



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** The material very easily aligned to state standards. The pictures, captions and vocabulary were all easy for students to see and learn from. I found the readability appropriate for fifth grade.

### Material for Review

**Course:** Art – Intermediate 3 (5001060)

**Title:** Explorations in Art Grade 5 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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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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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:

It aligns well with state standards for the grade level.

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:

It is written at level for 5th grade and has appropriate vocabulary

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:

They are, but again, for being on-line it still could be more flexible in allowing teachers to choose through items for tests and rubrics to be more friendly.

**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:

A variety of topics in art are covered in a way that is high interest for the age.

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:

Students are using higher levels of bloom's in almost every section.

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:

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:

Most art class are 40-50 minutes. These projects would benefit from a clock on the side to help gage the time frame, or broken into class periods.

**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:

They used practicing art teachers too.

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:

**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:

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:

Several cultures were covered and it was well balanced.

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:

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:

I really couldn't find any as I read through.

**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 have seen prior versions of this text and it is updated.

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:

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:

Fifth grade students will find the presented topics in art high interest.

**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:

The only area here would be to include more in the beginning of art careers.

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:

Several subject areas including social studies are fused with art.

**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:

Everything was appropriate for an elementary classroom setting.

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 depends on the district requirements. I would still need to align this to my district requirements. Having a digital option where a teacher can change rubrics, etc. would be very helpful.

**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:

They are consistent, but ideally would be arranged by elements instead of how they are. For elementary students, even 5th grade it makes sense for them to start with line, shape, color before anything else.

**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:

The writing and visuals are very clear to understand.

**E. Pacing of Content** 5. 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 vocabulary and readability is appropriate for fifth grade.

**Accessibility** 6. 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:

It is clearly laid out for students and can easily be adapted further.

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:

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

Includes samples and good visuals for students.

**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:

I do wish this was organized according to elements of art though. It is all integrated.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

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

Justification:

It would be beneficial if they could align this to each district's learning goals that adopt this.

**D. Guidance and Support**4. 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:

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:

There is a great mix of reading, viewing art and creating art.

**E. Active Participation of Students**6. 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:

This is especially hard for 5th grade

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:

Extensions are very good as well

**F. Targeted Instructional Strategies**8. 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:

Many different methods of teaching are including, hitting different modalities.

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 Strategies** 10. 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:

While still also using different mediums throughout the book.

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:

Ideally the series would come with a rubric for each lesson that could be adapted in a computer version for teachers to correlate with the standards and each lesson.

**Universal Design for Learning** 12. 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:

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:

**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](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.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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:

There are multiple opportunities for discussions throughout lessons.

2. **LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Justification:

There are opportunities for students to use listening, speaking, reading and writing skills throughout.

3. **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:

There are Spanish options available.

4. **LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

Justification:

"b" can be used with the different cultures presented.

5. **LAFS.5.RL.3.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Justification:

Very clear pictures and illustrations with backgrounds removed to help keep it clean looking. This allows students to clearly see the work of art.

6. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Justification:

Multiple opportunities.

7. **LAFS.5.SL.1.2:** Summarize a written 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:

8. **LAFS.5.SL.1.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

Justification:

Great use of this, students can clearly go back to the text to justify their thoughts during discussions.

9. **VA.5.C.1.1:** Develop a range of interests in the art-making process to influence personal decision-making.

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

Justification:

Creates opportunities for differentiation of production design throughout the lessons.

10. **VA.5.C.1.2:** Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

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

Justification:

Examples of art provided, on-line available works of art is very complete

11. **VA.5.C.1.3:** Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

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

Justification:

12. **VA.5.C.2.1:** Revise artwork as a necessary part of the creative process to achieve an artistic goal.

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

Justification:

The design process including revisions can be implemented throughout.

13. **VA.5.C.2.2:** Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.

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

Justification:

14. **VA.5.C.2.3:** Apply established criteria to the art-making process to measure artistic growth.

**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:

Measures of growth are provided. This would be a great place to individualize for each county though, through Marzano, for example.

15. **VA.5.C.2.4:** Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

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

Justification:

16. **VA.5.C.3.1:** Use the structural elements of art and organizational principles of design when engaged in art criticism.

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

Justification:

The elements and principles are infused throughout lessons. The lessons are not just on lines for example.

17. **VA.5.C.3.2:** Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

**Remarks/Examples:**

e.g., inference from color, line, shape, form

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

Justification:

18. **VA.5.C.3.3:** Critique works of art to understand the content and make connections with other content areas.

**Remarks/Examples:**

e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology

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

Justification:

There is a strong connection between other disciplines and art. Geography, math, science can all be seen in grade 5.

19. **VA.5.F.1.1::** Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

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

Justification:

20. **VA.5.F.1.2:** Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

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

Justification:

Falls in well with the communication standard.

21. **VA.5.F.2.1:** Describe the knowledge and skills necessary for art-making and art-related careers.

