



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: This material not only satisfies the benchmarks, it goes above and beyond. The material is rich in resources and graphics, and would keep a 4th grade student interested. This text was engaging for both the student to read, and the teacher to teach. I found that it was applicable to today's world, and would benefit a 4th grade art room. The text could be adapted to an already existing art curriculum to supplement lessons, or an entirely new curriculum could be created around it. The universal use for this book is widespread and is something that would not go outdated.

Notation: Materials would be best suited for 4th grade students for 2D, 3D, and art history focuses.

Material for Review

Course: Art – Intermediate 2 (5001050)

Title: Explorations in Art Grade 4 Digital Class Set , Edition: 1st

Copyright: 2014

Author: Marilyn Stewart, Eldon Katter, Laura Chapman and Nancy Walkup

Grade Level: K - 5

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning

outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The standards are expressed in a creative way that allows students to see different aspects of each standard. Not only is the standard clearly represented, but students are able to see it through real world examples in pictures and artwork. The Learning outcomes are explored throughout each one of the lessons and are finalized when the students are able to create their own artwork in the "studio time" portion of each of the lessons. I also feel that the progression of the standards is laid out successfully in the book through the units. The final unit is one where students are asked to think a bit more abstractly which is a challenging task. By building on the previous knowledge from the other units, the student is able to reach this level of understanding and ultimately understand the standards and benchmarks for the end unit.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is grade level appropriate. The reading level is accurate for 4th grade, and would keep student interest with the real world applications that are added in through pictures and stories throughout the units. I also believe that the skill level of the projects shown at the ends of the readings are also grade level appropriate. It is important when introducing students to new art techniques and ideas that there is a process of gradual build up, and that is what these units are designed to do by showing step by step instructions and guiding students through ideas by asking essential questions.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I would love to do some of the lessons introduced in the units in my own classroom. The projects not only aligned with the reading very closely, they allowed for student exploration and carried meaning which is very adaptable in the art classroom. Students relate to creating art work that has meaning and work more like artists when their work has content behind it. I found the lessons, readings, and projects very adaptable.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

When a new subject/material/historical event was introduced in the reading, the writer gave several outside examples to show a wide variety of views on the new idea. Once all of the views were shown, the project idea came into play and allowed students to eventually create work in a way that they just read about.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text was written in a way that challenges students to think about the topic of art in a new way, stretching their cognitive abilities and allowing them to stem outside of their previous knowledge about a subject. The text complexity was enough to challenge students without turning them away from it. I believe this text would be best delivered through close reading so teachers can explain to students the layout of the book and show students the general layout of the units so they are better able to organize the information when they read on their own.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text was written to challenge students of this age, without turning them away. This was done through short paragraphs, photos, and rich writing that holds a lot of information, vocabulary words, and meaningful content.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

With short readings, the teacher is able to use the textbook to guide their teaching without taking over the entire class period to read a passage. The best method for this book in a 45 minute class period would be to read a section at a time, put it into context for students, and work on an art project at the same time. You could also take 3 or 4 class periods to read the unit in its entirety and give the project at the end of the reading. Either option allows for student growth.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The included sources add variety to the content and also help explain the subject in greater detail. The photos and artworks viewable throughout the text enables the reader to get a better picture of the topic.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The quality of the included secondary sources like photos, images, and artworks was high. It would be beneficial to put excerpts from people working in the field (artists) where applicable. For example: in the graphic design unit, a highlight or paragraph about the career of graphic design would be beneficial for students to see the link between their art and a career opportunity.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Excellent layout and organization for such a broad topic. The units were very well organized and each carried a similar layout which allows students to organize thoughts and information properly.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material presented was without political affiliation or bias. The writer was able to incorporate many styles of art and show many view points in an objective manner.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

With such a broad subject, art, the writer narrowed down their book by organizing it's contents into units. The units were grade appropriate and covered the main concepts for this age of student to understand, explore, and master.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No mistakes noted.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I noted there were artworks and artists from hundreds of years ago, all the way up to present day. There are many ways to organize an art textbook (by genres, by historical time periods, by areas of the world, big ideas, etc) and this book does well organizing and narrowing down the arts into grade appropriate content that is understandable and interesting for students.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is appropriate to all of these and incorporates these through use of a wide variety of readings, images, and photographs.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very engaging and interesting to read. The variety of different approaches allows students to explore the ideas fully.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Overall the text engages students in real life applications by showing historical events, artists working in the field, and how to apply these to your own art. I feel that a few more real life applications for careers in the arts would be beneficial.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

History, civics, and math were noted subjects that were incorporated into the text. The connections were inherent so that students were able to intertwine these ideas into their learning and naturally make the connections.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

