



**F.35 Visual Arts - Grades 9-12  
Proficient to Advanced**

**PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)**

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

**PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.**

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
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Section 1: Standards Review: Visual Arts										
PROVIDER/PUBLISHER INSTRUCTIONS:										
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<p><b>Reviewer directions for Visual Arts Standards Review:</b></p> <p><b>Columns E-H:</b> The provider/publisher will provide a citation from the <b>Student Edition or Student Workbook (student-facing core material, print and/or digital)</b> for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:  ◦ M = Meets the standard  ◦ P = Partially meets the standard  ◦ D = Does not meet the standard  Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.  ◦ <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b>  ◦ <b>Each score cell (column F) will turn green as you score the materials.</b></p> <p><b>Columns I-L:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material, print and/or digital)</b> for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination:  ◦ M = Meets the standard  ◦ P = Partially meets the standard  ◦ D = Does not meet the standard  ◦ <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b>  ◦ <b>Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</b></p>										
Criteria #	Standard	Level	F.35 Visual Arts Grades 9-12	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
<b>Anchor Standard 1: Creating (Investigate/Plan/Make): Generate and conceptualize artistic ideas and work.</b>										
<b>Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed.										
<b>Essential Questions:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?										
1	VA: Cr1.1.Ia	HS Proficient	Use multiple approaches to begin creative endeavors.							
2	VA: Cr1.1.IIa	HS Accomplished	Individually or collaboratively formulate new creative problems based on student's existing artwork.							
3	VA: Cr1.1.IIIa	HS Advanced	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.							
<b>Enduring Understanding:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.										
<b>Essential Questions:</b> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?										
4	VA: Cr1.2.Ia	HS Pr	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.							
5	VA: Cr1.2.IIa	HS Acc	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.							
6	VA: Cr1.2.IIIa	HS Adv	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.							
<b>Anchor Standard 2: Creating (Investigate): Organize and develop artistic ideas and work.</b>										
<b>Enduring Understanding:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.										
<b>Essential Questions:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?										
7	VA: Cr2.1.Ia	HS Pr	Engage in making a work of art or design without having a preconceived plan.							
8	VA: Cr2.1.IIa	HS Acc	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.							
9	VA: Cr2.1.IIIa	HS Adv	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.							
<b>Enduring Understanding:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.										
<b>Essential Questions:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?										
10	VA: Cr2.2.Ia	HS Pr	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.							
11	VA: Cr2.2.IIa	HS Acc	Demonstrate awareness of ethical implications of making and distributing creative work.							
12	VA: Cr2.2.IIIa	HS Adv	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.							
<b>Enduring Understanding:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.										
<b>Essential Questions:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?										
13	VA: Cr2.3.Ia	HS Pr	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.							
14	VA: Cr2.3.IIa	HS Acc	Redesign an object, system, place, or design in response to contemporary issues.							
15	VA: Cr2.3.IIIa	HS Adv	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.							
<b>Anchor Standard 3: Creating (Reflect/Refine/Continue): Refine and complete artistic work.</b>										
<b>Enduring Understanding:</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.										
<b>Essential Questions:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?										
16	VA: Cr3.1.Ia	HS Pr	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.							
17	VA: Cr3.1.IIa	HS Acc	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.							
18	VA: Cr3.1.IIIa	HS Adv	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.							
<b>Anchor Standard 4: Presenting (Select): Select, analyze, and interpret artistic work for presentation.</b>										
<b>Enduring Understanding:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.										
<b>Essential Questions:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?										
19	VA:Pr4.1.Ia	HS Pr	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.							
20	VA:Pr4.1.IIa	HS Acc	Analyze, select, and critique personal artwork for a collection or portfolio presentation.							
27	VA:Pr4.1.IIIa	HS Adv	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.							
<b>Anchor Standard 5: Presenting (Analyze): Develop and refine artistic techniques and work for presentation.</b>										
<b>Enduring Understanding:</b> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.										
<b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?										
22	VA:Pr5.1.Ia	HS Pr	Analyze and evaluate the reasons and ways an exhibition is presented.							
23	VA:Pr5.1.IIa	HS Acc	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.							
24	VA:Pr5.1.IIIa	HS Adv	Investigate, compare, and contrast methods for preserving and protecting art.							
<b>Anchor Standard 6: Presenting (Share): Convey meaning through the presentation of artistic work.</b>										
<b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.										
<b>Essential Questions:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?										
25	VA:Pr6.1.Ia	HS Pr	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.							

