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<b>SUBJECT:</b>	Art	<b>SPECIFIC GRADE:</b>	HS
<b>COURSE:</b>	Art History Appreciation, Aesthetics	<b>TITLE</b>	Discovering Art History
<b>COPYRIGHT:</b>	2015		
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## NON-NEGOTIABLE EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Art History, Appreciation, Aesthetics

<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 and features throughout <b><i>Discovering Art History</i></b> connect with an array of cultures and ethnicities with which a variety of students can identify. The World Cultural Timelines provide information about the political and cultural events that connect to the timeframe and location where the artworks were created. Artists from a range of cultures and periods in art history are highlighted. Sample references include: <b>The World Cultural Timelines:</b> 4.2TLa, 7.2TLa, 9.0TLa, 11.0TLa, 11.4TLa, 13.0TLa, 14.2TLa, 15.2TLa <b>Primary Sources:</b> 2PrimarySource, 4PrimarySource, 6PrimarySource, 8PrimarySource, 10PrimarySource, 12PrimarySource, 16PrimarySource</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>A variety of cultures and ethnicities are highlighted throughout <b><i>Discovering Art History</i></b>. Non-Western Art and Cultural Influences as well as Western Art are covered in detail. The text features a diverse array of male, female, and student artists. Roles in the various time periods and cultures studied are highlighted. <b>Sample references include:</b> 4.1Lesson, 5.2Lesson, 10.2Lesson, 13.1Lesson, 15.3Lesson, 17.3Lesson</p>

			<p><b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Discovering Art History</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><i>Discovering Art History</i> provides a wide range of cultural information. This includes information regarding politics within the culture being studied. The information is provided in order to give insight as to how it may have influenced the artists' responses in the creation of art.</p>

## GENERAL EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Art History, Appreciation, Aesthetics

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> 1Activity1, 2Activity2, 3Activity1, 3Activity2, 4Activity2, 5Activity1, 6Activity2, 7Activity1, 8Activity2, 10Activity1	1. provide problem-solving skills for students to create art relative to a variety of subject matter.				
<b>SE/TE:</b> 1.1LessonReview, 1ChapterReview, 2.1LessonReview, 2ChapterReview, 3.1LessonReview, 4.9LessonReview, 5.1LessonReview, 6.1LessonReview, 8.2LessonReview, 11.3LessonReview	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> 2Activity2, 3Activity1, 11Activity2, 12Activity1, 13Activity2, 14Activity1, 15Activity1, 16Activity2, 17Activity2	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>                  1.1TeachCriticism,                  2.3TeachArtHistory,                  4.1TeachArtHistory/Criticism,                  5.1TeachCriticism/Aesthetics,                  7.4TeachCriticism/ArtHistory,                  11.2TeachCriticism,                  12.2TeachCriticism,                  13.3TeachCriticism/ArtHistory,                  15.4TeachArtHistory/Criticism</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p><b>SE/TE:</b>                  1.3Evaluate, 1.3HowWeStudyArt,                  5.0TLa, 5.1TeachArtHistory,                  5.2LessonReview, 5.3Evaluate</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>                  1AdditionalActivities,                  4AdditionalActivities,                  5AdditionalActivities,                  7AdditionalActivities,                  8AdditionalActivities,                  9AdditionalActivities,                  10AdditionalActivities,                  11AdditionalActivities,                  12AdditionalActivities,                  14AdditionalActivities</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>                  1Activity2, 3Activity1, 4Activity2,                  6Activity1, 8Activity2, 10Activity1,                  11Activity2, 15Activity1, 16Activity2,                  17Activity1</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							
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<b>SE/TE:</b> 1AdditionalActivities, 2.1Ica, 4.1HOTSc, 6.1HOTsb, 7.4Mca, 9.1Reteach, 11.1Mca, 13.2Ica, 15.3Inquiry, 17.0TeachContext	8. conduct research, validate sources, and report ethically on findings.							
<b>SE/TE:</b> 1ChapterReview, 2ChapterReview, 3ChapterReview, 5ChapterReview, 11ChapterReview, 13ChapterReview, 14ChapterReview, 15ChapterReview, 16.2Sidelight, 17.2Evaluate	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.							
<b>SE/TE:</b> 1.3CLa, 2.1CLa, 2Activity2TE, 3.1CLa, 5.2CLa, 8.2CLa, 11.1CLa, 16.2CLa, 16.2CLb, 17.2CLa	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> 1.0Ica, 4.2Ica, 4.9Ica, 6.2Ica, 9.1Ica, 10.1Ica, 11.3Icb, 13.2Ica, 15.1Ica, 17.2Ica	11. grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							
<b>SE/TE:</b> 2.0Introduce, 3.1Warmup, 5.0Quick, 7.0Introduce, 9.0Quick, 11.1Warmup, 12.0Quick, 14.0Introduce, 16.1Warmup, 17.0Introduce	12. varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							
<b>SE/TE:</b> Differentiated Instruction is not addressed.	13. multiple approaches to differentiate instruction							

