

PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
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SE ISBN:		TE ISBN:	

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 3

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			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).	
			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).	
			3. FORMAT This resource is available as an option for adoption in an interactive electronic format.	
			4. BIAS The instructional material is free of political bias.	

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>					
	1. provide problem-solving skills for students to create art relative to a variety of subject matter.	I	A	M	N
	2. provide tools to analyze symbols and communicate ideas in art based on the elements of the art and principles of design.	I	A	M	N
	3. provide examples and opportunities to experiment with forms, structure, materials, concepts, media and art-making approaches.	I	A	M	N
Information and Communication Skills: Literacy in the Arts					
<i>The instructional materials will include multiple strategies that:</i>					
	4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.	I	A	M	N

	5. identify how artifacts and artworks, that are collected, preserved or presented by artists or other venues, communicate meaning, record history and connect cultures.						
	6. provide resources for independent student exploration.						

Personal and Workplace Productivity Skills

For students mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

	7. practice time-management, project management, and safe use of tools and materials in learning situations.						
	8. conduct research, validate sources, and report ethically on findings.						
	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.						
	10. engage in self-directed and cooperative learning through art production and aesthetic inquiry.						

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials provide:

	11. grade level appropriate questions for students to analyze concepts and make cross-curricular connections.						
	12. varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.						
	13. multiple approaches to differentiate instruction						
	14. supplemental visuals that correspond with lessons.						

Life Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

	15. explore a variety of perspective and/or methods for art creation.						
	16. engage in open-ended discussions about art.						

	17. promote student art production in a variety of settings (i.e. collaboration, visual dialogue, studio work, etc.)					
Assessment						
<i>Instructional materials provide:</i>						
	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>						
	19. information that is organized logically and provides a sequence of the elements of art and principles of design.					
	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

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Media, Techniques and Processes							
	1. compare how different techniques and processes in various drawing and/or painting media causes artwork to have different appearances.						
	2. use drawing and/or painting media to create artwork.						
	3. compare forms, shapes, and building materials used in architecture.						
	4. create a three-dimensional model and/or an architectural structure.						
	5. use materials, tools and technology in a safe and responsible manner.						
Elements of Art and Principles of Design							
	6. recognize and use complementary and neutral colors.						
	7. describe and create artworks using repetition and/or overlapping lines						
	8. compare geometric shapes and forms and create artworks using both.						
	9. experiment with figure and facial proportions and create three-dimensional portraits, e.g., masks, cameos						
	10. create artworks using two or more textures and describe the effects.						
	11. explore the concept of composition and space as it relates to foreground, middle-ground, and background.						
	12. describe and create artworks using symmetrical and/or asymmetrical balance.						
	13. explore and use overlapping shapes to create an illusion of depth in artworks						

	14. create patterns using line, shape, and/or color, e.g., weaving, surface design.						
Subject Matter, Symbols and Ideas							
	15. explore portrait, illustration, and architecture as subject matter for art.						
	16. use architecture in their local environment as subject matter.						
	17. create a portrait.						
	18. identify examples of symbols in artworks, e.g., portraits, illustrations, and architecture.						
	19. create illustrations for a story.						
Art History and Diversity							
	20. discuss how art relates to history and can represent a culture.						
	21. identify art and artists in various cultures throughout history.						
	22. explain differences in art from varying cultures.						
	23. create artworks with subjects that reflect present-day culture.						
Reflection and Analysis							
	24. identify different reasons for creating art, e.g., aesthetic, historical, functional, and nonfunctional.						
	25. explore two- or three-dimensional art that reflects emotion.						
	26. select a favorite artwork to display and discuss reasons for the choice.						
Multi-disciplinary Connections							
	27. recognize how some presentations can contain several arts disciplines; e.g., theater, set-design, puppetry, opera, movies, music videos.						

	28. discuss how the senses can be used with the arts disciplines.						
	29. identify the use of color in art and its connections to physical science, e.g., rainbows, seasons.						