



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I absolutely love this book! I want this for my classroom, it covers all the necessary information for a high school 2D or painting class and then some. The text is extremely informational and current on history, techniques, and happenings in the art world. The rubrics and project are also very good. I highly recommend these materials!

Notation: The materials included would be appropriate for grades 9 through 12 (could even be used for advanced 8th graders). The text is well versed for a painting class, but is also very good for a two dimensional course as well.

Material for Review

Course: Painting 1 (0104370)

Title: Experience Painting Digital Class Set , Edition: 1st

Copyright: 2015

Author: John Howell White

Grade Level: 9 - 12

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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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

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:

I definitely feel knowing the Florida State Standards that the content aligns with the standards and benchmarks for high school painting.

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 presented I feel is written to the correct skill level for a high school painting course. In fact the information is very detailed out so it can be adapted for multiple skill levels.

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:

The materials and instructions are extremely adaptable for classroom instruction for any budget and skill levels.

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:

The content in this text does provide sufficient details and information surrounding different topics and events throughout the history of art, in fact the information is very, very current.

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:

I feel the level of the treatment of the content does match the Florida State Standards in regards to painting, art history, techniques, etc.

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 level of the information presented matches the abilities of high school students. The techniques, processes, and directions allow for all student abilities to succeed in painting.

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:

Depending on the length of a class in a certain high school some projects would take much longer with set up and clean up of materials. I feel the vast majority of projects could be painted in a 90 minute class.

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 sources cited in this text are fantastic! The up-to-date and current artists, techniques, and movements are very detailed and well done.

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 content of these sources are of high quality and definitely to the material presented. the information is very relevant!

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:

I did not see any visual errors in the material and as for typographical errors I did not come across any.

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:

It seems to me that the information is presented in a non-bias manner. Artwork is very subjective therefore I feel it is presented in a decent way.

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:

The content of the material in this text is extremely representative of the painting discipline. Concepts, techniques, history, concepts, theories, movements, etc. are all very current.

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 could not find any mistakes in the facts that are presented.

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 am well versed in the happenings in the art world today, therefore I was very impressed with the currency of the content presented.

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:

I feel that the information does align with the painting curriculum, along with art standards and benchmarks.

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:

The historical, current, and technical information in this text is appropriate for the high school audience.

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 text does a very good job at making connections to life in a context that would be meaningful to most students. At the end of each chapter there is an interview with a person in the art world (whether director of an organization, artist, gallery owner, etc.), this interview really ties life and art all together and that there are careers out there.

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:

The text excels in the manner of making interdisciplinary connections as well. The text highlights math, science, history, and industry to name some of the content.

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:

As far as I can see the portrayal of all human beings is fair. In art there are different controversial topics that are dealt with and the book deals with everything in a tasteful manner.

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:

This text does meet this standard. Images of artwork relating to hunting animals are of history and exhibited with taste.

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:

In general the content of the benchmarks and standards for this course and painting is covered in the material. Overall it is outstanding.

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:

The text allows the teacher to be able to address the standards and outcomes without preparing additional materials or resources. It seems to me to be about as all-inclusive as a book about painting can be.

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:

It seems that all these components align with each other in a decent way.

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 progression through the text make complete sense and is logical as skills and techniques build upon each other.

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:

I feel that the visuals and text along with the videos is engaging to students interested in painting. the information is at a level that all high school students no matter ability should be able to comprehend and understand the information. This information is also somewhat engaging to students not as interested in art.

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:

I fully agree with the pace that this book presents the information. The average high school student should easily be able to follow along.

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:

The assistive supports are above average. Navigation is easy and along with use of videos. It is easy to interact with the material.

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:

Overall the presentation of the material is good. The text and videos are engaging, have a good pace, addresses the standards, and are

logical.

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 career profile sections, how to's, student gallery, among other parts of the book maintain learner motivation.

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:

Yes! This book definitely teaches painting techniques, the history of art, careers very thoroughly.

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:

The information presented in the text does contain clear statements, directions, and outcomes. Very good use of rubrics.

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:

I feel the book leaves room for students be independent in thinking, learning, and use of materials.

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:

The presents the informational techniques in different ways for different styles of learning, visual pictures, visual videos, and text.

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:

Obviously making art becomes a physical activity and with each project the book allows students to engage in that. The interesting information about art, techniques, history, and careers I feel enhances mental activity as well.

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:

I feel that the materials are in great organization and are logical extensions of content, goals, and activities. The book has a very nice flow to it, with techniques and history building upon each other.

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:

I would have to agree that this text does contain strategies for successful teaching of art history and the processes and techniques of painting.

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:

I feel that the materials incorporated in the text and the information presented allows for effective teaching.

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:

The rubrics at the end of each chapter are great assessments for each project!

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:

One again I feel the rubrics are fantastic.

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:

I feel that this text and all of its materials consider the needs of all students and would allow them all to be successful in the realm of painting.

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:

I feel this book does satisfy the learning requirement for painting in the state of Florida.

Standards

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Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

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. **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:

I would say that the text is okay for ELLs. It is a high school level book.

2. **LAFS.910.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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

Justification:

Good

3. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

Justification:

Good

4. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Justification:

The book does bring in multiple sources through text and video and the sources are credible and accurate.

5. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Justification:

Good

6. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

Justification:

Very Good

7. **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Justification:

Very Good

8. **LAFS.910.WHST.3.9** Draw evidence from informational texts to support analysis, reflection, and research.

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

Justification:

Very Good

9. **VA.912.C.1.4:** Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Remarks/Examples:

e.g., symbolism, spatial relationship

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

Justification:

The book does a good job at this. Within the chapters there is the art history component of different artworks throughout time that have a relationship to the chapter. It also goes over the symbolism or content in at least one of these pieces and how it relates to that time period.

