History and Traditions provides a view of how different cultures have expressed their ideas. A Global View and Connections allow students to relate to ideas in art and design from multiple sources. Sample references include:</p> <p><b>Art History and Traditions:</b> 16-18, 46-48, 106-108, 166-168, 226-228, 256-258</p> <p><b>A Global View:</b> 20-23, 80-83, 140-143, 230-233</p> <p><b>Connections:</b> 28-29, 88-90, 118-119, 208-209</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 <b><i>A Global Pursuit</i></b> come from a variety of male, female, and student artists. The Meet the Artist section in the Global View and the Content Review in each unit highlight art professionals who are accomplished in their field. Sample references include:</p> <p><b>Meet the Artist:</b> 61, 83, 91, 109, 139, 155, 233</p>
			<p><b>3. FORMAT</b>            This resource is available as an option for adoption in an interactive electronic format.</p>	<p><b><i>A Global Pursuit</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>Traditions and historical information from a variety of cultures is provided in <i><b>A Global Pursuit</b></i>. It exposes students to ideas and practices from past and present societies.</p>
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## GENERAL EVALUATION CRITERIA

**2016-2022  
Group III - Visual Arts  
Grade 7**

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: 174-177, 204-207 Studio Time: 41, 53, 67, 79, 97, 131, 139, 199, 203	1. provide problem-solving skills for students to create art relative to a variety of subject matter.				
<b>SE/TE:</b> Studio Exploration: 42-45, 73-75, 174-177 Studio Time: 11, 157, 187	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> Finding and Organizing Resources: R42 Art Materials and Supplies: R38-R39 Studio Exploration: 174, 203 Studio Time: 41, 53, 67, 79, 97, 131, 139, 199	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>                  Art Criticism: 105, 151, 241, 255                  Teaching Through Inquiry: 182, 202, 232, 244, 264                  Artistic Thinking: 150</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p><b>SE/TE:</b>                  Assessment Option: 53                  Community Involvement: 269                  Reteach: 61, 151, 241                  Native North American Objects: 50-52</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>                  Family Involvement: 121, 151                  Community Involvement: 269                  Teaching Through Inquiry: 218                  Studio Exploration: 24-27, 72-75, 84-87, 102-105, 114-117, 132-135, 144-147, 162-165, 192-195, 204-207</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>                  Maintaining the Art Room: Safety: R41-R42                  Safety Note: 104                  Studio Time: 41, 53, 67, 79, 97, 131, 139, 199                  Studio Exploration: 42-45, 102-105, 192-195, 252-255                  Supplies: 66, 82, 132, 220, 246, 264</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							
<p><b>SE/TE:</b>                  Teaching Through Inquiry: 64, 126, 136 173, 174, 177, 216, 229, 236</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>							

<b>SE/TE:</b> Teaching Through Inquiry: 17 Internet Resources: 119, 149, 239, 269 Traditions in Montage: 234-235 Connections: 238-239, 268-269 Computer Option: 205	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.							
<b>SE/TE:</b> Engage: 3 Studio Time: 216 Teaching Through Inquiry: 126, 143, 170, 173, 199, 216, 229, 236 Advocacy: 211 Studio Exploration: 84-87, 102-105, 114-117, 132-135, 162-165, 192-195, 204-207	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> Connections: 27-29, 118-119, 148-149, 178-179, 208-209 Connections Across the Arts: 121A-121B, 151A-151B, 181A-181B, 241A-241B	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							
<b>SE/TE:</b> Assessment Option: 109 Visual Culture: 111 Teaching Through Inquiry: 152 Engage: 5, 39, 63, 107, 129, 153, 205, 231, 265	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							

