



# SCHOOL YEAR 2018/19 Art Education Catalog

## WHAT'S NEW

### **Explorations in Art, 2<sup>nd</sup> Edition**

All-new updated editions  
for grades K–6

### **Discovering Drawing, 3<sup>rd</sup> Edition**

Brand-new expanded edition  
in the Davis Studio Series

## K–12 PRODUCTS

### **Curriculum**

Early Childhood through High School

### **Davis Digital**

eBooks, Portfolios, Curriculum Builder

### **SchoolArts Magazine**

By art educators for art educators

### **Images Subscription**

New images from  
International Museums

### **Resource Books**

#### **Coming Soon!**

*Adaptive Art*  
*Beautiful Stuff from Nature*  
*Tape Art*

## EXPLORATIONS IN ART, GRADES K–6





Julian Wade (President, center) and family accept the 2018 Jane Award for Davis' focus on improving Worcester's vibrancy by fostering dense urban life. Left to right: Curtis Reid (5th Generation Board Member), Julia Wade (Art Director and wife of Julian), Erika Davis Wade (4th Generation Board Member), and Wyatt Wade (former President and husband of Erika).

# Preservation

Davis Publications began with the idea of preservation—preserving the most progressive ideas about teaching art. We've made it our mission to promote and support sound art instruction with a constant focus on preservation—even more so these days (and not just because our building is undergoing extensive restoration efforts). We believe wholeheartedly in our mission...to support you. Because you are the cornerstone of preserving art education, now and for future generations.

With every self-portrait, clay pot, and weaving your students complete, you protect that creative spark they have and keep it safe from being snuffed out.

With every Big Idea you teach, you ensure that creative thinking, problem solving, and awareness are infused into their thought process.

With every collaboration, you inspire teamwork and add value to society.

With every critique, you teach your students compassion.

With every challenge to go further, you build their ability to KNOW—deeply.

You preserve our future by teaching students to see with more than just their eyes.

Now, speaking of seeing, we hope you'll take some time to see what's new in our catalog. You'll find information on resource books coming soon, as well as our newest resource book, **The Open Art Room** (p. 49–50). Look for the full overview of our brand new 2<sup>nd</sup> edition of **Explorations in Art** (pages 10–16) as well as the newest editions in our studio series—**Discovering Drawing** (p. 24) and **Focus on Photography** (p. 26).

We hope to see your comments on our social media channels, and your classes' work in our monthly Art Acts creative prompts. We know we'll see progress this year because of the important work you do.

Welcome back friends! Enjoy your 2018/19 School Year.

  
Julian Davis Wade, President

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# 2018–2019 MONTHLY PLANNER

and **Art Education  
Advocacy Guide**

**A full year (August 2018–August 2019)  
of FREE resources for you:**

- Artist birthdays
- Compelling quotes
- Art Advocacy articles
- Advocacy websites and resources

**GET YOUR FREE PLANNER AT  
[DavisArt.com/RequestPlanner](http://DavisArt.com/RequestPlanner)**



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\$5.00!**

## SUBSCRIBE TODAY!

**Special Catalog Price \$19.95**

Get **10 lesson-packed issues of *SchoolArts***  
for **only \$19.95**. Use this card, or subscribe  
online with **promo code SACF18**.

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**Please select your teaching level(s).**

☐ Elementary K 1 2 3 4 5 6

☐ Junior High 5 6 7 8

☐ Senior High 9 10 11 12

☐ College

☐ Supervisor

☐ Other



Not a *SchoolArts* subscriber?  
Want to check it out first?

Go to **[SchoolArts.com/SampleIssue](http://SchoolArts.com/SampleIssue)**  
to have a free issue of *SchoolArts*  
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# New from Davis!

**NEW! SECOND EDITION**

## Explorations in Art

See pages 10–16 for more information. ►

Grades 1–6 by Marilyn G. Stewart; Kindergarten by Cathy Weisman Topal



Engage students in memorable investigations of art and visual culture with the brand-new 2<sup>nd</sup> edition of *Explorations in Art*. Organized around thought-provoking **Essential Questions**, each unit of this program fosters student inquiry and exploration. Students are taken seriously as art-makers who explore ideas, materials, and techniques through content that focuses on:

- **Big Ideas and Essential Questions** to engage students in exploring the relevance of art in their lives.
- **Inquiry, Choice, and Reflection** to encourage students to make a personal connection with their learning.
- **Process-Based Studios** to help students organize their thinking and learning as it relates to art and design and other areas across the curriculum.
- **STEAM Lessons and Connections** to construct meaningful ties to learning across the curriculum.



Look for this icon to see which eBooks/textbooks have correlations to the National Core Arts Standards for visual arts. Find the correlations at [DavisArt.com/Standards](https://davisart.com/Standards).

# New from Davis!

**NEW! THIRD EDITION**

## Discovering Drawing, Third Edition

By Sallye Mahan-Cox



Emphasizing both technique and creativity, the 3<sup>rd</sup> edition of *Discovering Drawing* highlights the importance of discipline and self-expression in this essential skill. Students explore both realistic and expressive drawing techniques through stimulating hands-on studio opportunities. Master artworks, portfolio tips, interviews and profiles of professionals, and connections to design make this the most comprehensive guide to drawing available for the unique demands of contemporary classrooms.

