

Reviewer #: 57 Reviewer Background: 19 years experience teaching HS visual arts, with a concentration in photography and graphic design, but have taught all media; BFA in Graphic Design, MA in Art Ed, three years on the board of the NM Art Education Association and 2012 New Mexico Art Teacher of the Year (NAEA)

Comments: This is a great resource, especially for a newer teacher in need of a skeleton curriculum on which to build their year. It allows for diverse selection of materials, scaffolding for learners at different needs levels, and integration of technology and skills students are learning in other disciplines. The only shortcoming, and its one that teachers can integrate into the given curriculum, is any mention of New Mexico artists, contemporary or otherwise. There is, however, a great diversity in the types of art and artists represented in the book to give children a glimpse of the art world beyond what they may already be exposed to. Another note is that ELL support is limited to Spanish, so a resource (perhaps online) to support teachers with students who speak other languages.

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Comments: A great, flexible foundation upon which to build a year-long curriculum, especially for newer teachers but for any teacher looking for a sequence of learning for their art program. The material presented is easy to adapt projects and themes to your own preferences. TE includes many good support notes for student questioning, links to related resource material, rubrics and assessment (including writing and discussion/critique), and integration of other curricular areas, specifically STEAM and STEM-type inquiry. The diversity of art and artists represented is impressive, exposing students to the idea that everyone from an aboriginal painter to the architect of a skyscraper as an artist and creative thinker. There is some support for differentiation for ELL students but it is limited to a set of vocabulary lists in Spanish and a few prompts for scaffolding. There is no reference to New Mexico art or artists; in the future perhaps Davis can develop some online supplemental regional materials for art teacher to be able to develop a unit on the art of their part of their region or country.

Reviewer #: 59 Reviewer Background: I am an elementary art teacher (K-5) with the Albuquerque Public Schools. The majority of my 25 years of experience has been in Elementary Art Education.

Comments: What impressed me most was the cohesion of the NCAS (National Core Art Standards) with the primary age child's development level. The core art standards are not just cited after the fact, but developed from very age appropriate lessons and the experiences within those lessons. The material allows exploration in expressing their own feelings about art pieces, sketching their own ideas in research journals, and studio projects but at the same time is very understandable for the second grade audience.

Another wonderful moment was seeing English and Spanish side by side in the vocabulary lists in the Student Editions. Not only can students that speaks Spanish benefit from the English translation but the English speaking students can greatly benefit from experiencing the Spanish words and noticing how very similar the languages are in order to help all students prepare to learn a second language.

Yet another very positive experience for the students is an almost built-in self correction feature by virtue of the steps and sequential learning, students can build upon their prior knowledge. If the student project presents an obstacle, they can reflect and revise their artwork because reflecting and revising have been presented consistently throughout the material providing authentic artistic processes.

Lastly, students get to work in research journals and portfolios. For example, in the Student Edition Pg. 78, it instructs students to draw an object from nature and then see what it looks like if you draw it in a different color. Students use the portfolio to document student work. For example, in the Student Edition Pg. 78, it instructs students to ask for help to take a picture of their assemblage so they can put it in their portfolio.

Reviewer #: 60 Reviewer Background: I am a National Board Certified K-2 teacher holding a B-3 and K-8 license with a TESOL endorsement. I have been teaching for 8 years, 6 years in a full inclusion, 1 year in kindergarten, and 1 year in a family school. I am currently taking classes to add a gifted endorsement to my license.

Comments: I enjoyed that the lessons were transparent and provided hands-on activities with teacher rubrics. The book was paced appropriately and the progression of lessons made sense. The chapter reviews provided opportunities for students to demonstrate their understanding of content using critical thinking and higher level questioning. The book provides opportunities for students to maintain a Research Journal and showcase their work as well as reflect on previous pieces. The graphics supported student learning by incorporating illustrations for step by step instructions. This text offers several opportunities for differentiation including ELL, students with special needs and gifted. I like that it shows both student art examples and professional art examples. It connects across content areas very well by giving teacher resource materials to incorporate science, math, technology, history, and language arts.

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Comments: This text material covers the complex and rigorous expectations of the NCAS (National Core Art Standards) by engaging 3rd grade students in ways that are appropriate for their developmental level. Another feature that art teachers will find especially remarkable is that the process of student writing is packed into every unit and every lesson in the text. Speaking, writing, vocabulary, paragraph development, and even poetry are developed through specific writing cues in the text. Both the Student Edition and Teacher Edition guide students through the writing process in a very comfortable and engaging manner.