<b>SE/TE:</b> 2ChapterReview, 3ChapterReview, 6ChapterReview, 7ChapterReview, 9ChapterReview, 11ChapterReview, 13ChapterReview, 14ChapterReview, 16ChapterReview, 17ChapterReview	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> 1Activity1, 3Activity2, 4Activity2, 5Activity1, 7Activity2, 9Activity1, 11Activity2, 13Activity1, 15Activity2, 17Activity1	15. explore a variety of perspective and/or methods for art creation.							
<b>SE/TE:</b> 1.1Reteach, 3.1CLa, 4.2HOTSb, 6.2HOTSb, 8.0Reteach, 9.1HOTSf, 11.1Warmup, 13.2HOTSd, 15.0Evaluate, 17.6HOTSb	16. engage in open-ended discussions about art.							
<b>SE/TE:</b> 4.10CLa, 5Activity1, 6Activity2, 7.4CLa, 8.2CLa, 9.3CLa, 10.3CLa, 13Activity1, 15Activity1, 17Activity2	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> 1.1LessonReview, 1ChapterReview, 3ChapterReview, 5.2LessonReview, 7ChapterReview, 8.1LessonReview, 12ChapterReview, 14.2LessonReview, 15ChapterReview, 16.2LessonReview	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:*

<p><b>SE/TE:</b> 1.1LessonReview, 2.0Quick, 2.3Opener, 6.0TeachArt, 7.3IslamicBookIllustration, 14.1Marc, 15.3Remington, 17Activity2TE</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> 2ChapterReview, 3ChapterReview, 6ChapterReview, 7ChapterReview, 9ChapterReview, 11ChapterReview, 13ChapterReview, 14ChapterReview, 16ChapterReview, 17ChapterReview</p>	<p>20. media that must enhance and support instruction and learning.</p>							

## SPECIFIC EVALUATION CRITERIA

2016-2022

Group III - Visual Arts

Art History, Appreciation, Aesthetics

The students identify, discuss, and compare cultural and multi-cultural influences on the arts, including social, political, economic, functional and aesthetic considerations. They develop a variety of critical analyses. They examine different philosophies and viewpoints. Students' experiences with art media within its historical context will connect selected artwork to the artist's process. Products and/or presentations relate cognitive learning to artistic practices. All of these activities demonstrate 21<sup>st</sup> Century Content, Skills, and Literacies. Knowledge of related careers in the fields of art history and aesthetics are covered as well as the application of technology to assist learning.

### **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> 2.1GenreSubjects, 3.2TeachAesthetic/Criticism, 4.5BurmaThailand, 5.1MCA, 7.2Architecture, 9.1HOTSb, 11.0Introduce, 13.0Quick, 14.1ExpressionismintheAmericas, 16.0Reteach	1. identify and describe various styles, techniques, and media in works of art.											
<b>SE/TE:</b> 5Activity1TE, 16Activity2TE	2. use in a safe and responsible manner, media, techniques and processes in relation to artwork studied.											
<b>SE/TE:</b> 1Activity2, 2.2DrawingMedia, 4.1HOTSd, 5Activity1TE, 6.0TeachArt, 9.1HOTSb, 12.4Teach, 14.4Miro, 16.0Reteach, 17.6WindowinTime	3. examine and classify media and processes of artists throughout history.											
<b>Elements of Art and Principles of Design</b>												
<b>SE/TE:</b> 1.1LessonReview, 2.0Quick, 2.3Opener, 6.0TeachArt, 7.3IslamicBookIllustration, 14.1Marc, 15.3Remington, 17Activity2TE	4. describe the elements of art and principles of design used across the cultures and time periods.											
<b>SE/TE:</b> 1.1Evaluate, 2.0Evaluate, 4Activity2TE, 6.1Evaluate, 6.2Evaluate, 7.2Evaluate, 8.2Evaluate, 11Activity2TE, 13.1Evaluate, 17.0Evaluate	5. evaluate how the elements of art and principles of design are integrated in two- and three-dimensional art across cultures and time periods.											