10. **VA.912.C.1.6:** Identify rationale for aesthetic choices in recording visual media.

Remarks/Examples:

e.g., two-, three-, and four-dimensional media, motion or multi-media

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

Justification:

The text does a very good job at showing and helping the reader (student) to find their rationale for aesthetic choices.

11. **VA.912.C.2.1:** Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

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

Justification:

Once again the book gives great step by step instructions on the processes of creating artwork.

12. **VA.912.C.2.4:** Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

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

Justification:

The text excels at this! At the end of each chapter with the paintings or artwork examples and vocabulary sections. The two overlap throughout art movements and culture. I feel that after a student has completed this book they should be able to recognize and label most of the major art movements and use art vocabulary correctly.

13. **VA.912.C.3.1:** Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

Remarks/Examples:

e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning

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

Justification:

The text analyzes different artworks throughout the book for meaning, intent, etc.

14. **VA.912.C.3.5:** Make connections between timelines in other content areas and timelines in the visual arts.

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

Justification:

Once again the book has a timeline at the end of each chapter that exhibits a cross-curricular element of culture and history, including some math and sciences.

15. **VA.912.C.3.6:** Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

Remarks/Examples:

e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art

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

Justification:

The book does a fantastic job at this! Examples include ancient pitchers, hieroglyphics, illuminated manuscripts, clothing, just to name a few.

16. **VA.912.F.1.3:** Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

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

Justification:

With it's step by step instructions the text allows time for the student to take creative risk taking and re-focus on their ideas.

17. **VA.912.F.2.1:** Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

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

Justification:

I feel this book beyond excels at this! Towards the end of each chapter there is a section for careers in the arts with interviews of people currently in those fields. Some careers outlined include: Arts Center Director, Art Materials Producer, Book illustrator, painter, professor, etc.

18. **VA.912.F.3.4:** Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

Remarks/Examples:

e.g., punctuality, reliability, diligence, positive work ethic

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

Justification:

Through its sections on making art, careers, and studio habits it shows what the student needs to do to acquire the skills needed.

19. **VA.912.H.1.2:** Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.

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

Justification:

It doesn't get into how to conduct yourself in different venues except in the career profile section, it does however go over the proper ways to critique others artwork.

20. **VA.912.H.1.5:** Investigate the use of technology and media design to reflect creative trends in visual culture.

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

Justification:

The text does a really good job with showing different techniques in technology to produce artwork.

21. **VA.912.H.1.9:** Describe the significance of major artists, architects, or masterworks to understand their historical influences.

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

Justification:

The text gives great detail on different artists throughout time and how they are influential.

22. **VA.912.H.2.1:** Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

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

Justification:

Through its art history aspect and the acquisition of techniques the text goes into good detail on how technology has changed in the making of artwork and art history.

23. **VA.912.H.3.2:** Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.

Remarks/Examples:

e.g., facts, ideas, solutions, brainstorming, field testing

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

Justification:

The arts in general assist students with problem solving skills and this text takes students through the steps of creative problem solving which gives them skills for future real-life issues.

24. **VA.912.O.1.1:** Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

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

Justification:

The elements of art are present all throughout this text.

25. **VA.912.O.2.2:** Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

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

Justification:

Any student who goes through this book will come away with new perspectives on solving aesthetic problems.

26. **VA.912.O.3.1:** Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

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

Justification:

The book goes over very heavily the use of sketchbooks and journals and by the use of these students use their personal experiences and views in their art to communicate with their audience.

27. **VA.912.S.1.3:** Interpret and reflect on cultural and historical events to create art.

Remarks/Examples:

e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history

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

Justification:

I feel this book does a great job interweaving art, art history, history, and culture all together. For example Egyptians, Illuminated Text, African American history, etc.

28. **VA.912.S.1.4:** Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

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

Justification:

This book does an excellent job with the use of art vocabulary. It introduces and defines them throughout the art making process along with using them in art history and listing them with definitions in each chapter.

29. **VA.912.S.2.2:** Focus on visual information and processes to complete the artistic concept.

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

Justification:

The text along with pictures and videos do an excellent job of focusing on visual information and processes to complete the artistic concepts shown in the book.

30. **VA.912.S.2.5:** Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

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

Justification:

the book covers all types of imagery from the beginning of time to today in a interesting and educational way.

31. **VA.912.S.2.6:** Incorporate skills, concepts, and media to create images from ideation to resolution.

Remarks/Examples:

e.g., structural elements of art, organizational principles of design, breadth

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

Justification:

The text details every aspect along the way from the concept all the way through creation to completion. It is very detailed and I really like the way it lays it all out.

32. **VA.912.S.3.10:** Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

Remarks/Examples:

e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving

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

Justification:

The text does an excellent job throughout the book discussing composition and sketching the artwork. It also goes into great detail on how to use and sketchbook maintenance.

33. **VA.912.S.3.3:** Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

Remarks/Examples:

e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions

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

Justification:

The text and videos within the text go over in detail all safety precautions involved with oil paints, encaustic procedures, spray paint, etc.

34. **VA.912.S.3.4:** Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works 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:

The text does a wonderful job of discussing how to use appropriation properly as so not to plagiarize.

35. **VA.912.S.3.7:** Use and maintain tools and equipment to facilitate the creative process

Remarks/Examples:

e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

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

Justification:

The text does go over use, maintenance, and safety with different equipment. For example sgraffito tools, encaustic tools, technology, etc.

36. **VA.912.S.3.8:** Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

Remarks/Examples:

e.g., media: ceramics, glass, wet, dry, digital

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

Justification:

The text shows and incorporates many color-mixing skills. Using dry, wet, and even encaustic techniques through different media. This also includes color theory.

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