This text has writing built into every lesson for the art teacher to directly access. The writing is directly linked to the professional artists' and student art work in the text so there is an authentic analysis of the artists' work structured with guided lessons to encourage verbal responses to the nonverbal world of the art image. Visual Thinking Strategies (VTS) such as "What is happening in this picture?" and "How do you know?" help in this development of speaking skills for the 3rd grade student (SE p.62-63, Unit 3, Introduction, Meet Jacob Lawrence).

One very important section in the Teacher's Edition is entitled Engage. Often this is comprised of student discussions in which they share prior knowledge in a very relaxed conversational style with their peers and their teacher. This would help students feel at ease in discussions and help them to practice sharing their knowledge and their feelings with questions like "Do you and your friends like to spend time outdoors?" and "What games do you like to play?" (TE p.14). These simple prompts will help students develop their writing and their understanding and appreciation of the art curriculum.

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Comments: I enjoyed that the lessons provide hands-on activities with checklists for studio evaluation criteria in the student edition and teacher rubrics in the teacher edition. The book was paced appropriately and the progression of lessons made sense. There are additional teacher support materials at the back of the teacher manual in the Reference section. This is a great way to support new teachers or teachers that teach content within the general education classroom. The chapter reviews provide opportunities for students to demonstrate their understanding of content in a variety of ways using critical thinking and higher level questioning. The format is consistent throughout the book, making it easy to support younger students by providing routines. The book provides opportunities for students to maintain a Research Journal and showcase their work as well as reflect on previous pieces to build on prior knowledge. The graphics supported student learning by incorporating illustrations with step by step instructions providing additional visual support for ELLs and visual learners. This text offers several opportunities for specific differentiation including ELL, gifted, and specific learning disabilities such as physical challenges and ADHD. I love that it showcases both student art samples and professional art samples using a mixture of photographs, drawings, and illustrations to engage young learners. It connects across content areas very well by giving teacher resource materials to incorporate science, math, technology, history, and language arts.

throughout the material and align to the New Mexico Core Art Standards. Each one has four subsections: describe, analyze, interpret and evaluate which really allows students to become better art critics of their own art and the artwork of others. If an art teacher were to follow the text from beginning to end, each fourth grade student would develop a better understanding for visual arts in general, as well as, create and preserve many, many, different types of artwork with all levels of techniques and procedures.

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Comments: This text is built around a progression in which art skills are sequenced within each unit to build skills that can be applied for a more complex studio experience at the end of the unit. All units are comprised of nine lessons with each lesson being clearly organized around the unit theme but also organized around art skill objectives. For example, in Unit 2 (Sharing Ideas), there are studio experiences in each one of the nine lessons. These studio experiences are mostly comprised of focused lessons that involve teaching skills that build upon each other providing necessary prerequisite drawing skills. For example, Sections 2.1 and 2.2 focus on drawing and 2.3 progresses from drawing an idea to developing that idea in clay. By the time the student completes the 9 lessons, a successful experience with creating a more involved project is ensured.

I was especially impressed with the curriculum progressing in such a way that students not only select, analyze and interpret their own work for presentation, but they also collaboratively discuss what criteria methods and processes are used to select work for preservation and presentation. Therefore, instead of a teacher deciding what a presentation will be comprised of, students themselves learn what methods and processes are considered when preparing artwork for presentation or preservation.

Lastly, this 4th grade text truly addresses equity by providing pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language, and disability.

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Comments: The book presents a good curriculum for a semester or year-long course that is easily adapted using Davis's Curriculum Builder or otherwise swapping out lessons and projects. The online resources are impressive, ranging from student portfolios to e-books to a digital image library to expand upon images presented in the text. There is integration with STEAM subjects as well as other fine arts disciplines, and many projects introduce students to skills that lead to creative and digital art careers such as illustration, photography and graphic design. Suggestions are given for each activity for students at differing levels of ability, including ELL, advanced and students with physical limitations. Student reflection and assessment components are also included and vary in type to prompt responses from students to explain and analyze their work and the work of other artists. There is also an impressive diversity of artists represented in the textbook to give students more examples of artists from varying experiences, using a wide range of approaches and media.