### TABLE OF CONTENTS

**Chapter 1:** What is Drawing?

**Chapter 2:** The Basics

**Chapter 3:** Still Life

**Chapter 4:** Drawing Landscape

**Chapter 5:** The Built Environment

**Chapter 6:** The Figure

**Chapter 7:** Portraits

**Chapter 8:** Drawing Animals

**Chapter 9:** Making Meaning through Drawing

**Chapter 10:** Imaginary Worlds

**Handbook & Glossary**

See pages 24–25 for more information. ►



### **Communicating through Graphic Design, 2<sup>nd</sup> Edition, Grades 9–12**

Designed to facilitate proficient, accomplished, and advanced skill levels, the new edition of *Communicating through Graphic Design* will include:

- Stronger emphasis on contemporary design and designers
- Two brand-new chapters focusing on Careers and Motion, and Graphics, Animation, and Games
- Brilliant student artwork and updated lessons and studios throughout

## ARTACTS

**YOU'RE INVITED TO CREATE!**

Take part in our monthly art prompts and your work could be featured in *SchoolArts* magazine, the Davis Advocacy Planner, or on the Davis website and social media channels. Joining the fun is easy:

**Pick a prompt** by visiting [DavisArt.com/ArtActs](http://DavisArt.com/ArtActs) or follow us on Facebook and Twitter to learn the new prompt each month.

**Choose the media** you'd like to use—any art form you like.

**Create something** awesome tied to the monthly theme.

**Submit your art** using the form on [DavisArt.com/ArtActs](http://DavisArt.com/ArtActs).

We'll feature submissions throughout the month on social media and throughout the year in the magazine and planner.

**Learn more at [DavisArt.com/ArtActs](http://DavisArt.com/ArtActs).**

Follow Davis on  

# STEAM, Big Ideas, Blended Learning...

## Flexible Resources for Every Art Educator!



We know you teach with a wide variety of projects, lessons, and materials with a distinct mix of emphases. No matter your focus, Davis materials are designed to provide you with the flexibility you need to support and supplement your program.

You face increasing demands every year. Our goal is to provide you with resources to meet those diverse and shifting needs. Our programs can serve as your core curriculum, or as excellent resources from which you can pick and choose lessons that fit with your district's goals and your individual class needs. No more hours searching for fine art images from various cultures and time periods, new studio ideas and grade-level appropriate lessons, or outstanding examples of student artwork to inspire your students. We help you spend your time doing what you love—teaching!

From K–12 curriculum and a powerful digital learning environment to over 35,000 Digital Fine Art Images and a monthly magazine filled with inspiration, Davis has what you need to engage in the 21<sup>st</sup> Century.

Turn the page and learn more!



# SchoolArts Magazine



Get 1 year of *SchoolArts* magazine for just \$19.95 when you subscribe online at [SchoolArts.com/Subscribe](http://SchoolArts.com/Subscribe) or call 800.533.2847. Use promo code **SACF18**.

## 5 REASONS Why Art Educators **LOVE** *SchoolArts*:

- 1 Classroom-tested lessons for all levels, K-12.**  
Each issue of *SchoolArts* contains **unique, innovative lessons developed by teachers** of all levels, from **early childhood to high school**. **Big ideas and themes** like *collaboration* provide the tools for you to explore the “whys” of art and help your students investigate the relationships between art, themselves, and the world around them.
- 2 Contemporary art images and artist interviews.**  
The center spread of every issue showcases “Looking & Learning”—a **pullout poster** that you can immediately put to use in your classroom. Offering a **variety of contemporary art images, artist interviews, and studio experiences**, this feature encourages students to investigate, explore, and create.
- 3 Articles on advocacy in every issue.**  
In addition to articles on STEAM, media arts, classroom management, and choice-based teaching, each issue features an article that advocates for art education and proves that the arts are vital to the education of children.
- 4 Web links, products, opportunities, and more.**  
Every article contains web links that lead you to enriching online resources, and each issue features The SHOP, a collection of the best resources available in the art market today.
- 5 A FREE digital edition.**  
Your subscription to *SchoolArts* includes a companion digital edition that is sent to your email address each month. With it you will have **unlimited access to our archive of searchable digital back issues from 2004** that you can share with colleagues and take on the go.

*“It’s great to find a magazine that offers current, relevant information for the classroom! Art is such an important subject; and art resources must be valid, informed, and current. Your magazine combines all of these things with an eye for usefulness.”*

—Art Educator, Ontario, Canada

### Special Catalog Offer

Use promo code **SACF18** to subscribe for:

**1-year** (10 issues)  
for \$19.95 **SAVE \$5.00**

**2-years** (20 issues)  
for \$34.95 **SAVE \$14.95**

**3-years** (30 issues)  
for \$44.95 **SAVE \$29.90**

Savings are off of the regular 1-year subscription price of \$24.95.

# Write for *SchoolArts* Magazine!

## Inspire Your Fellow Art Educators

Art teachers have been turning to *SchoolArts* for inspiration since 1901, and it's easy to see why: *SchoolArts* is created by passionate, innovative experts like you—people whose lesson plans and teaching strategies are classroom-tested.

### Why write for *SchoolArts*?

#### Inspire your fellow Art Educators.

Writing for *SchoolArts* may be the best thing you do for your career. In addition to getting published, you are advocating for your art program and sharing your ideas with thousands of art educators throughout the world! Plus, *SchoolArts* and Davis Publications provides some great author benefits.

### How do you begin?

#### Pick a topic and start writing! Think about:

- how you would express your idea to a fellow art teacher.
- what artist, trend, or issue influenced your idea.
- the main ideas you are trying to communicate.
- what teachers need to know to effectively teach the lesson.

#### When writing:

- use a conversational style.
- outline your ideas.
- keep it to 800 words or less.