<p><b>SE/TE:</b> Differentiated Instruction: 44, 74, 128, 202, 220, R17-R19 Connections Across the Arts: 121A-121B, 151A-151B, 181A-181B, 241A-241B</p>	<p>13. multiple approaches to differentiate instruction</p>						
<p><b>SE/TE:</b> Large Reproductions: R43-R45 Overhead Transparencies: R46-R48 Using the Overhead: 5, 11, 41, 77, 157 Lesson Resources: 4, 64, 124, 184, 244</p>	<p>14. supplemental visuals that correspond with lessons.</p>						
<p><b>Life Skills</b> <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i></p>							
<p><b>SE/TE:</b> Studio Exploration: 24-27, 72-75, 84-87, 102-105, 114-117, 132-135, 144-147, 162-165, 192-195, 204-207, 264-267</p>	<p>15. explore a variety of perspective and/or methods for art creation.</p>						
<p><b>SE/TE:</b> Share and Reflect: 15, 56 Explore the Art: 48, 99, 129, 189, 201, 245 Explore the Image: 175 Daily Life: 119, 179 Teaching Through Inquiry: 7, 36, 62, 122, 173, 229 Explore the Art: 3, 33, 63, 123, 183, 243</p>	<p>16. engage in open-ended discussions about art.</p>						

<p><b>SE/TE:</b>  Studio Exploration: 24-27, 72-75, 84-87, 102-105, 132-135, 192-195, 204-207  Studio Time: 41, 53, 67, 79, 97, 131, 139, 199  Teaching Through Inquiry: 143, 170, 173, 199  Advocacy: 211</p>	<p>17.promote student art production in a variety of settings (i.e. collaboration, visual dialogue, studio work, etc.)</p>							
<p><b>Assessment</b>  <i>Instructional materials provide:</i></p>								
<p><b>SE/TE:</b>  Assessment Options: 75, 113, 139, 203  Summative Assessments: 31b, 61B, 121B, 151B  Studio Exploration Rubrics: 31A, 61A, 91A, 151A, 181A, 211A, 271A  Studio Exploration Criteria: 25, 55, 85, 145, 175, 223, 253, 265</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><b>Organization, Presentation and Format</b>  <i>Instructional materials provide:</i></p>								
<p><b>SE/TE:</b>  Planning Guide: 1E-1F, 31G-31H, 61G-61H, 121G-121H, 181G-181H, 211G-211H, 241G-241H</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>  Media and Techniques: R26-R31  Art Materials and Supplies: R38-R39  Large Reproductions: R42-R45  Overhead Transparencies: R46-R48  Supplies: 66, 82, 132, 220, 246, 264  Resources: 31E-31F, 61E-61F, 91E-91F, 151E-151F, 181E-181F, 241E-241F</p>	<p>20.media that must enhance and support instruction and learning.</p>							

## SPECIFIC EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Grade 7

Seventh grade students in general art examine and explore a variety of art media, techniques, technologies, and processes in self-directed art production. Students exhibit personal productivity skills as they practice and adapt usage of the elements of art and principles of design through individual and collaborative efforts. Students' artwork shows evidence of 21<sup>st</sup> Century skills of critical and innovative thinking, problem-solving, and creative and original communication of intended meaning. They explain aesthetic qualities of symbols, ideas, and personal values as experienced in subject matter of artwork. Students demonstrate a global awareness of art history and identify and analyze reasons for creating works of art. They incorporate steps of art criticism and visual literacy skills through art appreciation activities and the creation of oral, written or multimedia presentations.

#### **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, Technique and Processes</b>												
<b>SE/TE:</b> Media and Techniques: R26-R31 Studio Time: 23, 42, 72, 83, 204, 217 Studio Exploration: 24-27, 72-75, 84-87, 102-105, 114-117, 132-135, 144-147, 162-165, 192-195, 204-207	1. select a media, technique, technology, or process to communicate a personal experience or an idea, e.g., chalk, acrylic, printmaking, painting, digital alteration, animation and sculpture											
<b>SE/TE:</b> Studio Exploration: 24-27, 72-75, 84-87, 102-105, 114-117, 132-135, 144-147, 162-165, 192-195, 204-207 Studio Time: 12, 23, 42, 72, 83, 97, 131, 204, 217	2. experiment and refine use of selected media, techniques, technologies, and processes in the communication of a personal experience or an idea.											
<b>SE/TE:</b> Studio Time: 11, 23, 83, 97, 113, 169, 217 Studio Evaluation Criteria: 73, 82, 265 Art Criticism: 255	3. evaluate the effectiveness of their choice of media, techniques, technologies, or processes used in the communication of a personal experience or idea											
<b>SE/TE:</b> Safety Note: 104 Maintaining the Art Room: Safety: R41-R42	4. demonstrate the safe and effective use of materials, tools, and technology.											

