

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 6

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 6

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 6

At the sixth grade level, students experiment with a variety of media, techniques, technologies, and processes, using the elements of art and principles of design in self-directed art production. Students' artwork will show evidence of 21st Century skills of critical and innovative thinking, problem-solving, and creative communication of intended meaning. Students clarify reasons for creating works of art, enhance visual literacy skills, and demonstrate a global awareness as they examine cultural, historical, and aesthetic purposes of works of art. Students explore art history through multi-disciplinary connections. Students develop skills of personal responsibility and productivity as they work individually and collaboratively on artistic activities. Teachers' encouragement of creative and original work is expected in preference to ready-made 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. identify types of media, techniques, technologies, and processes used to create two-dimensional and three-dimensional works of art.						
	2. use selected media, techniques, technologies, and processes to communicate a personal experience or an idea, e.g., watercolor, tempera, ink, fabric, collected materials, montage, weaving, mosaic, and digital media.						
	3. explain the effectiveness of their choices of media, techniques, technologies, and processes to communicate ideas.						
	4. demonstrate safe and effective use of materials, tools, and technology.						
Elements of Art and Principles of Design							
	5. identify the characteristics of the elements of art, e.g., line, shape, color, texture, form, space, and value.						
	6. create contour line drawings.						
	7. create three-dimensional artworks.						
	8. identify and use analogous color schemes						
	9. use organic shapes and forms in artworks.						
	10. create artwork using negative and positive space, e.g., stenciling, weaving.						
	11. create value in a drawing by use of hatching, crosshatching, stippling, or pointillism.						

	12. use textures to create an artwork or collage, e.g., rubbings, simulated, invented and actual.						
	13. identify the characteristics of the principles of design, e.g., unity, rhythm, emphasis, balance, variety, repetition, proportion, harmony						
	14. create artwork using two-point perspective.						
	15. create artwork using visual rhythm and repetition of pattern(s).						
	16. show dominance/emphasis in the creation of artworks						
	17. create art using standard figure proportions.						
	18. create symmetrical, asymmetrical, or radial balanced design that has unity.						
	19. analyze and evaluate application of elements of art and principles of design as they apply to the creation of two-dimensional and three-dimensional works of art.						
	20. use the elements of art and principles of design to effectively communicate ideas.						
Subject Matter, Symbols and Ideas							
	21. recognize symbols and ideas that visually communicate a meaning in art.						
	22. use symbols to communicate an intended meaning in an artwork.						
	23. evaluate how symbols affect the meaning of artwork.						
Art History and Diversity							
	24. identify characteristics of artworks and artists from different periods of time, styles, and cultures.						
	25. compare and contrast artworks and artists from different periods of time, styles, and cultures.						

	26. compare and contrast art objects, artworks, and artists with cultural events on a historical timeline.						
	27. create artwork that reflects the influence of time and place.						
Reflection and Analysis							
	28. compare reasons for creating works of art, e.g., function, aesthetics, personal meanings, and tradition.						
	29. identify functional and non-functional objects as art forms, e.g., weaving, stained glass, and mosaic.						
	30. compare the purposes of creating two-dimensional works of art for personal expression or to evoke feelings.						
	31. compare and contrast the meaning and purpose of artworks based on information about closely related cultural/historical contexts and aesthetic qualities, e.g., two Asian cultures, two African cultures, two South or North American cultures						
	32. compare and contrast the meanings and purposes of artwork from different cultures and historical periods (e.g., Chinese landscape paintings, Turner's atmospheric landscapes; and Grant Wood's American landscape paintings).						
	33. evaluate exemplary artworks, i.e., determine the meaning, merit, and success of works from various eras and cultures.						
	34. select, describe, and display his/her artwork(s), e.g., oral or written presentations.						
	35. critique an art exhibit through oral presentation or written report, e.g., media, subject, composition, and meaning.						
Multi-disciplinary Connections							
	36. explore historical periods through the arts disciplines.						
	37. explore how a theme is depicted across multiple disciplines, e.g. war, peace, rituals and politics.						