### Every time you have an article published you will receive the following author benefits:

- Honorarium of up to \$100 per article.
- Free one-year print and digital subscription to *SchoolArts*.
- Up to six free copies of the issue in which your article appears.
- Two years of access to Davis Digital, which includes a fine art image subscription with more than 35,000 images, your choice of one eBook, and access to Portfolios and the Curriculum Builder. See pages 6–9 for more information about Davis Digital.



*“One of the best things I ever did for my career was to get published seven times by SchoolArts magazine. I always gave a copy to my principal and superintendent, and I presented a workshop on writing for SchoolArts at Pennsylvania Art Education Association conferences.”*

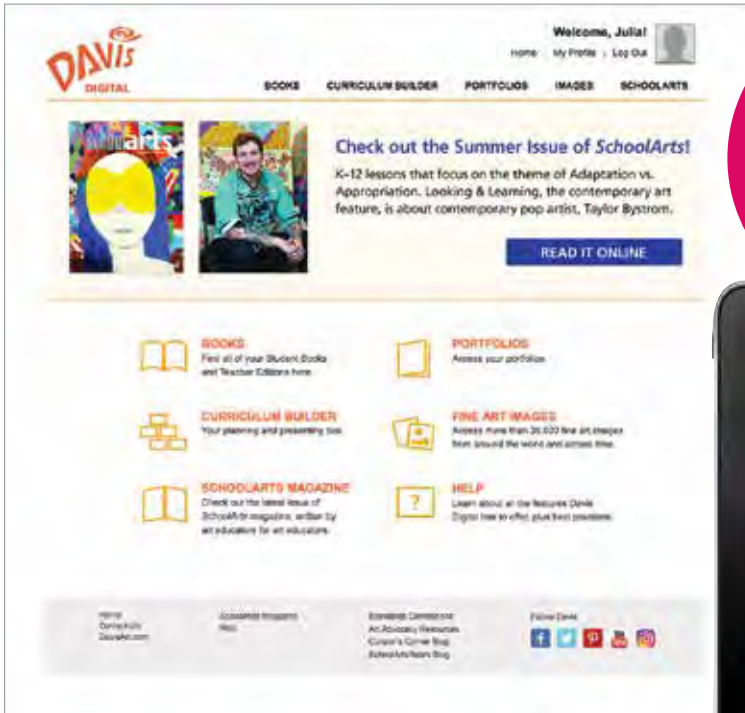
—Retired Art Educator, Union City, PA

Go to [SchoolArts.com/WritersGuidelines](https://www.schoolarts.com/WritersGuidelines) for more information.

To submit your article, go to [SchoolArts.com/Submission](https://www.schoolarts.com/Submission).

# Davis Digital

Try it out at **DavisArtSpace.com**



Davis Digital homepage.

eBook purchase includes full Digital Fine Art Image Library!



*Explorations in Art*, 2nd edition, Grade 3, Student eBook.

## A Learning Environment created for and by art educators!

Davis Digital is much more than just our eBooks. It is a cloud-based platform that provides access to the same high-quality content and images from our print books AND **added features and flexibility**, including unique lesson planning and presentation tools designed specifically for K-12 educators.

Davis Digital **Student Accounts** allow students to access their eBook anywhere with an internet connection. With their accounts, students can easily search content for assignments and further research, and create and share Portfolios to document artwork and progress or collaborate on group projects. Student Accounts also allow access to teacher-created lessons in the Curriculum Builder to implement “flipped classroom” or blended learning strategies.

### eBook titles on Davis Digital:

#### Elementary

*Explorations in Art*, 2nd Edition (pages 10–16)

- Kindergarten (page 11)
- Grades 1–6 (pages 12–16)

#### Middle School

*Explorations in Art* (pages 18–23)

- *A Global Pursuit*
- *A Personal Journey*
- *A Community Connection*

#### High School

*Discovering Drawing*, 3<sup>rd</sup> Edition (pages 24–25)

*Focus on Photography*, 2<sup>nd</sup> Edition (pages 26–27)

*Experience Painting* (pages 28–29)

*Communicating through Graphic Design* (pages 30–31)

*Experience Clay* (pages 32–33)

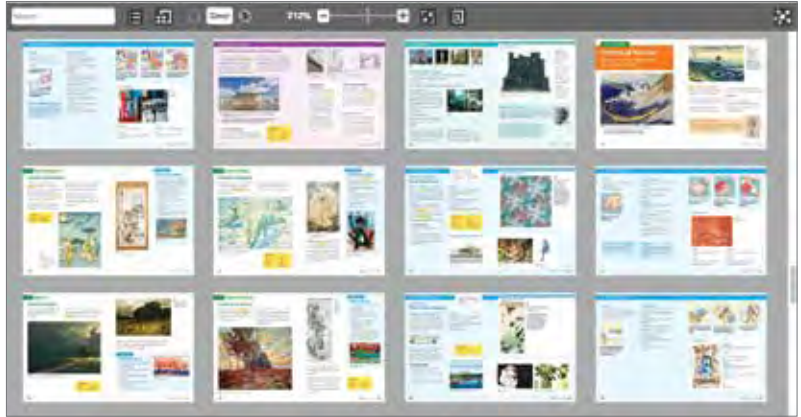
*Exploring Visual Design* (pages 38–39)

*The Visual Experience* (pages 40–41)

Your Davis Digital eBook Class Set purchase includes access to the Teacher Edition and your choice of 30, 60, or 200 student accounts for 4, 6, or 8 years. The following features are also included in your purchase:

