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| <b>SUBJECT:</b>   | Art                      | <b>SPECIFIC GRADE:</b> | HS                |
| <b>COURSE:</b>    | Studio Art I             | <b>TITLE</b>           | Experience Clay   |
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## NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022

Group III - Visual Arts

Studio Art I

| Equity, Accessibility and Format |    |     |   |  |
|----------------------------------|----|-----|---|--|
| Yes                              | No | N/A | CRITERIA  | NOTES  |
|                                  |    |     | <p><b>1. INTER-ETHNIC</b><br/>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 lessons in <b><i>Experience Clay</i></b> introduce students to the history of ceramics. The Art History feature provides information from various cultures and time periods. The Career Profile includes interviews with artists who are accomplished in their field. Sample references include:</p> <p><b>Art History:</b> 18-19, 32, 59, 94, 150, 199<br/><b>Career Profile:</b> 24, 48, 100, 180, 214, 250</p> |
|                                  |    |     | <p><b>2. EQUAL OPPORTUNITY</b><br/>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 featured in <b><i>Experience Clay</i></b> comes from a variety of cultures and include works by male, female, and student artists. The Art History segments provide additional connections. Sample references include:</p> <p><b>Art History:</b> 3, 9, 39, 51, 61, 106, 129, 158</p>   |
|                                  |    |     | <p><b>3. FORMAT</b><br/>This resource is available as an option for adoption in an interactive electronic format.</p>   | <p><b><i>Experience Clay</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><br/>The instructional material is free of political bias.</p>   | <p>The pieces in <b><i>Experience Clay</i></b> highlight a wide range of concepts. Students are exposed to ideas and approaches from both the past and present. Students are encouraged to analyze, interpret, and evaluate as they study and create.</p>  |

## GENERAL EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Studio 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)<br>SPECIFIC LOCATION OF CONTENT<br>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><br>Chapter Review: 25, 101, 139<br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249 | 1. provide problem-solving skills for students to create art relative to a variety of subject matter.   |   |   |   |   |
| <b>SE/TE:</b><br>Elements of Design: 11, 30, 95, 133, 147<br>Principles of Design: 13, 34, 90, 111, 195                     | 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><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249                                 | 3. provide examples and opportunities to experiment with forms, structure, materials, concepts, media and art-making approaches.  |   |   |   |   |

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| Try It: 17, 43, 62, 130 |  |  |  |  |  |  |  |
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**Information and Communication Skills: Literacy in the Arts**  
*The instructional materials will include multiple strategies that:*

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| <b>SE/TE:</b><br>Aesthetics: 53, 59, 94, 124, 128, 159, 195<br>Chapter Review: 49, 139<br>Steps to Aesthetic Scanning: 40-43 | 4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats. |  |  |  |  |  |  |
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| <b>SE/TE:</b><br>Art History: 5, 6, 9, 13, 17<br>Aesthetics: 4<br>Inquiry: 12<br>Interdisciplinary Connection: 19<br>Note It: 7<br>Writing About Art: 25 | 5. identify how artifacts and artworks, that are collected, preserved or presented by artists or other venues, communicate meaning, record history and connect cultures. |  |  |  |  |  |  |
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| <b>SE/TE:</b><br>Digital Connection: 52<br>Gifted and Talented: 94<br>Inquiry: 86, 107, 147, 172<br>Interdisciplinary Connection: 59, 69<br>Writing About Art: 25, 101 | 6. provide resources for independent student exploration. |  |  |  |  |  |  |
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**Personal and Workplace Productivity Skills**  
*For students mastery of content standards and objectives, the instructional materials will provide students with opportunities to:*

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| <b>SE/TE:</b><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249 | 7. practice time-management, project management, and safe use of tools and materials in learning situations. |  |  |  |  |  |  |
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| <p><b>SE/TE:</b><br/>         Inquiry: 12,15, 33, 58, 86, 107, 150, 159, 172<br/>         Writing About Art: 25</p>   | <p>8. conduct research, validate sources, and report ethically on findings.</p>                                       |  |  |  |  |  |  |
| <p><b>SE/TE:</b><br/>         Digital Connection: 10, 39, 52<br/>         For Your Portfolio: 25<br/>         How to...: 55, 63, 178, 204, 230, 232<br/>         Inquiry: 15<br/>         Safety Note: 33</p>     | <p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>          |  |  |  |  |  |  |
| <p><b>SE/TE:</b><br/>         Chapter Review: 181<br/>         Documenting and Exhibiting Art: 43<br/>         Gifted and Talented: 34, 89<br/>         Inquiry: 107</p>  | <p>10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.</p>              |  |  |  |  |  |  |
| <p><b>Developmentally Appropriate Instructional Resources and Strategies</b><br/> <i>For student mastery of content standards and objectives, the instructional materials provide:</i></p>                        |   |  |  |  |  |  |  |
| <p><b>SE/TE:</b><br/>         Chapter Review: 25, 49, 101, 139, 181, 215, 251<br/>         Inquiry: 58, 107, 149</p>  | <p>11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.</p>   |  |  |  |  |  |  |
| <p><b>SE/TE:</b><br/>         Art Criticism: 8<br/>         Chapter Review: 25<br/>         Design Extension: 30, 85<br/>         Digital Connection: 171, 191<br/>         Interdisciplinary Connection: 201</p> | <p>12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.</p> |  |  |  |  |  |  |

