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)** |
| --- | --- | --- |
| Davis Publications, Inc. | *Explorations in Art, 2nd Edition* | 1–6 |

## Program Summary:

*Explorations in Art, 2nd Edition*, includes the following: *Student Edition (SE); Teacher Edition (TE) includes Teacher resources (TR) in the form of* *lesson planning with objectives; step-by-step instruction for engaging, exploring, and creating; assessment strategies; and closing activities; TE also includes differentiated instruction (DI) strategies; artist biographical information (BI); cross-curricular connections (CX); and children’s trade book (TB) suggestions.*

## Recommendation:

*Explorations in Art, 2nd Edition*,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: Grade 1, 1VA:Cr1.1; SE, Unit 5 STEAM: Consider Structure When Creating Art, Research and Collaborate/Create, Reflect, Revise, p. 149. Students have the opportunity to engage in small collaborative groups for exploration and imaginative play with art materials.
* Criterion #1.1: Grade 2, 2.VA:Cr1.1; SE, Unit 2 STEAM: Consider Materials When Creating Art: Research and Collaborate/Create, Reflect, Revise, p. 59. The program provides opportunities for students to brainstorm ideas and generate multiple approaches for an art or design problem.

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* Criterion #1.1: Grade 3, 3.VA:Cr2.1; SE, 1.6 People in Action: Sculpting with Clay: 5. Reflect and Present, p. 18. Students are provided opportunities to create personally satisfying artwork using a variety of artistic processes and materials.
* Criterion #1.1: Grade 4, 4.VA:Cr1.1; SE, 2.6 Play on Words: Collage: 1. Explore, p. 46. Students are provided opportunities to brainstorm individual and collaborative approaches to a creative art or design problem.
* Criterion #1.1: Grade 5, 5.VA:Cr1.1; SE, Unit 6.6 In Your Dreams: Unusual Proportions: 1. Explore, p. 166. The program provides opportunities for students to explore ways to combine ideas to work through/create an innovative art making process.
* Criterion #1.1: Grade 6, 6.VA:Re7.2; SE, Unit 4, Design, pp. 92–121. The content provides multiple methods to explore the *Arts Standards* while allowing students a range of options to explore and grow within their interests and challenge their boundaries and assumptions about art, themselves, and the world.
* Criterion #1.2: Grade 2, TE, 6.3 Mod Pods: Building with Paper: Prepare/Teach Through Inquiry/Assess/Assessment Rubric/Close, pp. 158–161. Instructional materials are consistent with *the California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve* (*Arts Framework*).
* Criterion #1.3: Grades 1–6, TE, Unit Structure, pp. xviii–xxxvii; Program Overview: Structure of the Program: Continuity and Variety within Each Grade Level, p. R5; Art in Daily Life, p. R42; Art in the Total Curriculum, p. R43. The program offers instructional strategies that incorporate skill developing and sequential, discipline specific learning in all four artistic processes (creating, performing/producing/presenting, responding, connecting) over time.
* Criterion #1.9: Grade 1, TE, Unit 4 STEAM: Consider Categories When Creating Art: Teach Through Inquiry/STEAM Science/STEAM Technology, pp. 118–119. The program contents examine humanity’s place in ecological systems and the importance of protecting the environment.

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

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

#### Citations:

* + Criterion #2.1: Grades 1–6, TE, Unit Structure, pp. xviii–xxxvii. The Program Overview includes an organizational structure that provides logic and coherence to facilitate efficient and effective teaching and learning.
  + Criterion #2.2: Grades 1–6, TE, Unit Structure, pp. xviii–xxxvii; Student Book Index, p. R3; Grade Overview, p. R6–R11; Strategies for Assessment, p. R34–R35; English Glossary, p. R56–R61; Spanish Glossary, p. R62–R67. The program resources include tables of contents, indexes, resources, and support materials to help administrators, teachers, parents, guardians, and students navigate the program.
  + Criterion #2.4: Grades 1–6, TE, Unit 1 Planning Guide, pp. 1A–1B. Each chapter, at all grade levels (pp. A–E that parallels the unit page number in SE) (e.g., TE/SE Grade 6, p. 92), includes an overview of the content in each unit that outlines the concepts, processes and skills to be developed.
  + Criterion #2.8: Grades 1–6, TE, Unit 1 Introduction: Teach Through Inquiry, pp. 1E and 2; Program Overview: Structure of the Program: Continuity and Variety within Each Grade Level, p. R5; Art in the Total Curriculum, p. R43. Content provides a structure that builds on knowledge and skills across grade levels.