### Student and Teacher eBooks

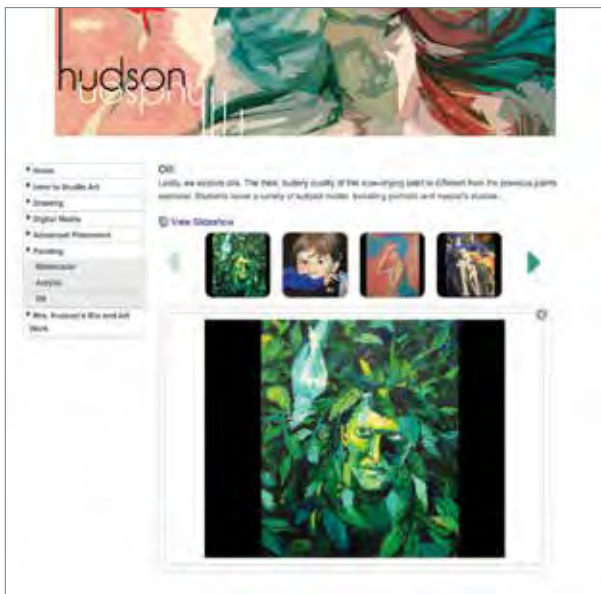
- **Zoom in on any image** up to 300%.
- **View thumbnails** of every page.
- **Search any keyword**, such as artist or theme.
- **Share lessons** with colleagues, parents, or teachers.
- **Access Teacher Resources**, including customizable assessments.\*
- Designed to work easily with Smart Boards and other presentation tools.



Pages view of *Explorations in Art*, 2nd edition, Grade 3.

### Portfolios

- Teachers and students can easily create **custom online portfolios**.
- **Share student artwork** and important information about your art program with students, colleagues, supervisors, parents, and community members.
- **Assess** student progress, accomplishments, and artwork.
- **Extend learning** by easily adding links to videos, galleries, websites, and other lesson resources.



Example of a Portfolio created by an art teacher.

### Curriculum Builder

- **Gather all of the content you need** to introduce students to a new project or lesson in one place.
- Easily **search content in one or all of your Davis eBooks** to add to your customized lessons.
- Quickly and easily **add lessons** from your Davis eBooks, **text, images, videos**, and **slideshow presentations** to any lesson.
- **Download and share** PDFs of any or all lessons.
- Collaborate with colleagues to create shared lessons, district-recommended curriculums, or benchmark assessments.
- Keep required standards, essential questions, or learning outcomes visible at all times by adding them to your custom lesson.

### Digital Fine Art Images

**Each eBook now includes access to more than 35,000 digital fine art images.** This library provides many images correlated to each eBook's lessons. For more information about the Davis Art Images Subscription, see pages 8–9.

\* Customizable assessments are not available for Kindergarten.

# Davis Art Images

Explore the library at [DavisArtSpace.com](https://davisartspace.com)



Included  
with your  
Davis Digital  
eBook  
purchase!

**Bring the museum to your students with access to more than 35,000 high-quality fine art images!**

**Davis Art Images** are now included with all **Davis Digital eBook purchases** and can also be purchased as an independent subscription. Expand your curriculum with artwork from leading museums and galleries. New museums and images are added regularly at no additional cost.

**Compare and contrast any two images**, create sets and **instant slideshows**, or add images to lessons in the Curriculum Builder. Find the images you need quickly and easily using search terms specific to art education. Each image includes metadata that allows you to find other images from that artist, time period, location, medium, and much more!

The image library houses a stunning variety of art forms, showcasing artwork created across time and from cultures around the world. You can **easily find images to extend each chapter and lesson in any Davis eBook**. Your subscription allows **unlimited downloads of high-quality jpeg images**.

Our image quality is trusted by the prestigious museums, galleries, and foundations who have granted us permission to provide you with artwork from their collections.

#### Museums include:

- The Museum of Modern Art, NYC **NEW IMAGES!**
- Philadelphia Museum of Art **NEW IMAGES!**
- Brooklyn Museum, NYC **NEW IMAGES!**
- Albright-Knox Art Gallery, NY **NEW IMAGES!**
- Museo del Prado, Madrid, Spain **NEW!**
- Kunsthistorisches Museum, Vienna, Austria **NEW!**
- Staatliche Museen, Berlin, Germany **NEW!**
- The Louvre, Paris, France
- Uffizi, Florence, Italy
- National Gallery of Art, Washington, DC
- plus many more!

## Search and Organize

- Search for images by keyword, artist, title, media, location, museum, time period, style, art form, culture, subject, or Davis textbook series.
- Choose the images you need and **tag the images with your own keywords**, such as a specific class or lesson, art concept, or textbook to **easily find your images** whenever you need them.
- Access your tagged images right from the images homepage.
- Easily find images **to extend each chapter and lesson in your Davis eBooks**.

## Display

- **Create instant online slideshows** using your tagged images.
- Customize your slideshows by arranging the order of the images.
- Show the presentation as part of a lesson, or encourage students to view it on their own.
- **Great for viewing with tablets!**

## Compare and Contrast

- Instantly **compare and contrast any two images** side-by-side for in-depth analysis and critique.
- Students with a Davis Digital account can compare and contrast images for close observation, writing prompts, and addressing state standards for English Language Arts.



Image with links to find other images by the same artist, from the same time period, addressing the same subject, using the same medium, and more!



Compare and contrast any two images.

## Student Access

- Explore our library of **more than 35,000 images**.
- Browse the entire library by artist, medium, style, culture, or art form for independent and small-group research.
- **Access specific sets of images that you have created through tagging.**

## Licensing Terms for Image Subscription purchase (not applicable to subscriptions included with an eBook Class Set purchase)

- Unlimited access for teachers and students at a single school.
- Choose from 4, 6, or 8-year licenses.