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

Justification:

This could be highlighted a little more. Students, parents - everyone wants to see how art applies to their future.

22. **VA.5.F.2.2:** Explore careers in which artworks and utilitarian designs are created.

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



Justification:

Again, could be addressed more especially in current day when everything has an aesthetic component to it, including technology.

23. **VA.5.F.2.3:** Discuss contributions that artists make to society.

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

Justification:

24. **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:

I don't see this specific standard, but cultures and groups are highlighted in the text and art.

25. **VA.5.F.3.1:** Create artwork to promote public awareness of community and/or global concerns.

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

Justification:

Not addressed, but could be easily adapted by a teacher.

26. **VA.5.F.3.2:** Create artwork that shows procedural and analytical thinking to communicate ideas.

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

Justification:

27. **VA.5.F.3.3:** Work collaboratively with others to complete a task in art and show leadership skills.

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

Justification:

A teacher could easily use what's provided to incorporate this daily in the text.

28. **VA.5.F.3.4:** Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

**Remarks/Examples:**

e.g., reasonable timeframe established by teacher, adjusted as needed

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

Justification:

Clocks on the side to show an idea of how long something would take in the teacher book would be helpful.

29. **VA.5.H.1.1:** Examine historical and cultural influences that inspire artists and their work.

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

Justification:

30. **VA.5.H.1.2:** Use suitable behavior as a member of an art audience.

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

Justification:

It's nice that this is addressed in the beginning.

31. **VA.5.H.1.3:** Identify and describe the importance a selected group or culture places on specific works of art.

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

Justification:

Great use of different cultures.

32. **VA.5.H.1.4:** Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

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

Justification:

33. **VA.5.H.2.1:** Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

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

Justification:

A time line could be effective here.

34. **VA.5.H.2.2:** Describe the ways in which artworks and utilitarian objects impact everyday life.

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

Justification:

Utilitarian objects are clearly communicated and pictures are clear.

35. **VA.5.H.2.3:** Discuss artworks found in public venues to identify the significance of the work within the community.

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

Justification:

Can be tied to standard of how an artist impacts the community.

36. **VA.5.H.3.1:** Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

**Remarks/Examples:**

e.g., identify facts, ideas, solutions

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

Justification:

37. **VA.5.O.1.1:** Use structural elements of art and organizational principles of design to develop content in artwork.

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

Justification:

This is infused throughout lessons.

38. **VA.5.O.1.2:** Organize the structural elements of art to achieve visual unity.

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

Justification:

This is infused throughout lessons.

39. **VA.5.O.1.3:** Explain how creative and technical ability is used to produce a work of art.

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

Justification:

40. **VA.5.O.2.1:** Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

**Remarks/Examples:**

e.g., knowledge, empathy, technique, artistic choices, symbolic choices

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

Justification:

They pulled from various places and times across cultures well.

41. **VA.5.O.2.2:** Use a variety of sources for ideas to resolve challenges in creating original works.

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

Justification:

Falls under differentiation too.

42. **VA.5.O.3.1:** Create meaningful and unique works of art to effectively communicate and document a personal voice.

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

Justification:

There's a good balance between personal work, instruction, and book learning.

43. **VA.5.S.1.1:** Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

**Remarks/Examples:**

e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture

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

Justification:

Several appropriate mediums for the grade level were used.

44. **VA.5.S.1.2:** Use media, technology, and other resources to inspire personal art-making decisions.

**Remarks/Examples:**

e.g., books, magazines, Internet, cameras, art visuals

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

Justification:

45. **VA.5.S.1.3:** Create artworks to depict personal, cultural, and/or historical themes.

**Remarks/Examples:**

e.g., woven mats, clay dolls, quilts

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

Justification:

Various cultures and works from the cultures were in projects.

46. **VA.5.S.1.4:** Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

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

Justification:

These tend to be different sometimes by county, so this would be a good area for the publisher to personalize it for the county.

47. **VA.5.S.2.1:** Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

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

Justification:

48. **VA.5.S.2.2:** Identify sequential procedures to engage in art production.

**Remarks/Examples:**

e.g., safety procedures, media processes, organizational procedures

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

Justification:

Steps are clear to understand.

49. **VA.5.S.2.3:** Visualize the end product to justify artistic choices of tools, techniques, and processes.

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

Justification:

50. **VA.5.S.3.1:** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

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

Justification:

Both 2 and 3D are used, additional handouts help supplement this too.

51. **VA.5.S.3.2:** Use craftsmanship and technical ability in personal works to show refinement of skills over time.

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

Justification:

52. **VA.5.S.3.3:** Use tools, media, techniques, and processes in a safe and responsible manner.

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

Justification:

This starts from the very beginning of the book.

53. **VA.5.S.3.4:** Use ethical standards, including copyright laws, when producing works of art.

**Remarks/Examples:**

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

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

Justification:

This could use more, and is a standard highlighted in my district.

54. **LAFS.5.W.1.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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