### **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 #3.2: Grades 1–6, TE, Unit Structure (Close/Assess/Studio Evaluation Criteria/Quick Question Review/Assessment Rubric/Unit Review), pp. xxv–xxxvii; Strategies for Assessment, pp. R34–R35. Formative and summative assessments are provided throughout all grade levels and units of study.
  + Criterion #3.4: Grade 4, TE, 2.9 Zoetrope Toys: Moving Pictures: Teach through Inquiry/Assess/Assessment Rubric/Close, pp. 54–57. The program contains opportunities to measure student application of arts concepts, principles and processes through student observation/response, sketching/planning, experimenting, evaluating and revision.
  + Criterion #3.5: Grades 1–6, TE, Helping Students Learn, pp. R32–R33; Strategies for Assessment, pp. R34–R35; Guiding Responses to Art, pp. R36–R37. The instructional materials include a range of supports and strategies for the educator in determining where the student is in their work and how to guide them further as well as match to the rubric/assignment criteria.
  + Criterion #3.6: Grades 1–6, TE, Differentiated Instruction, pp. R20–R23. Differentiated instruction strategies are included throughout all TEs to meet the diverse needs of all learners.

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

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

#### Citations:

* + Criterion #4.1: Grades 1–6: TE: Program Overview: Structure of the Program: Student Centered Teaching Strategies, p. R5; Differentiated Instruction, pp. R20–R23; Teaching Art with a Global Perspective, p. R38. This program is appropriate for use with all students and includes a strategies for differentiated instruction to meet access and equity criteria.
  + Criterion #4.2: Grades 1–6: TE: Choice in the Elementary Classroom, p. R13; Visual Literacy, pp. R16–R17; Design Thinking for Visual Art Teachers, pp. R18–R19; Differentiated Instruction, pp. R20–R23; Helping Students Learn, pp. R32–R33; Bibliography, pp. R54–R55. The program cites current and confirmed research for adapting the curriculum and the instruction to meet the instructional needs of the students.
  + Criterion #4.6: Grades 1–6: TE: Visual Literacy, pp. R16–R17; Helping Students Learn, pp. R32–R33; Guiding Response to Art, pp. R36–R37. English/language arts, the writing process, and reading comprehension strategies are identified throughout the grade levels in the TEs to support all students.
  + Criterion #4.7: Grades 1–6: TE: Using a Research Journal in the Art Room, pp. R14–R15. Differentiated instruction provided throughout the program and lessons allows and guides students to go deeper into their investigations and explorations.

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

The instructional materials containa 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: Grades 1–6, TE, Unit 1 Planning Guide, pp. 1A–1B; Unit 2 Planning Guide, pp. 31A–31B; Unit 3 Planning Guide, pp. 61A–61B; Unit 4 Planning Guide, pp. 91A–91B; Unit 5 Planning Guide, pp. 121A–121B; Unit 6 Planning Guide, pp. 151A–151B; Grade Overview, pp. R6–R11; Art Materials and Supplies, pp. R52–R53. The program provide lesson plans that provide an effective learning progression, suggestions for organizing resources in the classroom, and strategies to guide teachers in pacing lessons.
  + Criterion #5.3: Grades 1–6, TE, Differentiated Instruction: Knowing and Respecting Your Students, p. R21; Helping Students Learn, pp. R32–R33; The resources provide a variety of instructional strategies to accommodate learning modalities.
  + Criterion #5.4: Grades 1–6, TE, Unit 1 Cross Curricular Connections, p. 1D; Unit 2 Cross Curricular Connections, p. 31D; Unit 3 Cross Curricular Connections, p. 61D; Unit 4 Cross Curricular Connections, p. 91D; Unit 5 Cross Curricular Connections, p. 121D; Unit 6 Cross Curricular Connections, p. 151D; Visual Literacy p. R16–R17; Art in the Total Curriculum, p. R43. The program provides opportunities for teachers to implement interdisciplinary instruction with the appropriate grade level and grade span.
  + Criterion #5.5: Grades 1–6, TE, Unit 1 Resources: Digital Fine Art Images, p. 1C; Unit 2 Resources: Digital Fine Art Images, p. 31C; Unit 3 Resources: Digital Fine Art Images, p. 61C; Unit 4 Resources: Digital Fine Art Images, p. 91C; Unit 5 Resources: Digital Fine Art Images, p. 121C; Unit 6 Resources: Digital Fine Art Images, p. 151C; The program includes multimedia resources for use in association with a unit of study.
  + Criterion #5.13: Grades 1–6, SE, Art Safety, pp. 182–183; TE (all grade levels): Guiding Explorations in Art: Extending the Learning Process: Safety in the Art Class, p. R25. The program guidelines to create an environment for safe physical performances.
  + Criterion #5.14: Grades 1–6, TE, Using a Research Journal in the Art Room, p. R14–R15. The program provides opportunities for both students and teachers to use supportive tools for use in multiple art environments.

## Edits and Corrections:

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

| # | Grade level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 1 | TE | R8 | Unit 3 Colorful Stories  *How do we tell stories* | Unit 3 Colorful Stories  *How do we tell stories?* | *“?” makes heading consistent with others similar in program* |

## Social Content Citations:

The panel found no social content violations.

California Department of Education, August 2021