See pages 53–56 for pricing on eBook Class Sets that include the Images Subscription. See page 57 for pricing on only the Images Subscription.

# Explorations in Art, Grades K–6

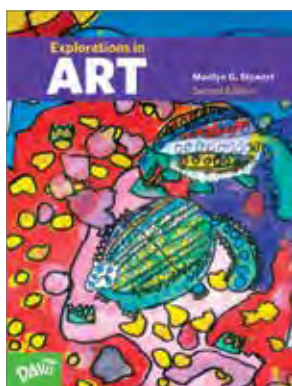
## NEW! SECOND EDITION

Grades 1–6 by Marilyn G. Stewart;  
Kindergarten by Cathy Weisman Topal

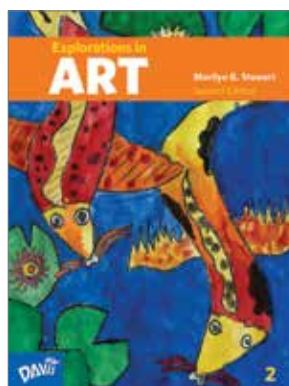
Sample the eBooks at [DavisArtSpace.com](http://DavisArtSpace.com)



Kindergarten



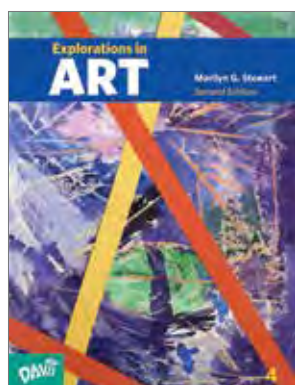
Grade 1



Grade 2



Grade 3



Grade 4



Grade 5



Grade 6

## Big Ideas and Essential Questions

Each unit is organized around a Big Idea and an Essential Question. For example: “Alone and Together: How do people share their lives with one another?” These Big Ideas engage students in exploring the relevance of art in their own lives and the lives of people across time and place.

## Process-Based Studios

By learning a process that emphasizes the importance of thinking, planning, and reflection, students go beyond “make and take.” Process-based studios help students learn process-based thinking and learning as it relates to art and design, language arts, science, and other areas of the curriculum.

## STEAM Lessons and Connections

Each unit includes STEAM lessons developed by a team of experts in Science, Technology, Engineering, Art, and Math. Engaging, comprehensive STEAM lessons in each unit include student exploration of STEAM concepts through viewing, discussing, and creating artworks. STEAM cards are great for group work and exploration.

## Emphasis on Inquiry

As students create their own artworks and respond to artworks made by others, they investigate ideas and construct meaningful connections to learning and inquiry across the curriculum, including STEAM, literacy, and connections across the arts.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

# Explorations in Art, Kindergarten

By Cathy Weisman Topal



Big Book, Kindergarten.

You'll love teaching Kindergarten with this **child-centered**, carefully structured program. Experience, along with your students, the delight of discovering materials, developing skills, and inventing new ways to create. **Field-tested, effective classroom management techniques** are included in each lesson.

## Big Book

- Carefully chosen works of fine art and photographs of the world around us to help spark children's interest and enthusiasm.
- Simple text to introduce basic concepts.
- Step-by-step, clearly illustrated Studio Explorations to help children discover their own creativity.
- Sidebars to reinforce techniques, offer background, or remind children of expectations.

## Teacher Edition

- Includes classroom-tested approaches to early encounters with materials and processes.
- Gets you ready to teach with materials lists, vocabulary, age-appropriate objectives, and set-up suggestions.
- Takes you step by step through each part of the lesson: engaging students at the start, suggesting questions and comments to promote idea-sharing, pointing out potential challenges, and more.
- Offers ongoing assessment suggestions as well as scoring rubrics.
- Provides tips for making each lesson more successful, manageable, and enjoyable.
- Suggests variations and extensions to lengthen or deepen instruction.
- Includes illustrations and photographs of classroom situations and children's artwork.

Teacher Edition, Unit 2: Explore One Subject, Many Media; Lesson 2: Invent an Insect.

**UNIT 2** Explore One Subject, Many Media

**LESSON 2** Invent an Insect

**Paint One Shape at a Time**

**PREPARE**

**Objectives**

- When learning concepts with goals, children will:
- invent a new species of insect based on insect characteristics; three body parts, six legs, two or four wings, antennae, proboscis, etc.
- review and apply strategies for using a protractor.
- practice painting shapes using the tool and various mediums.
- be inventive.

**Materials**

- 1/2" (1 cm) construction paper
- 18 x 18" (46 x 46 cm) white paper, laminated to 27 x 27" (69 x 69 cm)
- two all-purpose colors of tempera paint, plus a few more colors, especially from earth to light blue, pink
- set of black paint (to reveal)
- small protractor (to assist)

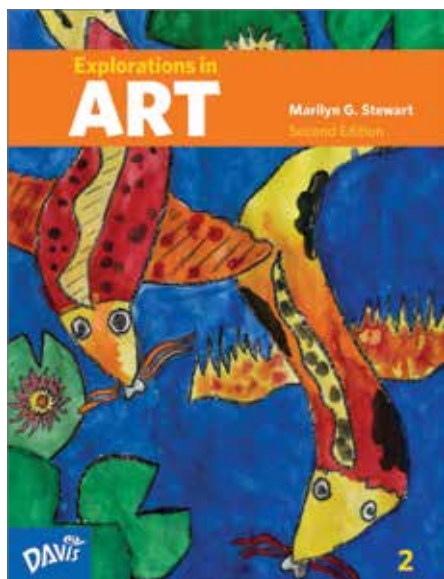
**Setup**

- Cover tables with newspapers. Tape the papers down with masking tape. Have extra newspapers handy for cleanup over any spills.
- One panel of white paper, one paint board, and one set of paint (pink, blue, yellow, etc.)
- Provide copies of the Flash Art (black) board on page 200 (optional).

