

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

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Studio Art I

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 Studio Art I

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 Studio Art I

Studio Art electives provide in-depth study in selected media, techniques, and processes. Foundation classes such as Art I are strongly recommended but not required. Expectations encompass proficiency of craftsmanship; participation in field experiences; incorporation of modern technology; study of 21st century art careers and related professions; an understanding of contemporary or related vocabulary literacy; understanding the properties of the media; and the safe and responsible use and care of equipment, tools and materials reflecting life skills. Studio Art electives include but are not limited to the following courses taught at the proficiency level: air brush, animation, architecture, batik, calligraphy, ceramics, color and design, commercial art, computer graphics, craft, design principles, drawing, electronic imaging, ethnic art, fiber arts, folk art, film, functional design, graphic design, jewelry, mixed media, painting, photography, printmaking, sculpture, stage design, and stained glass.

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. demonstrate knowledge of the terminology related to the media, processes and techniques.				
	2. demonstrate an understanding of techniques, and processes related to the media.				
	3. use problem-solving skills to explore techniques, and processes in creating two-dimensional and three-dimensional works of art.				
	4. use materials and tools in a safe and responsible manner.				
Elements of Art and Principles of Design					
	5. identify the elements of art and principles of design in artworks of the media.				
	6. analyze the character of the elements of art and principles of design in artworks in the media.				
	7. create artworks that use organizational principles and functions to solve specific problems.				
	8. create artwork demonstrating an understanding of the structures and functions in art.				
Subject Matter, Symbols and Ideas					
	9. explore subject matter, themes and motifs related to the studio area from past and present cultures.				
	10. assess the significance of historical subject matter, themes and motifs.				

	11. use problem solving skills to explore subject matter, symbols, and ideas as content for art works.						
	12. produce artworks with subject matter, themes and motifs related to the media from past and present cultures.						
Art History and Diversity							
	13. identify the meanings, functions, and uses of specific art in the media from a variety of past and present cultures.						
	14. investigate themes and motifs from various cultures from past history.						
	15. create artworks influenced by past history and culture in the media.						
Reflection and Analysis							
	16. investigate the context and purpose for creating specific works in the media.						
	17. compare a variety of artworks in the media from different historical and cultural viewpoints.						
	18. creates artwork and participates in critiques of own and others artworks considering cultural and historical influences.						
Multi-disciplinary Connections							
	19. compare the materials, technologies, media, and processes of the studio area with those of other creative disciplines.						
	20. investigate connections between arts disciplines influenced by historical events, developments in science, or cultural ideas.						