## Elements of Art and Principles of Design

<p><b>SE/TE:</b>            Compare and Contrast: 3, 93, 153            Check Your Understanding: 131, 161, 229            Skills and Techniques: 188-191            Visual Culture: 21            Teaching Through Inquiry: 130</p>	<p>5. compare and contrast the characteristics of elements of art.</p>				
<p><b>SE/TE:</b>            Using Line and Pattern: 8            Create Your Own Message: 12, 14            Practice: 9            Studio Time: 11, 19, 113, 169            Studio Exploration: 24-27</p>	<p>6. create a drawing using line as the expressive element.</p>				
<p><b>SE/TE:</b>            Studio Time: 37, 72, 84, 87, 229, 264            Studio Exploration: 204            Principles of Design: 280-283</p>	<p>7. create a non-objective artwork using geometric and/or biomorphic (organic) shapes or forms.</p>				
<p><b>SE/TE:</b>            Using Color: 188, 189            Elements of Art: Color: 278            Mixing Paint: 312            Studio Time: 37, 101</p>	<p>8. create a color intensity chart and a monochromatic color scheme.</p>				
<p><b>SE/TE:</b>            Skills and Techniques: 158-159            Studio Exploration: 162-165, 174-177, 192-195            Check Your Understanding: 71</p>	<p>9. create art using positive and negative space, e.g., architectural forms; printmaking; sculpture; or ceramics.</p>				
<p><b>SE/TE:</b>            Practice: 99            Studio Time: 131, 139            Value: 279</p>	<p>10. produce value scales using various media.</p>				

<p><b>SE/TE:</b>  Using Texture and Rhythm: 38-41  Practice: 9, 38, 41, 139  Assessment Option: 207  Studio Time: 139, 169  Studio Exploration: 42-45, 162-165,  174-177, 192-195</p>	<p>11. create an artwork using actual or simulated texture</p>						
<p><b>SE/TE:</b>  Principles of Design: 280-283  Check Your Understanding: 229, 251  Compare and Contrast: 123</p>	<p>12. compare and contrast the characteristics of principles of design.</p>						
<p><b>SE/TE:</b>  Principles of Design: 280  Balance in Art: 70  Studio Time 71</p>	<p>13. create three-dimensional forms using symmetrical or asymmetrical balance.</p>						
<p><b>SE/TE:</b>  Making Parts Work Together: 94  Drawing in Perspective: 114-117  Practice: 159  Perspective: 295  Using the Overhead: 101</p>	<p>14. create artwork using linear perspective.</p>						
<p><b>SE/TE:</b>  Using Texture and Rhythm: 38-41  Studio Exploration: 42-45  Studio Time: 41, 97, 169  Practice: 99</p>	<p>15. create artwork using visual rhythm and repetition of patterns, e.g., Escher's use of mathematics.</p>						
<p><b>SE/TE:</b>  Making Parts Work Together: 94-96  Drawing in Perspective: 114-115  Studio Time: 97, 101  Studio Exploration: 114-117</p>	<p>16. create two-dimensional design incorporating overlapping and visual direction to show unity.</p>						
<p><b>SE/TE:</b>  Studio Time: 19, 37, 49  Studio Exploration: 42-45  Practice: 249</p>	<p>17. create a two or three-dimensional human figure using standard proportions.</p>						

<p><b>SE/TE:</b>  Explore the Art: 219  Art Criticism: 105, 121, 225  Check Your Understanding: 108, 127, 161, 199, 221, 233  Teaching Through Inquiry: 261  Visual Culture: 21  Compare and Contrast: 123, 213  Write About Art: 30, 60  For Your Portfolio: 61</p>	<p>18. analyze and evaluate application of elements of art and principles of design in two-dimensional and three-dimensional works of art</p>						
<p><b>SE/TE:</b>  Studio Exploration: 24-27, 72-75, 84-87, 102-105, 114-115, 132-135, 144-147, 162-165, 192-195, 204-207  Studio Time: 41, 53, 67, 79, 97, 131, 139, 199</p>	<p>19. use the elements of art and principles of design to effectively communicate ideas.</p>						
<p><b>Subject Matter, Symbols and Ideas</b></p>							
<p><b>SE/TE:</b>  Messages in Art: 4-7  Studio Exploration: 42-45, 72-75, 84-87  Studio Time: 11, 37, 217</p>	<p>20. integrate symbols and ideas to evoke a specific feeling in an artwork.</p>						
<p><b>SE/TE:</b>  Messages in Art: 4-7  Studio Exploration: 42-45, 72-75, 84-87  Studio Time: 11, 37, 217</p>	<p>21. select symbols and ideas as a subject for artwork.</p>						
<p><b>SE/TE:</b>  Messages in Art: 4-7  Studio Exploration: 42-45, 72-75, 84-87  Studio Time: 11, 37  Visual Culture: 21  Check Your Understanding: 22  Assess: 45, 75, 87  Write About Art: 30, 60  For Your Portfolio: 61</p>	<p>22. analyze how symbols and ideas communicate desired aesthetic results in an artwork.</p>						