**Vocabulary**

English	Spanish
insect	insecto
body	corpo
antenna	antena
proboscis	proboscis
protractor	protractor
high	alto
low	bajo
medium	medio
small	pequeño
large	grande
colorful	colorido
black	negro
white	blanco
yellow	amarillo
blue	azul
pink	rosa
purple	morado
green	verde
orange	naranja
red	rojo
brown	café
gray	gris
black	negro
white	blanco
yellow	amarillo
blue	azul
pink	rosa
purple	morado
green	verde
orange	naranja
red	rojo
brown	café
gray	gris
black	negro
white	blanco
yellow	amarillo
blue	azul
pink	rosa
purple	morado
green	verde
orange	naranja
red	rojo
brown	café
gray	gris
black	negro
white	blanco
yellow	amarillo
blue	azul
pink	rosa
purple	morado
green	verde
orange	naranja
red	rojo
brown	café
gray	gris
black	negro
white	blanco
yellow	amarillo
blue	azul
pink	rosa
purple	morado
green	verde
orange	naranja
red	rojo
brown	café
gray	gris
black	negro
white	blanco
yellow	amarillo
blue	azul
pink	rosa
purple	morado
green	verde
orange	naranja
red	rojo
brown	café
gray	gris
black	negro
white	blanco
yellow	amarillo
blue	azul
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## Student Books



Student Book, Grade 2.



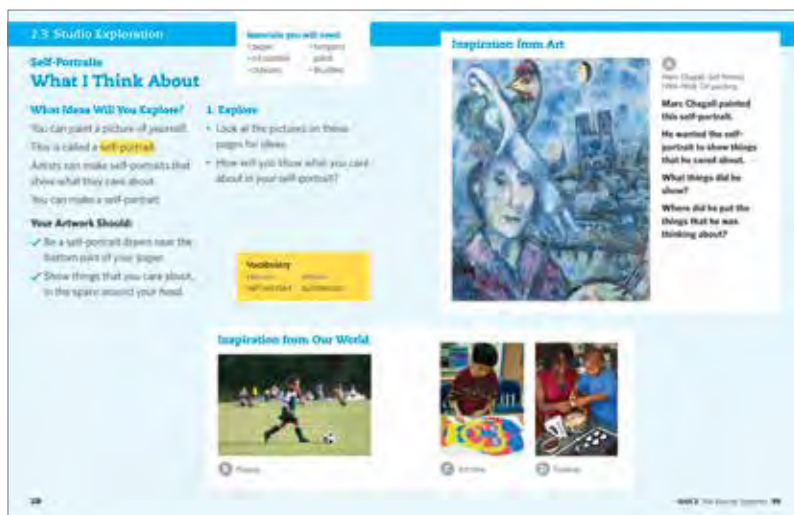
Student eBook, Grade 2.

## Student Book

- Brilliant fine art images
- 54 studios with stellar examples of student artwork
- Art criticism that focuses on response and reflection
- Artist biographies
- Helpful technique illustrations
- Student Handbook with examples of elements and principles
- And much more!



Student Book, Grade 2, Unit 2: We Belong Together.



Student Book, Grade 3, Unit 1: Alone and Together, Studio Exploration for Lessons 1 and 2.

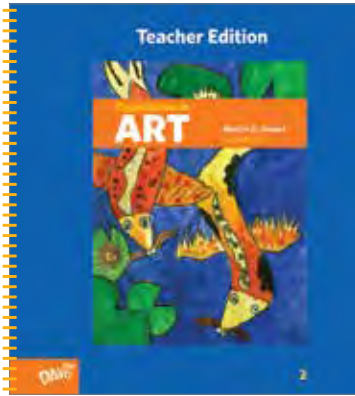
## Six Units Based on Big Ideas and Essential Questions

**BIG IDEAS** Each Student Book includes six units, each organized around a **Big Idea** relevant to students' lives. These Big Ideas foster meaningful connections to artworks across time and place. Elements and principles are embedded throughout each unit to ensure continual application and understanding.

**ESSENTIAL QUESTIONS** Essential Questions promote student inquiry, reflection, and exploration. Each unit encourages students to explore Essential Questions that explore Big Ideas that unite all people—from around the world and across time.

<div> <div>Unit 2</div> <div> <b>We Belong Together</b>  <i>How do we share our lives?</i> </div> </div>		<b>Big Idea</b> <b>We Belong Together</b>
<div> <div>  </div> <div> <b>Unit Introduction</b> 32  <hr/> <b>2.1 Picturing My Friends</b> Shapes Express Feelings 34  <div>STUDIO A Face with Feeling 35</div> <b>2.2 Drawing Classmates</b> Creating Portraits 36  <div>STUDIO Face to Face 37</div> <b>2.3 What I Think About</b> Self-Portraits 38  <div>STUDIO EXPLORATION painting and drawing</div> </div> </div>		<b>Essential Question</b> <b>How do we share our lives?</b>
<div> <div>  </div> <div> <b>2.4 Celebrating Together</b> Shape and Space 42  <div>STUDIO Group Celebration 43</div> <b>2.5 Fun Times</b> Near and Far 44  <div>STUDIO Having Fun 45</div> <b>2.6 Quiet Moments</b> Expression and Mood 46  <div>STUDIO EXPLORATION painting</div> </div> </div>		<b>Strand 1:</b> <i>Investigate the look and feelings of the individual.</i>
<div> <div>  </div> <div> <b>2.7 Say You Belong</b> Balance in Symbols 50  <div>STUDIO Art You Can Wear 51</div> <b>2.8 Show Your School</b> Make a Patterned Banner 52  <div>STUDIO A School Banner 53</div> <b>2.9 We Can Wear Who We Are</b> Patterns and Borders 54  <div>STUDIO EXPLORATION stencil printing</div> </div> </div>		<b>Strand 2:</b> <i>Investigate the look and feelings of people in action.</i>
<div> <div> <div>STEAM: FOCUS ON ENGINEERING</div> <div> <b>Consider Materials When Creating Art</b> 58  <b>Unit 2 Review</b> 60 </div> </div> </div>		<b>Strand 3:</b> <i>Investigate the look and feelings of people in places.</i>
		<b>STEAM</b> Each unit ends with a comprehensive, engaging STEAM lesson.

