This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education

# **REVIEW PANEL ADVISORY RECOMMENDATION 2021 ARTS EDUCATION INSTRUCTIONAL MATERIALS ADOPTION**

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| The Art of Education | *FLEX Curriculum* | K–8 |

## Program Summary:

The Art of Education program includes the following through its FLEX Platform*: California Scope and Sequence (SS); Teacher’s Edition (TE); Implementation Resources (IR); Student Collections (SC); Student Lessons (SL); Student Videos (SV); Student Resources (SR), Student Assessments (SA)*

## Recommendation:

*FLEX Curriculum* is recommended for adoption because the instructional materials include content as specified in the *California Arts Standards for California Public Schools,* *Prekindergarten Through Grade Twelve* (*Arts Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

### **Criteria Category 1: Arts Education Content/Alignment with Standards**

The program supports instruction designed to ensure that students master all the *Arts Standards* for the intended grade level(s), and meets all of the evaluation criteria in category 1.

#### Citations:

* Criterion #1.1: Grades K–8; Lesson Examples (SL):
  + Kindergarten: K.VA:Cn11, Sculpture Park. <https://theartofeducation.edu/flex/lesson-plans/sculpture-park-art-ca/>
  + Grade 1: 1.Va:Cr3, Painted Paper Weaving. <https://theartofeducation.edu/flex/lesson-plans/painted-paper-weaving-ca/>
  + Grade 2: 2.VA:Cr 1.1, Paper Mache Play. <https://theartofeducation.edu/flex/lesson-plans/paper-mache-play-ca/>
  + Grade 3: 3.VA: Cr 2.1, Photomontage (Hannah Hoch). <https://theartofeducation.edu/flex/lesson-plans/photomontage-collage-portraits-ca/>

Page 1

* + Grade 4: 4.VA: Pr:6, Create Your Own Museum. <https://theartofeducation.edu/flex/lesson-plans/create-your-art-museum-ca/>
  + Grade 5: 5.VA:Re7.1, Abstract Digital Explorations. <https://theartofeducation.edu/flex/lesson-plans/abstract-digital-explorations-ca/>
  + Grade 6: 6. 6.VA:Pr6, From Virtual to Concrete. <https://theartofeducation.edu/flex/lesson-plans/from-virtual-to-concrete-ca/>
  + Grade 7: 7.VA:Cr1.1, Dream Drawing. <https://theartofeducation.edu/flex/lesson-plans/dream-drawing-ca/>
  + Grade 8: 8.VA:Cn11, Graffiti That Sticks. <https://theartofeducation.edu/flex/lesson-plans/graffiti-that-sticks-ca/>
* Criterion #1.2, 1.3, 1.4, 1.6, 1.7, and 1.8: Grades K–8, the FLEX California Scope & Sequence (SS) (<https://uploads.theartofeducation.edu/2021/04/CA-k-8-Scope-and-Sequence.pdf>). Pages 1–92 provide teachers with grade-level specific units that include targeted *Art Standards* outlining lessons, resources, and other supplemental instructional materials.
* Criterion #1.9: Grades 6–8, Eco-Visualization and Me (SL) (<https://theartofeducation.edu/flex/lesson-plans/eco-visualization-and-me/>) The program includes ways for students learn about eco-visualization artists who highlight sustainability issues to help people understand their impact on natural systems. The program invites students to identify a local ecological issue and bring awareness visually using a choice of artmaking materials.
* Criterion #1.6: Grades K–8, Latinx Artists Article (IR) (<https://theartofeducation.edu/2020/11/11/6-latin-artists-your-students-will-love/>). Pages 1–10 guide teachers to incorporate culturally- and linguistically-relevant artists into their curriculum as a way to engage a broader variety of student artists.

