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NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 3

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 artwork and photos throughout <i>Explorations in Art</i> include many ethnicities. The Connections feature includes information from both the past and present about art, artists, and culture. Artists from all over the world are studied. Sample references include: Connections: 28-29, 58-59, 118-119, 148-149, 178-179 About the Artist: 17, 37, 73, 103, 133, 173</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><i>Explorations in Art</i> features work that has been created by both male and female artists. It also includes student artwork. The works represents concepts, experiences, and achievements from a variety of cultures and time frames. The Art History feature places these works in context. Sample references include: Art History: 3, 47, 69, 93, 123, 179</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>An interactive electronic version of <i>Explorations in Art</i> is available at www.davisart.com.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>The material presented in <i>Explorations in Art</i> is intended to provide instruction in Art. Politics are not addressed.</p>

GENERAL EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 3

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 Exploration: 8-11, 24-27, 46-49, 84-87, 106-109, 136-139, 174-177 Studio Time: 15, 53, 143	1. provide problem-solving skills for students to create art relative to a variety of subject matter.							
SE/TE: Art Criticism: 11, 49, 71, 101, 147, 177 Compare and Contrast: 62, 122, 152	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 Exploration: 16-19, 38-41, 54-57, 76-79, 114-117, 128-131, 166-169 Studio Time: 83, 95, 157	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: Art Criticism: 11, 27, 41, 79, 101 Share and Reflect: 26, 40, 78, 131, 168	4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.					
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179 History Connection: 17, 75 Social Studies Connection: 89, 103	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: Sketchbook Connection: 19, 27, 39, 77, 101, 131, 137, 145, 159, 169	6. provide resources for independent student exploration.					
Personal and Workplace Productivity Skills						
<i>For students mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>						
SE/TE: Studio Exploration: 24-27, 38-41, 68-71, 114-117, 128-131 Studio Time: 21, 37, 67, 111, 127	7. practice time-management, project management, and safe use of tools and materials in learning situations.					
SE/TE: Geography Connection: 37, 45 History Connection: 29, 59 Science Connection: 51, 53, 143 Social Studies Connection: 149, 179 Studio Option: 169	8. conduct research, validate sources, and report ethically on findings.					
SE/TE: Computer Option: 9, 17, 25, 39, 55, 77, 99, 137, 147, 159	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.					

SE/TE: Aesthetic Awareness: 3, 43, 92, 118 Computer Option: 99 Studio Exploration: 16-19, 24-27 Studio Time: 5, 45, 83	10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.							
Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of content standards and objectives, the instructional materials provide:</i>								
SE/TE: Geography Connection: 75, 105, 125 History Connection: 17, 21, 75, 165 Language Arts Connection: 43 Math Connection: 119 Science Connection: 133	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							
SE/TE: Engage: 14, 34, 44, 58, 74, 92, 110 Introduce the Studio: 68, 84, 98	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							
SE/TE: Differentiated Instruction: 37, 45, 65, 69, 83, 99, 111, 125, 129, 145	13.multiple approaches to differentiate instruction							
SE/TE: Lesson Resources: 7, 15, 23, 33, 63, 69, 103, 107, 133, 165	14.supplemental visuals that correspond with lessons.							
Life Skills <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>								
SE/TE: Studio Exploration: 16-19 54-57, 76-79, 84-87, 128-131, 158-161 Studio Time: 37, 51, 65, 95, 105	15.explore a variety of perspective and/or methods for art creation.							

SE/TE: Compare and Contrast: 2, 32, 62, 92, 122 Computer Option: 99 Share and Reflect: 78, 108 Visual Culture 7, 19	16. engage in open-ended discussions about art.				
SE/TE: Studio Exploration: 8-11, 38-41, 68-71, 128-131 Studio Time: 37, 51, 65, 95, 105	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: Assessment Rubric: 40, 100, 116, 130 Unit Summative Assessment: 31A, 61A, 91A, 121A, 151A, 171A	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: Planning Guide: 1E-1F, 31G-31H, 61G-61H, 91G-91H, 121G-121H, 151G-151H, 181G-181H	19. information that is organized logically and provides a sequence of the elements of art and principles of design.				
SE/TE: Unit Resources: 1C, 31E, 61E, 91E, 121E, 151E, 181E	20. media that must enhance and support instruction and learning.				

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 3

Children learn to identify and use complementary colors, organic forms, foreground, middle ground and background, repetition and overlapping. Children create portraits and illustrate stories. They explore how art reflects emotion. Children continue to develop creative problem solving skills as they see connections between the visual arts and other disciplines which demonstrates 21st Century Communication and Life skills along with Learning and Thinking skills. Teachers' encouragement of creative work is expected over prepared or prefabricated materials.