# Teacher Editions



Teacher Edition, Grade 2.

## Teacher Edition

Each Teacher Edition includes a wealth of teaching support designed to help teachers easily customize and adapt each lesson and Studio Experience.

### Point-of-use features include:

- Prepare, Teach, Assess, and Close for every lesson.
- numerous cross-curricular connections, including math, science, and history.
- reading and language arts connections.
- support for differentiated instruction.
- children's trade books correlated to each lesson.
- portfolio and process tips.
- formative assessment and review materials, including Venn diagrams.
- artist biographies.
- evaluation criteria and rubrics for each Studio Exploration.
- visual culture and literacy tips, aesthetic thinking prompts, Internet resources, and more.
- display options.

Teacher Edition, Grade 2, Unit 2: We Belong Together, Introduction.

### Unit 2 Introduction

#### We Belong Together

ESSENTIAL QUESTION  
How do we share our lives?

#### PREPARE

**Lesson Objectives**

- Understand that they will identify their favorite things, "I love to eat pizza" and express what artists and designers help us express our identities and feelings for other people.
- Understand what we all have in common with people we are close to and care about.
- Compare and contrast how artists and designers express their feelings.

#### Unit Theme: We Belong Together

**Big Ideas**

- About Human Experience** We all already with people we are close to, such as family.
- About Art, Design, and Human Experience** Artists help us express our identities and feelings for other people.

#### TEACH THROUGH INQUIRY

**Engage**

- Ask students to share their own experiences of belonging. Invite students to talk about their families and circles of friends, sharing the things they do to have fun and to let each other know they are loved. Invite students to share their own experiences of belonging. Invite students to talk about their families and circles of friends, sharing the things they do to have fun and to let each other know they are loved.
- Refer to the Big Ideas of the unit. Explain to students that they will identify their favorite things, "I love to eat pizza" and express what artists and designers help us express our identities and feelings for other people.
- Explain that today students will look at two artworks by human designers and observe how they express emotions and feelings in these artworks.

**Explore the Images**

- Focus on A.** Ask students to think about the way the artist used color and shape to create a portrait of a woman. They are in a city setting with tall buildings and a lot of people. Ask students to guess how these people are related to each other. (They might be family members.) What does the artist give us to figure out they are? (Their clothes and the way they are looking suggests they are not related.) Describe the two men and women, their faces, their bodies, and the way they are looking. What is the artist trying to tell us about the people in this picture? (The artist is trying to tell us that they are all people and they are all part of the same community.)
- Focus on B.** Ask students to identify the way the artist used color and shape to create a portrait of a woman. They are in a city setting with tall buildings and a lot of people. Ask students to guess how these people are related to each other. (They might be family members.) What does the artist give us to figure out they are? (Their clothes and the way they are looking suggests they are not related.) Describe the two men and women, their faces, their bodies, and the way they are looking. What is the artist trying to tell us about the people in this picture? (The artist is trying to tell us that they are all people and they are all part of the same community.)

**Compare and Contrast**

Compare the two portraits. How are they different? How are they the same? (The portraits are different because they are of different people. They are the same because they are both portraits of people who are part of the same community.)

#### ASSESS

In discussions, students demonstrate an understanding that they will understand the Essential Question and explore how artists and designers help us express our identities and feelings for other people.

In discussions, students explore the Big Ideas of the unit. They will identify their favorite things, "I love to eat pizza" and express what artists and designers help us express our identities and feelings for other people.

While creating a Venn diagram, students compare and contrast the two artworks by human designers.

#### CLOSE

**Quick Question Review**

- When do people get together in groups, for celebrations, or just to hang out?
- How can you tell from a picture something that artists are close to and care about? (Artists use color and shape to express their feelings for other people.)

**Artistic Awareness**

This week, artists express their feelings and the emotions that they care about. Think about the artists you saw in your art. How do you think the artist would feel if you saw their art?

#### Unit Vocabulary

English	Spanish	Definition
portrait	retrato	A picture of a person or people.
self-portrait	autorretrato	A picture you make of yourself.
emotion	emoción	A strong feeling or state of mind.
community	comunidad	The group of people who live in the same place and share the same values.
belong	pertenecer	When you are part of a group or community.
identify	identificar	To know who or what something is.
compare	comparar	To look at two things and see how they are the same or different.
contrast	contrastar	To look at two things and see how they are different.

## Compare and Contrast

Each unit opener includes a Venn Diagram activity to help students compare two artworks by the same artist.

## Unit Vocabulary

The Unit Vocabulary is listed in both English and Spanish along with definitions in each Unit Introduction.