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| <p>Inquiry: 12<br/>Teaching Tip: 37<br/>Writing About Art: 139</p>   |  |  |  |  |  |
| <p><b>SE/TE:</b><br/>Gifted and Talented: 16, 34, 89, 94,<br/>116, 126, 152, 197, 207<br/>Interdisciplinary Connection: 201</p>  | <p>13.multiple approaches to differentiate instruction</p>   |  |  |  |  |
| <p><b>SE/TE:</b><br/>Digital Images: 2, 26, 50, 102, 140,<br/>182, 216</p>   | <p>14.supplemental visuals that correspond with lessons.</p>   |  |  |  |  |
| <p><b>Life Skills</b><br/><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><br/>Studio Experience: 22-23, 46-47, 98-<br/>99, 136-137, 178-179, 212-213, 248-<br/>249<br/>Try It: 17, 43</p>   | <p>15. explore a variety of perspective and/or methods for art creation.</p>   |  |  |  |  |
| <p><b>SE/TE:</b><br/>Aesthetics: 53<br/>Art Criticism: 57, 83, 199<br/>Chapter Review: 49, 139<br/>Discuss It: 39, 91<br/>Design Extension: 120</p>                      | <p>16. engage in open-ended discussions about art.</p>   |  |  |  |  |
| <p><b>SE/TE:</b><br/>Documenting and Exhibiting Art: 43<br/>Gifted and Talented: 89<br/>Studio Experience: 22-23, 46-47, 98-<br/>99, 136-137, 178-179, 212-213, 248-</p> | <p>17.promote student art production in a variety of settings (i.e. collaboration,<br/>visual dialogue, studio work, etc.)</p> |  |  |  |  |

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| <p>249</p> <p>Try It: 90</p>   |  |  |  |  |  |
| <p><b>Assessment</b></p> <p><i>Instructional materials provide:</i></p>  |  |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Chapter Review: 25, 49, 101, 139, 181, 215, 251</p> <p>Create It: 22, 47, 99, 137, 179, 213</p> <p>Rubrics: 23, 47, 99, 137, 179, 213, 249</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></p> <p><i>Instructional materials provide:</i></p>   |  |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Elements of Design: 11, 30, 95, 133, 147, 188</p> <p>Principles of Design: 13, 34, 90, 111, 161, 195</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></p> <p>Digital Images: 2, 26, 50, 102, 140, 182, 216</p>  | <p>20. media that must enhance and support instruction and learning.</p>   |  |  |  |  |

## SPECIFIC EVALUATION CRITERIA

### 2016-2022 Group III - Visual Arts Studio Art I

Studio Art electives provide in-depth study in selected media, techniques, and processes. Foundation classes such as Art I are strongly recommended but not required. Expectations encompass proficiency of craftsmanship; participation in field experiences; incorporation of modern technology; study of 21<sup>st</sup> century art careers and related professions; an understanding of contemporary or related vocabulary literacy; understanding the properties of the media; and the safe and responsible use and care of equipment, tools and materials reflecting life skills. Studio Art electives include but are not limited to the following courses taught at the proficiency level: air brush, animation, architecture, batik, calligraphy, ceramics, color and design, commercial art, computer graphics, craft, design principles, drawing, electronic imaging, ethnic art, fiber arts, folk art, film, functional design, graphic design, jewelry, mixed media, painting, photography, printmaking, sculpture, stage design, and stained glass.