### **Criteria Category 2: Program Organization**

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* Criterion #2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9: Grades K–8, the FLEX Implementation page at <https://theartofeducation.edu/flex/implementation/> includes an overview of the program that allows teachers to access content efficiently. Some support documents include
  + FLEX Teacher’s Edition (TE) at ~~https://theartofeducation.edu/flex/implementation/flex-teachers-edition/~~, [Preceding link not valid] FLEX Collections (IR) at <https://theartofeducation.edu/flex/collections/>; and
  + FLEX Lessons (IR) at <https://theartofeducation.edu/flex/lesson-plans/>, FLEX Resources (IR) at <https://theartofeducation.edu/flex/resources/>.
* Criterion #2.3 and 2.4: Grades K–8, [FLEX Collections](https://theartofeducation.edu/flex/collections/) (IR) at <https://theartofeducation.edu/flex/collections/>, FLEX Resources (IR) at <https://theartofeducation.edu/flex/resources/>, and FLEX Lessons (IR) at <https://theartofeducation.edu/flex/lesson-plans/>. Specific sample lessons are found in the Creating with Everyday Objects Collection (IR) at <https://theartofeducation.edu/flex/collections/creating-with-everyday-objects-ca/> and Exploring My Community Collection (IR) at <https://theartofeducation.edu/flex/collections/exploring-my-community-ca/>.
* Criterion #2.2 and 2.6: Grades K–8, FLEX Assessments (IR) and (SA), at <https://theartofeducation.edu/flex/assessments/>, include formative and summative assessments, peer feedback, reflections and critiques at beginner, intermediate, and advanced levels.
* Criterion #2.5 and 2.6: Grades K–8, Paper Manipulation Techniques (IR) at <https://theartofeducation.edu/flex/resources?shared=330972>, Brush Chart (IR) at <https://theartofeducation.edu/flex/resources?shared=331550>, Stop Motion Animation Set-up (IR) at <https://theartofeducation.edu/flex/resources?shared=331741>, and 5 Cut Paper Collage Techniques (IR) at <https://theartofeducation.edu/flex/resources?shared=331001> are examples of accurate, well-annotated, or well-labeled graphics.

### **Criteria Category 3: Assessment**

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Citations:

* Criterion #3.1, 3.2, 3.3, and 3.4: Grades K–8, the FLEX Assessment page (IR) at <https://theartofeducation.edu/flex/assessments/> includes support documents such as Anticipatory Sets with FLEX at <https://theartofeducation.edu/flex/>, Learning Goals Self Assessment Rubric at <https://theartofeducation.edu/flex/>, and My “Best Work” Reflection at <https://theartofeducation.edu/flex/>, which teachers can use to determine prior knowledge, assess student work, and evaluate progress.
* Criterion #3.5: Grades K–8, FLEX Assessment page (IR) at <https://theartofeducation.edu/flex/assessments/> provides a broad array of assessment strategies including summative and formative assessments as well as critiques and peer assessments.
* Criterion #3.6: Grades K–8, FLEX Teacher’s Edition (TE) at ~~https://theartofeducation.edu/flex/implementation/flex-teachers-edition/~~, [Preceding link no longer available] guides teachers on how to adapt instruction on the basis of evidence from assessment.
* Criterion #3.7: Grades K–8, FLEX Assessment (IR) at <https://theartofeducation.edu/flex/assessments/>, which includes 10 Questions for Critique at <https://theartofeducation.edu/flex/>, which is an example that provides guiding questions to monitor student understanding of the arts.

### **Criteria Category 4: Access and Equity**

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provideteachers with suggestions for differentiation for students with special needs.

#### Citations:

* Criterion #4.1: Grades K–8, FLEX Implementation Page (IR) at ~~https://theartofeducation.edu/flex/implementation/flex-differentiated-instruction~~, [Preceding link no longer available] provides strategies for differentiated instruction for all students.
* Criterion #4.2: Grades K–8, Differentiation in the Art Room (IR) at <https://theartofeducation.edu/packs/exploring-differentiation-art-room/>, includes suggestions for adaptations to the curriculum to meet the students’ assessed instructional needs.
* Criterion #4.3: Grades K–8, FLEX Teacher’s Edition (TE) at ~~https://theartofeducation.edu/flex/implementation/flex-teachers-edition/~~ [Preceding link no longer available] provides comprehensive guidance for teachers based on current and confirmed research to adapt curriculum to meet the needs of all students.
* Criterion #4.4: Grades K–2, Talking About Art (SL) at <https://theartofeducation.edu/flex/lesson-plans/talking-about-art-ca> is an example that includes strategies for English learners.
* Criterion #4.5: Grades 6–7, Barbara’s Story Photos (SL) at <https://theartofeducation.edu/flex/lesson-plans/barbaras-story-photos-ca/> is an example that includes strategies for English learners.

