

## Grade 8 VISUAL ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

### SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Tennessee Visual Arts Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.

Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

<b>SECTION I. Alignment to Tennessee Visual Arts Standards</b>			
<p><b>Part A. Alignment:</b> The instructional materials represent 80% alignment with the Tennessee Visual Arts Standards and explicitly focus teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. Shared between all fine arts disciplines are the eleven foundations and the four overarching domains, listed below. It is important to keep in mind that the order of the four overarching domains will depend on each specific discipline (dance, theatre, media art, visual art and music). For visual arts the four overarching domains in order are Create (Cr), Present (P), Respond (R), and Connect (Cn). Since create is listed first in the visual arts standards it is the major work of the grade. You will need a copy of the standards as you review materials and look at the standard aligned to the specific grade level for the eleven foundation and four overarching domains. Each of the eleven foundations will have multiple standards designated by a letter (e.g. A, B, C, etc...).</p>			
<b>SECTION IA (1): PERFORM: Elements and Skills</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
<p>1. Select, analyze, &amp; interpret artistic work for presentation, performance, production.</p> <p><b>8.VA.P1.A</b> Develop and apply criteria for evaluating a collection of artwork for presentation.</p>			
<p>2. Develop and refine artistic techniques and work for presentation, performance, production.</p> <p><b>8.VA.P2.A</b> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p>			

<p>3. Express meaning through the presentation, performance, production of artistic work.</p> <p><b>8.VA.P3.A</b> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>			
<p><b>SECTION IA (2): CREATE: Choreography; Creativity and Communication</b></p>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
<p>1. Generate and conceptualize artistic ideas and work.</p> <p><b>8.VA.Cr1.A</b> Document early stages of the creative process using traditional or emerging media.</p> <p><b>8.VA.Cr1.B</b> Collaboratively investigate an aspect of contemporary life utilizing art and design.</p>			
<p>2. Organize and develop artistic ideas and work.</p> <p><b>8.VA.Cr2.A</b> Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.</p> <p><b>8.VA.Cr2.B</b> Demonstrate awareness of ethical responsibility and the use of images, materials, tools, and equipment in the creation and presentation of original work.</p> <p><b>8.VA.Cr2.C</b> Select, organize, and design images and words to make visually clear and compelling presentations.</p>			
<p>3. Refine and complete artistic work.</p> <p><b>8.VA.Cr3.A</b> Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>			

<b>SECTION IA (3): RESPOND: Criticism and Analysis</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
<p>1. Perceive and analyze artistic work.</p> <p><b>8.VA.R1.A</b> Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p><b>8.VA.R1.B</b> Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.</p>			
<p>2. Interpret intent and meaning in artistic work.</p> <p><b>8.VA.R2.A</b> Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.</p>			
<p>3. Apply criteria to evaluate artistic work.</p> <p><b>8.VA.R3.A</b> Construct a persuasive and logical argument to support an evaluation of art.</p>			
<b>SECTION IA (4): CONNECT: Cultural/Historical Contexts; Health. Interdisciplinary Connections</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
<p>1. Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p><b>8.VA.Cn1.A</b> Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>			

<p>2. Relate artistic works with societal, cultural and historical context.</p> <p><b>8.VA.Cn2.A</b> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>			
<p><b>SECTION IA (5):</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Notes (summary of notes from section IA (1-4))</b></p>
<p>The instructional materials reviewed in section IA (1-4) represents 80% alignment with the Tennessee Visual Arts Standards, 100% alignment with the major work/focus of the grade, and explicitly focus teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery.</p>			

<p><b>SECTION I. Focus in the Tennessee Visual Arts Standards</b></p>			
<p><b>Part B. Focus:</b> Instruction centers on the eleven foundations at the arts disciplines and grade/course level articulated within the standards.</p>			
	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Evidence (only include evidence of extraneous or inaccurate material, if relevant)</b></p>
<p>Materials focus on the grade level standards (i.e., do not include extraneous information outside of the scope of the grade level standards or disconnected facts and details).</p>			
<p>Materials are accurate and grade level appropriate.</p>			

## SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

All submissions must be aligned to the Tennessee Visual Arts Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Part A. Key Areas of Focus			
	Yes	No	Evidence
<b>Rigor:</b> Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.			
<b>Coherence:</b> Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year.			
<b>Literacy:</b> Materials help to reinforce literacy through the careful study of discipline specific vocabulary, the review of primary sources in the content, and a variety of engagement opportunities specifically in the artistic domains of “Respond” and “Connect”.			

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***Part B. Student Engagement and Instructional Supports.***

	Yes	No	Evidence
a. Engages students through real-world, relevant, thought-provoking questions and/or situations that stimulate interest and elicit critical thinking and creativity.			
b. Adheres to safety rules and regulations where appropriate and provides a thorough list of materials as needed.			
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.			
d. Materials are artistically accurate and grade-level appropriate.			

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

***Part C. Monitoring Student Progress***

	<b>Yes</b>	<b>No</b>	<b>Evidence</b>
a. Assessments provide data on all four of the overarching domains.			
b. Assessments measure student mastery using methods that are unbiased and accessible to all students.			
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student products and performance.			
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.			
e. Assessments are embedded throughout instruction materials as tools for students' learning and teachers' monitoring of instruction.			

## SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

*Part D. Teacher Support Materials*

	Yes	No	Evidence
a. Includes strategies that assist teachers in incorporating appropriate and integral connections between visual arts and other subject areas (e.g., mathematics, ELA, social studies, science, career and technical subjects, and other fine arts disciplines).			
b. Includes strategies that assist teachers in engaging students through real-world, relevant, thought-provoking questions and/or situations that stimulate interest and elicit critical thinking and creativity.			