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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Media, Techniques and Processes												
<p>The opportunity to address this objective is available. See the following: SE/TE: Aesthetic Awareness: 51 Create: Studio Time: 50 Studio Time: 51 *Page citations refer to choosing and recognizing the use of different media.</p>	<p>1. compare how different techniques and processes in various drawing and/or painting media causes artwork to have different appearances.</p>											
<p>SE/TE: Studio Exploration: 8-11, 46-49, 84-87, 98-101, 144-147 Studio Time: 15, 35, 53, 73, 143</p>	<p>2. use drawing and/or painting media to create artwork.</p>											
<p>SE/TE: Aesthetic Awareness: 92, 97, 111 Aesthetic Thinking: 120 Compare and Contrast: 118 Lesson: 96-97, 102-103 Studio Exploration: 114-117 Studio Time: 103</p>	<p>3. compare forms, shapes, and building materials used in architecture.</p>											
<p>SE/TE: Studio Exploration: 38-41, 76-79, 174-177 Studio Time: 37, 111, 171</p>	<p>4. create a three-dimensional model and/or an architectural structure.</p>											
<p>SE/TE: Art Safety Tip: 19, 39, 47, 71, 107, 139, 159, 167, 171, 175</p>	<p>5. use materials, tools and technology in a safe and responsible manner.</p>											

Elements of Art and Principles of Design						
SE/TE: Inspiration from Our World: 98-99 Lesson: 42-43 Process Tip: 43, 127 Studio Exploration: 98-101, 158-161 Studio Time: 43	6. recognize and use complementary and neutral colors.					
SE/TE: Art Criticism: 71 Compare and Contrast: 62 Computer Option: 25 Inspiration from Art: 25 Studio Exploration: 24-27, 68-71 Studio Time: 23, 45 Vocabulary and Content Review: 30	7. describe and create artworks using repetition and/or overlapping lines					
SE/TE: Art Criticism: 117, 177 Connections: 118-119 Explore the Images: 102, 110, 112 Lesson: 36-37, 96-97 Studio Exploration: 174-177 Studio Time: 37, 68, 97, 111	8. compare geometric shapes and forms and create artworks using both.					
SE/TE: Studio Exploration: 8-11, 166-169 Studio Time: 5, 7, 13	9. experiment with figure and facial proportions and create three-dimensional portraits, e.g., masks, cameos					
SE/TE: Studio Exploration: 38-41, 106-109, 128-131 Studio Time: 127, 141, 143, 155	10. create artworks using two or more textures and describe the effects.					
SE/TE: Lesson: 14-15 Studio Exploration: 8-11, 24-27, 74-77 Studio Time: 15, 21, 45, 75	11. explore the concept of composition and space as it relates to foreground, middle-ground, and background.					

SE/TE: Lesson: 96-97, 164-165 Studio Exploration: 174-177 Studio Time: 97, 165	12. describe and create artworks using symmetrical and/or asymmetrical balance.				
SE/TE: Art Criticism: 71 Compare and Contrast: 62 Computer Option: 25 Inspiration from Art: 25 Studio Exploration: 24-27, 68-71 Studio Time: 23, 45 Vocabulary and Content Review: 30	13. explore and use overlapping shapes to create an illusion of depth in artworks				
SE/TE: Studio Exploration: 54-57, 128-131, 158-161, 174-177 Studio Time: 67, 157, 163	14. create patterns using line, shape, and/or color, e.g., weaving, surface design.				
Subject Matter, Symbols and Ideas					
SE/TE: Studio Exploration: 8-11, 84-87, 98-101 Studio Time: 5, 7, 83, 97, 103, 111	15. explore portrait, illustration, and architecture as subject matter for art.				
The opportunity to address this objective is available. See the following: SE/TE: Aesthetic Awareness: 92, 97 Sketchbook Connection: 101, 137 *Page citations refer to noticing buildings in the environment.	16. use architecture in their local environment as subject matter.				
SE/TE: Studio Exploration: 8-11 Studio Time: 5, 7, 13	17. create a portrait.				

SE/TE: Compare and Contrast: 88 Connections: 88-89 Lesson: 64-65, 82-83 Studio Exploration: 68-71, 84-87 Studio Time: 83 Visual Culture: 65	18. identify examples of symbols in artworks, e.g., portraits, illustrations, and architecture.				
SE/TE: Studio Exploration: 84-87	19. create illustrations for a story.				
Art History and Diversity					
SE/TE: Art History: 3, 9 Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179 History Connection: 5, 59, 75 Social Studies Connection: 103, 111	20. discuss how art relates to history and can represent a culture.				
SE/TE: About the Artist: 35, 51 Art History: 9, 61 Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179	21. identify art and artists in various cultures throughout history.				
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179	22. explain differences in art from varying cultures.				
SE/TE: Studio Exploration: 24-27, 76-79, 136- 139, 174-177 Studio Time: 81, 111, 135, 165, 173	23. create artworks with subjects that reflect present-day culture.				

Reflection and Analysis						
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179 Studio Exploration: 8-11 Studio Time: 5, 65	24. identify different reasons for creating art, e.g., aesthetic, historical, functional, and nonfunctional.					
SE/TE: Studio Exploration: 16-19, 38-41, 76-79 Studio Time: 75	25. explore two- or three-dimensional art that reflects emotion.					
SE/TE: Share and Reflect: 18, 26, 56, 70, 86, 100, 116, 138	26. select a favorite artwork to display and discuss reasons for the choice.					
Multi-disciplinary Connections						
SE/TE: Connections Across the Arts: 31A-31B, 61A-61B, 91A-91B, 121A-121B, 151A-151B, 181A-181B	27. recognize how some presentations can contain several arts disciplines; e.g., theater, set-design, puppetry, opera, movies, music videos.					
SE/TE: Music Connection: 23, 49, 69, 125 Theater Connection: 169	28. discuss how the senses can be used with the arts disciplines.					
SE/TE: Explore the Images: 43 Science Connection: 67, 99, 105, 113, 129, 133	29. identify the use of color in art and its connections to physical science, e.g., rainbows, seasons.					