<b>Art History and Diversity</b>						
<p><b>SE/TE:</b>            Explore the Art: 219            Art Criticism: 105, 121, 225            Check Your Understanding: 108, 127, 161, 199, 221, 233            Teaching Through Inquiry: 200, 261            Visual Culture: 21            Compare and Contrast: 213</p>	<p>23. analyze the characteristics of artworks and artists from different periods of time, styles, and cultures.</p>					
<p><b>SE/TE:</b>            Major Western Art Styles and Movements: 286-291            Teaching Through Inquiry: 200            Compare and Contrast: 213, 243            Check Your Understanding: 49, 108, 229, 233            Explore the Art: 137</p>	<p>24. compare and contrast artwork from different cultures in a selected time frame, e.g., oral, written, or technological presentations.</p>					
<p><b>SE/TE:</b>            What Places Tell Us: 152-157            Using Space and Emphasis: 158-161            Studio Time: 161, 169, 173, 229, 233            Peaceful Places: 162-164            Studio Exploration: 162-165, 174-177            Oceanic Art: 170-173            European Art: 226-229            Teaching Through Inquiry: 229, 261</p>	<p>25. discuss how time and place influence meaning and value in a work of art.</p>					
<p><b>SE/TE:</b>            Studio Time: 19, 173, 169, 199, 203, 229, 233, 247, 263            Studio Exploration: 72-75, 144-147</p>	<p>26. create two-dimensional or three-dimensional art based on a specific historical period.</p>					

<b>Reflection and Analysis</b>						
<b>SE/TE:</b> Art and Daily Life: 124-126 Write About Art: 120 Share and Reflect: 225 Explore the Art: 125 Check Your Understanding: 127, 199 Teaching Through Inquiry: 156, 199	27. justify reasons for creating works of art and cite examples, e.g., aesthetic, tradition, preservation, and self-expression.					
<b>SE/TE:</b> Skills and Techniques: 158-160, 218-220 Teaching Through Inquiry: 254 Check Your Understanding: 108, 161, 221	28. examine and compare the meaning and purpose between two-dimensional and three-dimensional artworks.					
<b>SE/TE:</b> Explore the Art: 219 Art Criticism: 105, 121, 225 Check Your Understanding: 108, 127, 161, 199, 221, 233 Teaching Through Inquiry: 200, 261 Visual Culture: 21 Compare and Contrast: 213	29. use a critical process to evaluate two-dimensional and three-dimensional artworks from various eras and cultures; e.g., the model of Description, Analysis, Interpretation, and Aesthetic Judgment					
<b>SE/TE:</b> Community Involvement: 269 For Your Portfolio: 121 Share and Reflect: 15, 44, 57, 86, 117, 134, 146, 225 Computer Option: 26, 116	30. select, describe, and display his/her artwork(s) through oral, written, or technological presentations as part of the critique process.					
<b>Multi-disciplinary Connections</b>						
<b>SE/TE:</b> Visual Culture: 21 Check Your Understanding: 113 Compare and Contrast: 33, 63, 93, 123, 153, 213, 243 Teaching Through Inquiry: 72, 200	31. compare two or more arts disciplines in a cultural context.					

<p><b>SE/TE:</b>  Messages of the African Kingdoms:  20-22  Connections: 27-29, 118-119, 148-149, 178-179, 208-209  Connections Across the Arts: 121A-121B, 151A-151B, 181A-181B, 241A-241B</p>	<p>32. discover ways other disciplines are interrelated with the visual arts, e.g., explore architecture through historical and/or mathematical concepts.</p>				
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