### **Criteria Category 5: Instructional Planning and Support**

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

#### Citations:

* Criterion #5.1, 5.2, and 5.3: Grades K–8, The FLEX California Scope & Sequence (SS) at <https://uploads.theartofeducation.edu/2021/04/CA-k-8-Scope-and-Sequence.pdf> and the Differentiation Guide (IR) at <https://uploads.theartofeducation.edu/2021/04/FLEX_Differentiated-Instruction.pdf> include support for lesson plans found in the FLEX Lesson Plans (SL) at <https://theartofeducation.edu/flex/lesson-plans/> and in the FLEX Teacher’s Edition (TE) ~~at https://theartofeducation.edu/flex/implementation/flex-teachers-edition/~~. [Preceding link no longer available]This includes resource organization, pacing guides, and instructional strategies.
* Criterion #5.4: Grades K–8, FLEX Lesson Plans (SL) at <https://theartofeducation.edu/flex/lesson-plans/>, when filtered by the curricular connection search feature, give suggestions for connecting the arts with educational concepts.
* Criterion #5.5 and 5.6: Grades K–8, the FLEX Implementation page (IR) at <https://theartofeducation.edu/flex/implementation/> includes technical support and suggestions for appropriate use of resources. Examples of this are Tips for Using Apps to Manipulate Artwork at <https://theartofeducation.edu/flex/>, which includes user-friendly components and platform neutral materials such as the FLEX Platform Walkthrough at ~~https://theartofeducation.edu/flex/implementation/flex-platform-walkthrough-video/~~. [Preceding link no longer available]
* Criterion #5.12-5.13: Grades K–8, The program includes safety guidelines for use of materials, facilities and online environment. Examples include these documents: Guide to Digital Citizenship (IR) at <https://theartofeducation.edu/flex/> and Planning for Safety(IR) at <https://theartofeducation.edu/flex/>**.**

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Grade  Level | Component | Location | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Beginner | Lesson: Mondrian and Mishima | Home/FLEX/Lessons/ Mondrian and Mishima  <https://theartofeducation.edu/flex/lesson-plans/mondrian-and-mishima-ca/> | Description:  Students will analyze the works of Piet Mondrian and create their own unique composition inspired by his style on a clay tile. They will define their directional lines using a Mishima technique before glazing the surface shapes with primary colors. | Description: Students will analyze the works of Piet Mondrian and create their own unique composition influenced by his style on a clay tile. They will define their directional lines using a technique adapted from Mishima before glazing the surface shapes with primary colors. | Text relied on imprecise definition of Mishima technique. |
| 2 | Beginner | Lesson: Mondrian and Mishima | Home/FLEX/Lessons/ Mondrian and Mishima  <https://theartofeducation.edu/flex/lesson-plans/mondrian-and-mishima-ca/> | Students will use the Mishima technique to inlay color in textured lines before glazing the surface. | Students will use the Mishima-inspired technique to inlay color in textured lines before glazing the surface. | Text relied on imprecise definition of Mishima technique. |
| 3 | Beginner | Lesson: Mondrian and Mishima | Home/FLEX/Lessons/ Mondrian and Mishima  <https://theartofeducation.edu/flex/lesson-plans/mondrian-and-mishima-ca/> | Demonstrate ceramics methods including the Mishima technique of glazing. | Demonstrate ceramics methods including the inlay technique of glazing. | Text relied on imprecise definition of Mishima technique. |
| 4 | Intermediate | Lesson: Ceramic Landscapes | Home/FLEX/Lessons/Ceramic Landscapes<https://theartofeducation.edu/flex/lesson-plans/ceramic-landscapes-ca/> | Teaching Strategies:  -Facilitate a discussion on the components of landscapes in art.  -Guide students in planning and sketching their landscape, considering seasons and different environments.  -Facilitate the preparation and organization of materials from start to finish.  -Demonstrate ceramics methods.  -Discuss and teach the Mishima technique.  Lesson Objectives:  Students will learn about the Mishima technique and apply it to their ceramic landscape. | Teaching Strategies:  -Facilitate a discussion on the components of landscapes in art.  -Guide students in planning and sketching their landscape, considering seasons and different environments.  -Facilitate the preparation and organization of materials from start to finish.  -Demonstrate ceramics methods.  -Discuss and teach the glaze inlay technique. | Text relied on imprecise definition of Mishima technique. |
| 4 | (cont.) | (cont.) | (cont.) | (cont.) | (cont.)  Lesson Objectives:  Students will learn about the glaze inlay technique and apply it to their ceramic landscape. | (cont.) |
| 5 | Intermediate | Resource: Anchor Chart | Home/FLEX/Resources  <https://theartofeducation.edu/flex/resources?shared=351124> | Title: Mishima Technique  Subtitle: The Mishima technique is a method of inlaying glaze in textured and carved areas of a ceramics piece. | Title: Mishima-Inspired Technique  Subtitle: The Mishima technique is a method of inlaying color in textured and carved areas of a ceramics piece. | Text relied on imprecise definition of Mishima technique. |

## Social Content Citations:

The panel submits no social content violations.

California Department of Education, August 2021