<p><b>SE/TE:</b>  2ChapterReviewAnswers,  3ChapterReview,  3ChapterReviewAnswers,  9ChapterReview, 12.2Inquiry,  14.1HOTSd, 16.1MCA,  17ChapterReviewAnswers,  17Activity2TE</p>	<p>6. research information concerning a variety of artists' applications of the elements of art and principles of design.</p>				
<p><b>SE/TE:</b>  1.2Religion, 3.1Architecture,  4.2MedievalPeriod,  4.2LessonReview,  6ChapterReviewAnswers,  8.1RomanesqueArchitecture,  10.3FrenchArchitecture,  12.1TeachCriticism,  14.2FeaturedArtist, 16.1MCA</p>	<p>7. articulate out how the structures and functions of art are communicated in various cultures throughout history.</p>				
<p><b>Subject Matter, Symbols and Ideas</b></p>					
<p><b>SE/TE:</b>  1.2Politics, 2.1TheFigure, 4.1Religion,  6.3WindowinTime, 8.0TeachContext,  8.1MCA, 10.3TeachArtHistory,  12.1FeaturedArtist, 14Activity1,  16.1Inquiry</p>	<p>8. identify and compare a variety of cultural influences on art. e.g., economic, political, religious.</p>				
<p><b>SE/TE:</b>  2.1ReligiousSubjects, 2.2Mosaics,  4.2Evaluate, 4.1CIb, 6.2MCb,  7.1Teach, 10.2CIc, 10Activity1,  16.1MCb, 17.6LessonReview</p>	<p>9. recognize symbols, issues, and themes related to artworks of varied time periods.</p>				

<b>SE/TE:</b> 1.1TeachArtHistory/Aesthetics, 3.0Evaluate, 3.2TeachAesthetic/Criticism, 5.1TeachCriticism/Aesthetics, 8.2TeachAesthetics/Criticism, 9.1TeachCriticism/Aesthetics, 14.4TeachAesthetics, 15.4TeachAesthetics/ArtHistory, 16.2TeachAesthetics/Criticism, 17.3TeachAesthetics/Criticism	10. compare and contrast aesthetic expression in terms of both form and content.				
<b>SE/TE:</b> 1.2Aesthetics, 2.1Opener, 2.1Evaluate, 3.0TeachContext, 7.1SculptureandOtherMetalwork, 8.2Inquiry, 9.1Botticelli, 9.3Reteach, 11.2Poussin, 15.3Cla	11. explain the process of how artists find subject matter, and ideas in creating art.				
<b>Art History and Diversity</b>					
<b>SE/TE:</b> 3.2Evaluate, 9.3TeachArtHistory/Criticism, 11.3Evaluate, 12.2HOTSe, 14.1Clc, 16.2Gehry, 17.6LessonReview	12. analyze the historical influences on contemporary art.				
<b>SE/TE:</b> 1.3Inquiry, 2.1ICa, 3.1CLa, 4.2TeachArtHistory/Criticism, 4AdditionalActivities, 8.2MCa, 11PrimarySourceConnection, 12Activity2TE, 14.1CLa, 17Activity2TE	13. research styles and/or periods of art and summarize or reconstruct as a product or presentation.				
<b>SE/TE:</b> 2.1ReligiousSubjects, 2.2Mosaics, 4.2Evaluate, 4.1Clb, 6.2MCb, 7.1Teach, 10.2Clc, 10Activity1, 16.1MCb, 17.6LessonReview	14. explain that artistic forms can be indicators of social/religious beliefs.				
<b>Reflection and Analysis</b>					

<b>SE/TE:</b> 1ChapterReview, 4.6TeachArtHistory/Criticism, 4.8TeachAesthetics/Criticism, 5.3TeachCriticism/ArtHistory, 6.2TeachCriticism, 7.4TeachCriticism/ArtHistory, 9.1TeachCriticism/Aesthetics, 11.1TeachCriticism, 11.4TeachArtHistory/Criticism, 13.1TeachCriticism	15. analyze the purposes of criticism in a variety of written or oral forms.							
<b>SE/TE:</b> 4.7Reteach, 4.8HOTSc, 5ChapterReview, 6.2LessonReview, 6ChapterReview, 7.1Teach, 7.3Reteach, 9.2HOTSb, 12.0TeachArt, 16.0TeachTimeline	16. compare artists, styles, techniques, and their influences within a given time period using a critical process.							
<b>SE/TE:</b> 2.2MTb, 4.4Reteach, 6AdditionalActivities, 9.1HOTSb, 14Activity2TE, 15.1CLa, 17Activity2TE	17. develop criteria for critiques about artists, styles, movements, aesthetics and concepts.							
<b>Multi-disciplinary Connections</b>								
<b>SE/TE:</b> 1.0ICa, 2.1ICa, 2.2ICa, 4.2ICa, 6.1ICa, 8.2ICb, 10.1ICa, 12.1ICa, 14.4PACa, 16.1ICa	18. explore art history and its relationships to other disciplines.							