

PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
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NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 7

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 7

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 7

Seventh grade students in general art examine and explore a variety of art media, techniques, technologies, and processes in self-directed art production. Students exhibit personal productivity skills as they practice and adapt usage of the elements of art and principles of design through individual and collaborative efforts. Students' artwork shows evidence of 21st Century skills of critical and innovative thinking, problem-solving, and creative and original communication of intended meaning. They explain aesthetic qualities of symbols, ideas, and personal values as experienced in subject matter of artwork. Students demonstrate a global awareness of art history and identify and analyze reasons for creating works of art. They incorporate steps of art criticism and visual literacy skills through art appreciation activities and the creation of oral, written or multimedia presentations.

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, Technique and Processes							
	1. select a media, technique, technology, or process to communicate a personal experience or an idea, e.g., chalk, acrylic, printmaking, painting, digital alteration, animation and sculpture						
	2. experiment and refine use of selected media, techniques, technologies, and processes in the communication of a personal experience or an idea.						
	3. evaluate the effectiveness of their choice of media, techniques, technologies, or processes used in the communication of a personal experience or idea						
	4. demonstrate the safe and effective use of materials, tools, and technology.						
Elements of Art and Principles of Design							
	5. compare and contrast the characteristics of elements of art.						
	6. create a drawing using line as the expressive element.						
	7. create a non-objective artwork using geometric and/or biomorphic (organic) shapes or forms.						
	8. create a color intensity chart and a monochromatic color scheme.						
	9. create art using positive and negative space, e.g., architectural forms; printmaking; sculpture; or ceramics.						
	10. produce value scales using various media.						
	11. create an artwork using actual or simulated texture						

	12. compare and contrast the characteristics of principles of design.						
	13. create three-dimensional forms using symmetrical or asymmetrical balance.						
	14. create artwork using linear perspective.						
	15. create artwork using visual rhythm and repetition of patterns, e.g., Escher's use of mathematics.						
	16. create two-dimensional design incorporating overlapping and visual direction to show unity.						
	17. create a two or three-dimensional human figure using standard proportions.						
	18. analyze and evaluate application of elements of art and principles of design in two-dimensional and three-dimensional works of art						
	19. use the elements of art and principles of design to effectively communicate ideas.						
Subject Matter, Symbols and Ideas							
	20. integrate symbols and ideas to evoke a specific feeling in an artwork.						
	21. select symbols and ideas as a subject for artwork.						
	22. analyze how symbols and ideas communicate desired aesthetic results in an artwork.						
Art History and Diversity							
	23. analyze the characteristics of artworks and artists from different periods of time, styles, and cultures.						
	24. compare and contrast artwork from different cultures in a selected time frame, e.g., oral, written, or technological presentations.						
	25. discuss how time and place influence meaning and value in a work of art.						

	26. create two-dimensional or three-dimensional art based on a specific historical period.						
Reflection and Analysis							
	27. justify reasons for creating works of art and cite examples, e.g., aesthetic, tradition, preservation, and self-expression.						
	28. examine and compare the meaning and purpose between two-dimensional and three-dimensional artworks.						
	29. use a critical process to evaluate two-dimensional and three-dimensional artworks from various eras and cultures; e.g., the model of Description, Analysis, Interpretation, and Aesthetic Judgment						
	30. select, describe, and display his/her artwork(s) through oral, written, or technological presentations as part of the critique process.						
Multi-disciplinary Connections							
	31. compare two or more arts disciplines in a cultural context.						
	32. discover ways other disciplines are interrelated with the visual arts, e.g., explore architecture through historical and/or mathematical concepts.						