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NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 5

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: 5, 15, 43, 65, 83, 97, 137</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: 9, 55, 77, 99, 115, 129, 173</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 5

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, 114-117, 144-147, 174-177 Studio Time: 13, 43, 51, 67, 105, 135, 163	1. provide problem-solving skills for students to create art relative to a variety of subject matter.							
SE/TE: Art Criticism: 11, 41, 57, 71, 101, 147 Compare and Contrast: 2, 32, 62, 122	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, 54-57, 68-71, 98-101, 128-131 Studio Time: 23, 43, 65, 105, 173	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>SE/TE: Art Criticism: 19, 49, 79, 117, 139 Art History: 145, 149 Share and Reflect: 11, 41, 71, 108, 130 Studio Exploration: 144-147</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p>SE/TE: Connections: 28-29, 58-59, 118-119, 148-149, 178-179 Social Studies Connection: 43 Studio Exploration: 144-147</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>SE/TE: Sketchbook Connection: 13, 19, 27, 41, 85, 99, 131, 161, 169, 177</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>SE/TE: Studio Exploration: 16-19, 38-41, 76-79, 106-109, 136-139 Studio Time: 23, 45, 83, 111, 173</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							
<p>SE/TE: Computer Option: 107 Differentiated Instruction: 75 History Connection: 17 Social Studies Connection: 29, 43 Web Connection: 53, 75, 147</p>	<p>8. conduct research, validate sources, and report ethically on findings.</p>							
<p>SE/TE: Computer Option: 9, 25, 39, 65, 79, 85, 115, 127, 137, 141</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.</p>							

SE/TE: Computer Option: 141 Studio Exploration: 24-27, 54-57, 84-87, 158-161 Studio Time: 13, 45, 103, 111, 157	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: 45, 59 Health Connection: 141 History Connection: 17, 21, 129 Math Connection: 5 Science Connection: 21, 51, 95, 103 Social Studies Connection: 29, 43, 77	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.							
SE/TE: Engage: 6, 44, 102, 112, 132 Explore the Images: 16, 52, 82, 140, 164	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.							
SE/TE: Differentiated Instruction: 25, 37, 47, 75, 81, 103, 105, 135, 173	13.multiple approaches to differentiate instruction							
SE/TE: Lesson Resource: 15, 25, 37, 47, 75, 81, 103, 105, 135, 173	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, 38-41, 54-57, 76-79, 98-101 Studio Time: 13, 45, 73, 111, 141	15.explore a variety of perspective and/or methods for art creation.							

SE/TE: Art Criticism: 11, 41, 57, 91, 147 Compare and Contrast: 2, 32, 62, 92, 122, 152, 182	16.engage in open-ended discussions about art.							
SE/TE: Computer Option: 141 Studio Exploration: 24-27, 54-57, 84- 87, 158-161 Studio Time: 13, 45, 103, 111, 157	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: 86, 100, 138, 160 Unit Summative Assessment: 31A- 31B, 61A-61B, 91A-91B, 121A-121B, 151A-151B, 181A-181B	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: Lesson Resource: 15, 25, 37, 47, 75, 81, 103, 105, 135, 173	20.media that must enhance and support instruction and learning.							

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 5

Student in the Grade 5 select and examine the use of art media and technology, techniques, and processes demonstrating the use of 21st Century skills and literacies. They use elements of art and principles of design to communicate ideas in their own artwork. Students examine art history with an emphasis on artists, periods, styles, and cultures demonstrating an increasing global awareness and civic literacy. Students will bring their own experiences to their artwork. 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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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent					
Media, Techniques and Processes						
SE/TE: Studio Exploration: 24-27, 114-117, 128-131, 144-147 Studio Time: 65, 113, 135, 141	1. select and use media, techniques, and processes to communicate a personal experience or an idea, using drawing, painting, printing, crafts, sculpture, and/or technology media.					
SE/TE: Share and Reflect: 10, 26, 40, 56, 70, 116, 138, 146, 168, 176	2. explain the effectiveness of their choices of media, techniques, and processes to communicate ideas.					
SE/TE: Art Safety Tip: 9, 27, 41, 57, 71, 79, 99, 107, 137, 159	3. use media, tools and technology in a safe and responsible manner.					
Elements of Art and Principles of Design						
SE/TE: Compare and Contrast: 2, 32, 62, 122 Studio Exploration: 8-11, 106-109 Studio Time: 7, 23, 35, 75, 125	4. recognize the elements of art: line, shape/form, color, texture, value, and space.					
SE/TE: Sketchbook Connection: 48 Studio Time: 5, 13	5. create a drawing(s) using contour, continuous, and/or gesture lines.					
SE/TE: Studio Exploration: 8-11, 16-19, 68- 71, 106-109, 114-117, 136-139, 144- 147 Studio Time: 43, 83, 113	6. create a three-dimensional nonobjective or representational form					
SE/TE: Studio Exploration: 24-27, 38-41 Studio Time: 21, 23, 35, 165, 171	7. create artwork reflecting knowledge of color theory; i.e., using primary, secondary, intermediate/tertiary, tints, shades, tones (neutrals), warm and cool, and monochromatic color scheme.					