26	VA:Pr6.1.IIa	HS Acc	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.							
27	VA:Pr6.1.IIIa	HS Adv	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.							
<b>Anchor Standard 7: Responding (Perceive): Perceive and analyze artistic work.</b>										
<b>Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.										
<b>Essential Questions:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?										
28	VA:Re7.1.Ia	HS Pr	Hypothesize ways in which art influences perception and understanding of human experiences.							
29	VA:Re7.1.IIa	HS Acc	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.							
30	VA:Re7.1.IIIa	HS Adv	Analyze how responses to art develop over time based on knowledge of and experience with art and life.							
<b>Enduring Understanding:</b> Visual imagery influences understanding of and responses to the world.										
<b>Essential Questions:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?										
31	VA:Re7.2.Ia	HS Pr	Analyze how one's understanding of the world is affected by experiencing visual imagery.							
32	VA:Re7.2.IIa	HS Acc	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.							
33	VA:Re7.2.IIIa	HS Adv	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.							
<b>Anchor Standard 8: Responding (Analyze): Interpret intent and meaning in artistic work.</b>										
<b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.										
<b>Essential Questions:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?										
34	VA:Re8.1.Ia	HS Pr	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.							
35	VA:Re8.1.IIa	HS Acc	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.							
36	VA:Re8.1.IIIa	HS Adv	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.							
<b>Anchor Standard 9: Responding (Interpret): Apply criteria to evaluate artistic work.</b>										
<b>Enduring Understanding:</b> People evaluate art based on various criteria.										
<b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?										
37	VA:Re9.1.Ia	HS Pr	Establish relevant criteria in order to evaluate a work of art or collection of works.							
38	VA:Re9.1.IIa	HS Acc	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.							
39	VA:Re9.1.IIIa	HS Adv	Construct evaluations of a work of art or collection of works based on differing sets of criteria.							
<b>Anchor Standard 10: Connecting (Synthesize): Synthesize and relate knowledge and personal experiences to make art.</b>										
<b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.										
<b>Essential Questions:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?										
40	VA:Cn10.1.Ia	HS Pr	Document the process of developing ideas from early stages to fully elaborated ideas.							
41	VA:Cn10.1.IIa	HS Acc	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.							
42	VA:Cn10.1.IIIa	HS Adv	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.							
<b>Anchor Standard 11: Connecting (Relate): Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>										
<b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.										
<b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?										
43	VA:Cn11.1.Ia	HS Pr	Describe how knowledge of culture, traditions, and history may influence personal responses to art.							
44	VA:Cn11.1.IIa	HS Acc	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.							
45	VA:Cn11.1.IIIa	HS Adv	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.							

Section 2: Arts Content Review									
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<b>Reviewer directions for Visual Arts Content Review:</b>			<p><b>Columns C-F:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p>o <b>Each score cell will turn green as you score the materials.</b></p>			<p><b>Columns G-J:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>o <b>Each score cell and evidence cell will turn green as you score the materials.</b></p>			
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<b>FOCUS AREA 1 DISCIPLINARY LITERACY:</b>									
<b>Instructional materials incorporate reading, writing, and communicating within the arts disciplines.</b>									
1	Instructional materials provide students with multiple opportunities to engage with authentic sources that represent the language and style that is used and produced by performers/artists/technicians in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts.								
2	Instructional materials regularly engage students in speaking/listening, reading/writing, and performing cultural art activities. <i>(Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.)</i>								
3	Instructional materials provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper learning.								
4	Instructional materials address the necessity of using the five arts' disciplines (dance, media arts, music, theatre, and visual arts) across the curriculum.								
<b>FOCUS AREA 2 LEARNING PROGRESSIONS:</b>									
<b>Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.</b>									
5	Instructional materials guide students to apply critical thinking skills to convey meaning to the presentation of artistic work.								
6	Instructional materials provide students with multiple opportunities to revisit their learning around the National Core Arts Standards (NCAS).								
7	Instructional materials provide goals for learning that are integrated as three-dimensional learning.								
8	Instructional materials interpret intent and meaning in artistic work to focus students on learning goals.								
9	Instructional materials provide criteria for evaluating artistic work.								
10	Materials guide students in art to progress through learning of the 7 Elements of Art, specifically line, shape, form, value, color, and texture. Materials help students learn how these build upon each other in a work of art.								
<b>FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:</b>									
<b>Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.</b>									
11	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.								
12	Instructional materials reference New Mexico artists and their produced artwork.								
<b>FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:</b>									
<b>Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.</b>									
13	Teacher materials include information on the arts disciplines; background knowledge in the content area; support in three-dimensional learning; learning progressions; common student misconceptions and suggestions to address them; and guidance targeting speaking/reading/writing in an arts curriculum.								
14	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.								
15	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.								

Section 2: All Content Review									
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<b>FOCUS AREA 1 COHERENCE:</b>									
<b>Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.</b>									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
<b>FOCUS AREA 2 WELL-DESIGNED LESSONS:</b>									
<b>Instructional materials take into account effective lesson structure and pacing.</b>									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
<b>FOCUS AREA 3 RESOURCES FOR PLANNING:</b>									
<b>Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.</b>									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessable as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. <b>(Publisher citation only required.)</b>								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
<b>FOCUS AREA 4 ASSESSMENT:</b>									
<b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <b>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</b>								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
<b>FOCUS AREA 5 EXTENSIVE SUPPORT:</b>									
<b>Instructional materials give all students extensive opportunities and support to explore key concepts.</b>									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b>								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
<b>FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:</b>									
<b>Instructional materials represent a variety of cultural and linguistic perspectives.</b>									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
<b>FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.</b>								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							