#### **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)<br>SPECIFIC LOCATION OF<br>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><br>Chapter Review: 25, 49, 101, 139, 181, 215, 251   | 1. demonstrate knowledge of the terminology related to the media, processes and techniques.  |  |  |  |  |   |  |   |  |   |  |   |
| <b>SE/TE:</b><br>How to...: 55, 79, 128, 174, 204, 230, 231, 232<br><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249 | 2. demonstrate an understanding of techniques, and processes related to the media.   |  |  |  |  |   |  |   |  |   |  |   |
| <b>SE/TE:</b><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249<br><br>Try It: 58, 78, 149, 196                        | 3. use problem-solving skills to explore techniques, and processes in creating two-dimensional and three-dimensional works of art. |  |  |  |  |   |  |   |  |   |  |   |
| <b>SE/TE:</b><br>Safety Note: 82, 111, 152, 185, 209<br><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249             | 4. use materials and tools in a safe and responsible manner.   |  |  |  |  |   |  |   |  |   |  |   |
| <b>Elements of Art and Principles of Design</b>  |  |  |  |  |  |   |  |   |  |   |  |   |
| <b>SE/TE:</b> Chapter Review: 25, 139, 251   | 5. identify the elements of art and principles of design in artworks of the media.   |  |  |  |  |   |  |   |  |   |  |   |

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| <p>Elements of Design: 11, 188</p> <p>Principles of Design: 161</p> <p>Steps in Aesthetic Scanning: 40-43</p> <p>Studio Experience: 137, 179</p> <p>Try It: 196</p> |  |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Chapter Review: 25, 49, 101, 139, 181</p> <p>Studio Experience: 23, 47, 137, 179</p>  | <p>6. analyze the character of the elements of art and principles of design in artworks in the media.</p>      |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Chapter Review: 101, 251</p> <p>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249</p>                              | <p>7. create artworks that use organizational principles and functions to solve specific problems.</p>         |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Chapter Review: 101, 139</p> <p>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249</p>                              | <p>8. create artwork demonstrating an understanding of the structures and functions in art.</p>                |  |  |  |  |
| <p><b>Subject Matter, Symbols and Ideas</b></p>   |  |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Studio Experience: 2-23, 98-99, 136-137, 178-179</p> <p>Writing About Art: 25, 101, 181, 215</p>  | <p>9. explore subject matter, themes and motifs related to the studio area from past and present cultures.</p> |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Art History: 9, 12, 18, 28, 106, 113, 164</p> <p>Interdisciplinary Connection: 9</p>  | <p>10. assess the significance of historical subject matter, themes and motifs.</p>                            |  |  |  |  |

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| Writing About Art: 25, 101   |  |  |  |  |  |
| <b>SE/TE:</b><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249  | 11. use problem solving skills to explore subject matter, symbols, and ideas as content for art works.                   |  |  |  |  |
| <b>SE/TE:</b><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249<br>Writing About Art: 25, 101, 181, 215      | 12. produce artworks with subject matter, themes and motifs related to the media from past and present cultures.         |  |  |  |  |
| <b>Art History and Diversity</b>   |  |  |  |  |  |
| <b>SE/TE:</b><br>Digital Connection: 52<br>Writing About Art: 25   | 13. identify the meanings, functions, and uses of specific art in the media from a variety of past and present cultures. |  |  |  |  |
| <b>SE/TE:</b><br>Digital Connection: 52<br>Gifted and Talented: 207<br>Inquiry: 12, 86, 107, 150, 159, 225<br>Writing About Art: 25, 101 | 14. investigate themes and motifs from various cultures from past history.   |  |  |  |  |
| <b>SE/TE:</b><br>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249<br>Writing About Art: 25, 101, 181, 215      | 15. create artworks influenced by past history and culture in the media.   |  |  |  |  |
| <b>Reflection and Analysis</b>   |  |  |  |  |  |
| <b>SE/TE:</b><br>Chapter Review: 25, 101, 139, 181,  | 16. investigate the context and purpose for creating specific works in the media.  |  |  |  |  |

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| <p>251</p> <p>Writing About Art: 25, 101, 251</p>  |  |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Art Criticism: 5, 8, 32, 57, 104, 219, 240</p> <p>Chapter Review: 25, 139</p>  | <p>17. compare a variety of artworks in the media from different historical and cultural viewpoints.</p>                                 |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Chapter Review: 25, 101, 139, 251</p> <p>Studio Experience: 22-23, 46-47, 98-99, 136-137, 178-179, 212-213, 248-249</p> <p>Writing About Art: 139, 251</p> | <p>18. creates artwork and participates in critiques of own and others artworks considering cultural and historical influences.</p>      |  |  |  |  |
| <p><b>Multi-disciplinary Connections</b></p>   |  |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Art History: 27</p> <p>Interdisciplinary Connection: 59</p> <p>Masks: 78</p>   | <p>19. compare the materials, technologies, media, and processes of the studio area with those of other creative disciplines.</p>        |  |  |  |  |
| <p><b>SE/TE:</b></p> <p>Interdisciplinary Connection: 19, 29, 31, 59, 72, 95, 115, 130, 165, 187, 201</p>  | <p>20. investigate connections between arts disciplines influenced by historical events, developments in science, or cultural ideas.</p> |  |  |  |  |