This textbook could be used in multiple ways in the classroom. A teacher could have students use it independently or dependently with art curriculum. There is opportunity for the book to act as a supplemental resource for classroom instruction for a curriculum that is pre existing, or to build a new curriculum around.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

The organization allows for students to fully grasp each concept and explore multiple views on one topic. The organization builds on itself as the book progresses allowing students to dig deeper into concepts and ideas related to art and art making.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Great visuals that include artwork from many genres. The quality of the photos are high.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The concepts are clearly presented and would allow for students to learn them independently or dependently depending on the desired pace. The content presentation and pace allows for the teacher to elaborate on ideas or have students work through at their own pace independently.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Presented clearly and accurately and would hold student interest.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The text was full of questions, prompts, and activities for the learner to engage in. The photographs aided in the interest level as well. The motivation for learning comes in part from the end of unit activities embedded into the readings.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are many angles that art textbooks can take on. This text was organized so that many views were recognized and organized in a way that linked them all together. The progression of the concepts was gradual and allowed the reader to focus on the main ideas presented.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Using prompts and guiding questions, the reader was able to get a clear understanding of not only what was being taught, but why.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Prompting and guiding questions gave students the opportunity to respond to important questions that allowed them to self guide their learning. The critique sections also allowed for students to think about a work of art or a concept without being told "what to think." This gives students the opportunity to be independent thinkers and create educated responses.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Content was presented in various forms (pictures, artworks, quotes, activity prompts, etc) which gets all students involved and motivated to learn.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Questions, activities, and quotes all allow students to engage in the reading and learning process.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The strong point of this book is the activities that are included with the units. They are logically placed by skill level and build on each other (shows what sculpture is before showing how to build a coil pot...etc). Student engagement and activities are embedded into the reading making the content, goals and objectives more reachable.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The best way for a student to receive information is through multiple outlets. This book presents information from a variety of mediums and imagery, allowing students to process the information and make connections aligned with the learning requirements.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text allows all students to participate in understanding the arts through various means. The activities included are age appropriate and without bias.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text could be used as a supplement to an already existing art program (with different studio projects) or could be built upon to

create a program around. The projects included are a good starting point for any age appropriate art class.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The prompts in the text vary and allow students to be engaged in the content through probing questions/responses and critiques. The learner is actively engaged and collaborative discussion activities could be created from text.

2. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Pictures and prompts allow ELL students to engage in meaningful content and aid in understanding.

3. **LAFS.4.SL.1.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This text allows for many types of reading instruction.

4. **LAFS.4.SL.1.3:** Identify the reasons and evidence a speaker provides to support particular points.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The speaker clearly writes objectively about works of art and art topics. There are many view points given through various productions of art work, quotes from artists, and probing questions.

5. **MAFS.4.G.1.3:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Project based on symmetry that guides students to create art work.

6. **VA.4.C.1.1:** Integrate ideas during the art-making process to convey meaning in personal works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are guided through readings excerpts to ultimately create their own original project at the end of each unit. Projects are a balance between step by step and personally driven.

7. **VA.4.C.1.2:** Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Probing questions lead students through their learning and then ask students to give opinions on works of art through the "Critique" sections.

8. **VA.4.C.2.1:** Revise artworks to meet established criteria.

Remarks/Examples:

e.g., criteria set by teacher, student, or both

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

9. **VA.4.C.2.2:** Use various resources to generate ideas for growth in personal works.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is rich in examples from real life and includes activities and engaging questions to support ideas and allow for growth.

10. **VA.4.C.2.3:** Develop and support ideas from various resources to create unique artworks.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are engaged in meaningful reading which gives context for their own art creation.

11. **VA.4.C.3.1:** Use accurate art vocabulary when analyzing works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is rich with vocabulary that is text based and allows students to use context clues to create meaning. Several vocabulary words introduced for each unit.

12. **VA.4.C.3.2:** Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The elements of art are shown in depth and students are able to compare the use of the elements in artworks and utilitarian objects as the reader shows images of real life objects and scenes as well as works of art. The reader is then asked probing questions based on the elements of art.

13. **VA.4.C.3.3:** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The writer gives prompts for students to create art work based on the readings. The reading uses maps and asks students to analyze, and prompts discussions with other students, all leading to the art making process at the end of the units.

14. **VA.4.F.1.1:** Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are able to generate ideas based on their readings, and are then prompted to create works of art based on ideas proposed.

15. **VA.4.F.1.2:** Examine and apply creative solutions to solve an artistic problem.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Using questioning throughout the reading, the author gives students tasks to "solve" like reading a map of where art was originated, critically thinking about a critique of a work, or creating work based on step by step instructions.

