

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
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<b>SE ISBN:</b>		<b>TE ISBN:</b>	

## NON-NEGOTIBLE EVALUATION CRITERIA

**2016-2022**  
**Group III - Visual Arts**  
**Grade 4**

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

## GENERAL EVALUATION CRITERIA

**2016-2022**  
**Group III - Visual Arts**  
**Grade 4**

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>					
	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
<b>Information and Communication Skills: Literacy in the Arts</b>					
<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.)					
<b>Assessment</b>						
<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).					
<b>Organization, Presentation and Format</b>						
<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 4

Students in Grade 4 learn to identify and use tints and shades. They create additive and subtractive sculpture. They develop creativity in the use of realistic, abstract, and/or non-objective symbols. Students learn about the past and the reasons art is created which contributes to global awareness. They identify the work of artists and characteristics that make it unique which demonstrates communication skills. Students use 21<sup>st</sup> Century technology and online resources developing media literacy 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 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

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<b>Media, Techniques and Processes</b>					
	1. compare the media, tools, techniques, and processes of a variety of sculpture materials.				
	2. use the additive, subtractive or assemblage process to create artwork, e.g., papier-mâché, found object assemblage, clay.				
	3. compare and use the tools techniques and processes of pastels and chalk, e.g., blending and layering.				
	4. use materials, tools and technologies in a safe and responsible manner.				
<b>Elements of Art and Principles of Design</b>					
	5. create artwork using a monochromatic color scheme exploring tints and shades and demonstrate how they evoke different responses				
	6. create artwork using contour line, continuous line drawing and/or line quality, e.g., drawing media, software or online sources.				
	7. explore and create various types of nonobjective and/or abstract artworks, e.g., Aboriginal symbols, Mayan glyphs, Pollack and Rothko.				
	8. recognize artworks demonstrating that form follows function, e.g., architecture, masks, helmets, car design, clothing.				
	9. use a variety of textures in an artwork.				
	10. create artwork using different types of balance, i.e., symmetrical/formal, asymmetrical/informal, radial/formal.				
	11. create artwork using rhythm and movement.				

	12. explore and create a sense of unity in an artwork through repetition of color, subject matter, and/or ideas.						
	13. create contrast/variety in artworks						
	14. show dominance/emphasis in artworks						
<b>Subject Matter, Symbols and Ideas</b>							
	15. explore architecture, nature, and/or figures as subject matter.						
	16. find examples of symbols in portraits, illustrations, and and/or architecture.						
	17. create artworks using various subject matter or symbols, e.g., figures, architecture, still-life, or landscape.						
	18. create art using the concept of sequence, e.g., storyboard, flip book, comic strip, Roman frieze						
<b>Art History and Diversity</b>							
	19. compare and contrast the relationship between art and cultures.						
	20. describe art and artists of various cultures throughout history.						
	21. create art that reflects a style of a culture from history, e.g., Egyptian masks, totem poles, sumi brush painting, aboriginal dot painting						
	22. create art depicting a current event.						
<b>Reflection and Analysis</b>							
	23. describe different reasons for creating art, e.g., religious, economic, political.						
	24. interpret art that reflects reaction to an event.						
	25. compare and explain how artworks represent feelings.						

	26. choose artwork and discuss characteristics that make it unique.						
<b>Multi-disciplinary Connections</b>							
	27. identify similarities and differences between characteristics of visual art and other arts disciplines.						
	28. compare visual, aural, oral, and kinetic elements in dance, music, theatre, and visual art.						
	29. explore the influences of literature or current events on art.						