SE/TE: Studio Exploration: 38-41, 166-169 Studio Time: 7, 35, 67, 165	8. apply shading techniques (value gradations) to shapes to create the illusion of form.					
SE/TE: Studio Exploration: 158-161 Studio Time: 157	9. create a drawing in one-point perspective.					
SE/TE: Studio Exploration: 76-79 Studio Time: 73, 78, 83	10. create artworks using positive and negative space, e.g., paper cutting, open or closed form sculpture.					
SE/TE: Studio Exploration: 38-41, 98-101, 166-169 Studio Time: 7, 23, 35, 165	11. use changes in value in artwork					
SE/TE: Studio Exploration: 8-11, 46-49, 106-109, 174-177 Studio Time: 53, 81, 105	12. use simulated texture in artwork					
SE/TE: Studio Exploration: 46-49, 76-79, 106-109, 128-131 Studio Time: 45, 73, 75, 103, 125, 133, 163	13. recognize the principles of design- rhythm/movement, repetition/pattern, balance, unity/harmony, dominance/emphasis, contrast/variety, proportion/scale.					
SE/TE: Studio Exploration: 46-49, 76-79, 106-109, 162-163 Studio Time: 43, 73, 75, 103, 133, 163	14. create artworks using visual rhythm and repetition of pattern.					
SE/TE: Studio Exploration: 38-41, 46-49, 76-79, 109-101 Studio Time: 65, 73, 75, 103, 105, 125	15. illustrate dominance/emphasis, or contrast/variety in an artwork.					

SE/TE: Studio Exploration: 8-11, 16-19 Studio Time: 5, 7, 15	16. create a portrait and/or self-portrait using the rules of proportion.							
SE/TE: Studio Exploration: 24-27, 76-79, 128-131 Studio Time: 43, 73	17. create a balanced design that has unity, i.e., symmetrical/formal, asymmetrical/informal, radial/symmetrical.							
Subject Matter, Symbols and Ideas								
SE/TE: Studio Exploration: 8-11, 24-27, 46-49, 54-57, 68-71 Studio Time: 35, 37, 65	18. communicate personal ideas by selecting subjects or topics in art.							
SE/TE: Studio Exploration: 16-19, 24-27, 46-49, 76-79, 128-131 Studio Time: 125	19. use subjects, themes, or symbols to construct meaning in artwork.							
SE/TE: Studio Exploration: 8-11, 16-19, 38-41, 54-57, 84-85, 128-131, 166-169 Studio Time: 75, 103	20. use problem-solving skills to make logical choices in selecting subject matter.							
Art History and Diversity								
SE/TE: Art History: 3, 25, 39, 53, 55, 85, 99, 129, 149, 173	21. identify the characteristics of artworks and artists from different periods of time, styles and cultures.							
SE/TE: Connections: 28-29, 58-59, 118-119, 148-149, 178-179	22. describe and place artifacts, artworks, and/or artists on a historical and/or cultural timeline.							
SE/TE: About the Artist: 15, 35, 59, 73, 83 Connections: 28-29, 58-59, 118-119, 148-149, 178-179	23. describe how time and place influence meaning and cultural value in a work of art.							

Reflections and Analysis						
SE/TE: Assess: 43, 45, 51, 140, 126 Compare and Contrast: 62, 148 Process Tip: 15	24. compare the purposes of functional and non-functional crafts.					
SE/TE: Connections: 28-29, 58-59, 118-119, 148-149, 178-179	25. compare purposes of crafts from two or more periods or eras, e.g., function of the work and importance to the culture.					
SE/TE: Connections: 28-29, 58-59, 118-119, 148-149, 178-179	26. evaluate works of art from various eras and cultures, e.g., how the artwork reflects the artist or culture.					
SE/TE: Share and Reflect: 10, 26, 48, 56, 78, 108, 130, 138, 160, 176	27. display and explain his/her work, e.g., oral or written presentation.					
SE/TE: Web Connection: 23, 25, 39, 47, 63, 75, 105, 135, 137, 159	28. research artwork of various artists using internet sites, software, and/or library resources.					
SE/TE: About the Artist: 15, 35, 59, 73, 83 Connections: 28-29, 58-59, 118-119, 148-149, 178-179	29. recognize the diversity of artistic styles.					
Multi-disciplinary Connections						
SE/TE: Connections Across the Arts: 31A- 31B, 61A-61B, 91A-91B, 121A-121B, 151A-151B, 181A-181B Music Connection: 163	30. recognize various subjects as expressed through two or more arts disciplines.					

<p>SE/TE: Health Connection: 141 Math Connection: 37, 39, 55, 157 Science Connection: 97, 103, 147, 165 Visual Culture: 125</p>	<p>31. explain relationships between art and other subjects, e.g., color theory and science, tessellations and math, Baroque art and music.</p>							
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