16. **VA.4.F.2.1:** Discuss how artists and designers have made an impact on the community.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Real world examples are given. I believe a few more "careers in the arts" would be good. Giving real life examples of what artists are

doing in the field today other than fine arts (engineers, art teacher, etc). Interior design was one focus, but more would be beneficial.

17. **VA.4.F.2.2:** Identify the work of local artists to become familiar with art-making careers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are given a few applications for the arts in careers, but there are several other connections that could be implied that are not outright given.

18. **VA.4.F.3.1:** Create art to promote awareness of school and/or community concerns.

Remarks/Examples:

e.g., poster, billboard

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

19. **VA.4.F.3.2:** Collaborate with peers in the art room to achieve a common art goal.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are able to create art work and take part in art discussions based on activities in the reading. This could be expanded on based on teacher initiative.

20. **VA.4.F.3.3:** Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Step by step instructions aid in helping students finish work in a timely manner.

21. **VA.4.H.1.1:** Identify historical and cultural influences that have inspired artists to produce works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The texts main ideas are formed through short readings on artists, historical events, and how they apply to everyday life and making art. Students are able to connect all of these aspects back to historical and cultural significance.

22. **VA.4.H.1.2:** Identify suitable behavior for various art venues and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

23. **VA.4.H.1.3:** Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The focus of many of the lessons is of work from individuals, groups, events and cultures. The basis for the units originates with these subjects.

24. **VA.4.H.1.4:** Identify and practice ways of showing respect for one's own and others' personal works of art.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Through prompting questions, students are asked to find meaning behind work, allowing them the opportunity to respect the makings of others.

25. **VA.4.H.2.1:** Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Varied materials and resources allow students to not only view these themes, but engage in them as well.

26. **VA.4.H.2.2:** Identify differences between artworks and utilitarian objects

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are asked to see and describe elements and principles of design in real life photos versus art works.

27. **VA.4.H.2.3:** Identify reasons to display artwork in public places.

Remarks/Examples:

e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

28. **VA.4.H.3.1:** Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

Remarks/Examples:

e.g., identify facts, ideas, solutions

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Students are lead using probing questions and then ultimately asked to critique works of art.

29. **VA.4.O.1.1:** Use the structural elements of art and organizational principles of design to understand the art-making process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The text goes in depth on the principles of design. These are woven into each of the units as students are asked to identify them, critique how they are used, and ultimately create with them.

30. **VA.4.O.1.2:** Identify the structural elements of art used to unite an artistic composition.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The text goes in depth on the principles of design. These are woven into each of the units as students are asked to identify them, critique how they are used, and ultimately create with them.

31. **VA.4.O.2.1:** Use a variety of resources and art skills to overcome visual challenges in personal artworks.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
By being prompted in the text to ask questions about their own work, students are able to reflect on their problems and overcome challenges.

32. **VA.4.O.3.1:** Apply meaning and relevance to document self or others visually in artwork.

Remarks/Examples:

e.g., personal ideas, observations

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

33. **VA.4.S.1.1:** Manipulate tools and materials to achieve diverse effects in personal works of art.

Remarks/Examples:

e.g., charcoal, colored pencil, block printing: reduction, stencil

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Student project given that allows for personal creation.

34. **VA.4.S.1.2:** Explore and use media, technology, and other art resources to express ideas visually.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Student project given that allows for personal creation.

35. **VA.4.S.1.3:** Create artworks that integrate ideas from culture or history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
ingrained in several units, culture and history are the basis for art history.

36. **VA.4.S.1.4:** Use accurate art vocabulary to discuss works of art and the creative process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Student vocabulary is in every unit. Students are lead through the meaning of vocabulary through context clues and probing questions.

37. **VA.4.S.2.1:** Organize the structural elements of art to achieve an artistic objective.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students projects are based on the readings which incorporate the elements of art.

38. **VA.4.S.2.2:** Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Step by step instructions guide students through a project in its entirety, and students are prompted to create their own work based on ideas presented in text.

39. **VA.4.S.3.1:** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

A wide variety of art mediums introduced in text allows for many of the explorations listed to be done. Both 2D and 3D works are shown in interesting ways.

40. **VA.4.S.3.2:** Plan and produce art through ongoing practice of skills and techniques.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students are lead throughout the reading through creating their own art using the text as a supplemental guide. They are able to process new ideas and skills.

41. **VA.4.S.3.3:** Follow procedures for using tools, media, techniques, and processes safely and responsibly.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

42. **VA.4.S.3.4:** Discuss the importance of copyright law in regard to the creation and production of art.

Remarks/Examples:

e.g., plagiarism, appropriation from the Internet and other sources

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All student project ideas in text are original in thought and allow for students to create original ideas.

43. **LAFS.4.W.1.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Vocabulary is ingrained into the reading and specific to the subject of art.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

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