Comments: The material covers principals of design as well as the artistic process. For example, unit theme topics are 1. Day to Day Observation, 2. Harmony, 3. Stories, 4. Design, 5. Communicating Ideas, and 6. Celebration. There is a very appropriate balance between instruction in the principles of design and the students' ability to understand, acquire, and practice the authentic artistic processes.

I loved seeing the formative assessment built into the teacher manual as well as taking place in the studio section in the student edition. The Studio Design activity combined with the Research Journal activity were formative assessments that were so clearly present in the student edition. In the Research Journal students have the opportunity to apply the knowledge they have assimilated by creating sketches that break down the learning into smaller and more specific steps that will then help them to assemble large pieces of artwork in the Portfolio section. Also, another admirable feature of the Art Criticism section of each unit is that students practice using their own voice, sometimes analyzing student artwork and sometimes analyzing professional artists' work. They are getting practice at evaluating student and professional artwork by answering questions with the headings; Describe, Analyze, Interpret, and Evaluate. These encompass the skills which make art criticism techniques accessible to students. In other words, the questions in these categories are student driven. For example, What do *you* recognize? or What do *you* think?

The overall content directly relates to the K-5 curriculum. For example, on pg. 120, in Writing About Art, the lesson with Frank Lloyd Wright would extend one of my own lessons at the elementary level regarding the principle of Design. We are introducing concepts in design at the elementary level and material is building a deeper understanding of the concept for the 6th grade level.

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Comments: I really enjoyed this book and felt that the lessons were transparent and provided an ample amount of hands-on activities with student self-assessment embedded in the curriculum. The book was paced appropriately and the progression of lessons made sense. The chapter reviews provided opportunities for students to demonstrate their understanding of content using critical thinking and higher level questioning. The book provides opportunities for students to maintain a portfolio and showcase their work as well as reflect on previous pieces. It provides step by step instructions and has many examples and illustrations to support student learning. This text offers several opportunities for differentiation including ELL, students with special needs and gifted. Vocabulary is highlighted in yellow to help support vocabulary acquisition. It provides many activities that require collaboration and teamwork.

Another aspect of the material that I really appreciated was the ties to the art experiences that my student teachers and I have introduced to our students at the elementary level. The work at the high school level builds upon the earlier work at the elementary level. The lessons are developmentally appropriate with material that would prove to be personally engaging to high school students but also familiar from prior art experiences.

Most importantly, the text guides students through a journey of participating in authentic artistic processes. Engaging in authentic artistic processes drives this curriculum and also drives the newly adopted National Core Art Standards. Lastly, even though the criterion of accuracy in print reproduction was not present in our review, I was so pleased to see high quality color reproductions in the Student Edition. Colors of specific hues true to the original art pieces and also grey tones were accurately reproduced. Students deserve to see and can learn so much from observing an extremely accurate representation of color in a print of an artwork.

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Comments: This text provides an excellent scope and sequence for a semester or yearlong painting course. It contains diverse painters, styles, materials, approaches and exemplars for student learning. There is a strong emphasis on process (from sketchbook/research to final project reflection and revision) and the e-book edition contains great videos that demonstrate techniques and processes that can supplement the teacher's in-class demonstrations. Some videos include student artwork examples. Rubrics connect assessment to curriculum standards and learning goals and help explain what differing levels of achievement will look like. ELL extensions in the Language Arts connections are good but could be more developed. Scaffolding for various learners could also be improved. There could also be more interdisciplinary connections to music, dance, and theater. Overall a great text to use to support your program or base your program with flexibility for the teacher to adapt the program to their curricular preferences.

The curriculum is well-written to teach students both technical and creative photography skills and builds the student's critical thinking skills. The e-book has great videos and links to supplement what is in the textbook. The videos and addendum includes both film and digital photography processes which is very helpful. Included in the digital content is a Word document with all rubrics from the studio experience projects so that the teacher can modify rubrics to their liking, as well as downloadable PDF files of the Studio Experiences. Career readiness is also addressed with the building of career skills, review of photographic careers and sections on copyright and plagiarism issues. One additional item this book lacks is support for diverse learners. There is a lot of suggested activity for advanced learners but no support for ELL or students with physical or developmental needs.