**Each Studio Exploration includes:**

- inspiration from fine art and real-world photos to help students choose their studio project.
- a five-step process that goes far beyond “make and take” and focuses on process and problem solving.
- a comprehensive studio rubric.
- clear step-by-step technique illustrations.
- art criticism based on authentic student artwork.
- references to digital fine art images that support each Studio Exploration.

Teacher Edition, Grade 2, Unit 2: We Belong Together, Studio Exploration for Lessons 1 and 2.

[illegible]

# Ancillaries

## FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (See pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital)
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

## FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (USB)
- *SchoolArts* magazine (print and digital subscriptions)



SEE PAGE 53 FOR PRICING.



Resource Cards, Grade 3.



Teacher Resource Package, Grade 3.

*Explorations in Art* ancillaries are designed to provide a wealth of useful teaching support to help teachers pick and choose easily. Ancillaries include:

**Resource Cards** include 36 STEAM Art Cards with Exploration Handouts, 30 Vocabulary Cards, and 30 Artist Cards for each level.

- **STEAM Art Cards:** six copies of each STEAM lesson allow teachers to easily organize students into small groups for discussion, collaboration, and problem-solving.
- **STEAM Exploration Handouts:** worksheets to support assessment and guide small group explorations.
- **Artist Cards:** artist picture on one side, and a biography in English and Spanish on the other side.
- **Vocabulary Cards:** a picture prompt on one side highlighting an art vocabulary word or concept, and the vocabulary word or expression on the other side in both English and Spanish.

**The Teacher Resource Package** (USB) contains even more support for both students and teachers including:

### Student Handouts

- Pre-Assessments
- Compare and Contrast
- Art Criticism
- Unit Review Assessments

### Artroom Reference Sheets

- Art Safety
- Color
- Elements of Art
- Principles of Design

### Resources for Teachers

- Studio Exploration Rubrics
- Artist Biographies
- Glossary (English and Spanish)
- Improving English Language Skills

# Creative Minds

By Cathy Weisman Topal



Big Book.

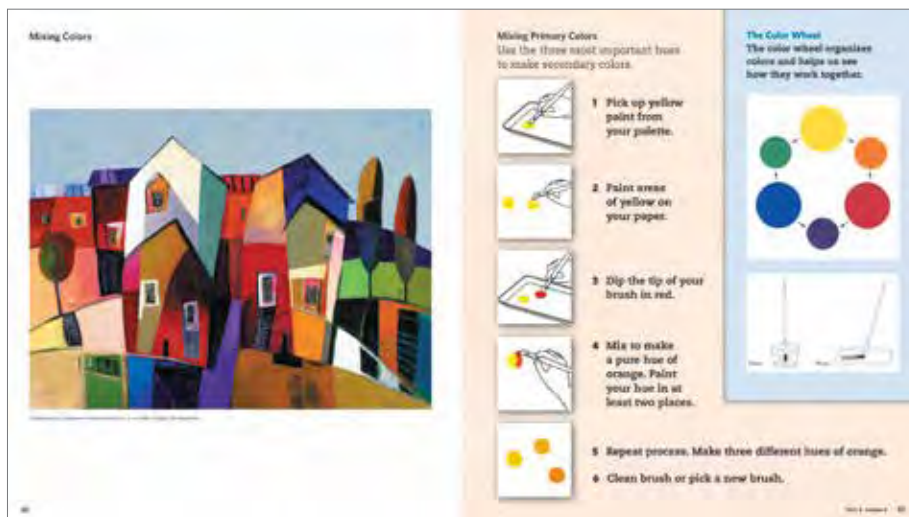
Educator Edition.

## For After-School Educators and Programs

**Creative Minds** is a K-5 **art-based curriculum** that introduces young people to the joy and wonder of viewing, wondering about, and creating art. This innovative, classroom-tested program capitalizes on children's natural curiosity and readiness to create.

**Creative Minds** includes **step-by-step support for after-school educators** to create an authentic context in which to engage young people in viewing and making art while fostering **inquiry**, developing **problem-solving** and **communication skills**, **teamwork**, and **creativity**. This program is uniquely designed to provide many **opportunities for sharing and celebrating students' work** with families, the school, and wider community.

Big Book, Unit 3: Playing with Line Structures, Lesson 4: Mixing Colors.



## Big Book

- Large, **brilliant fine art images** accessible to all students and teachers
- Clear, **step-by-step process illustrations**

## Educator Edition

- **Step-by-step support** for closely observing, discussing, and creating art
- Suggestions to help teachers **differentiate instruction** by age, ability, and interest
- **Key vocabulary** in both English and Spanish
- Literature and cross-curricular connections
- Teaching tips including activity extensions and variations
- Many art activities feature **natural and found materials** for limited program budgets
- Detailed materials list included in each unit

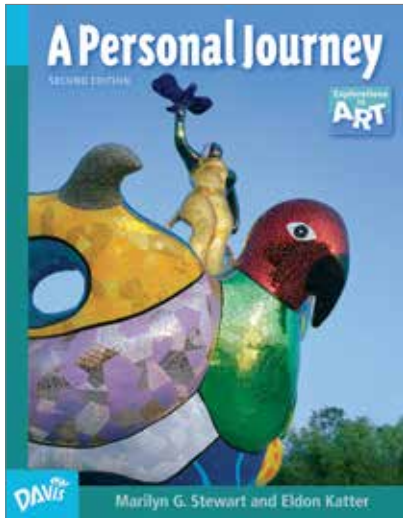


Educator Edition, Unit 3: Playing with Line Structures, Lesson 4: Mixing Colors.

# Explorations in Art, Middle School

By Marilyn G. Stewart and Eldon Katter

Sample the eBooks at [DavisArtSpace.com](http://DavisArtSpace.com)



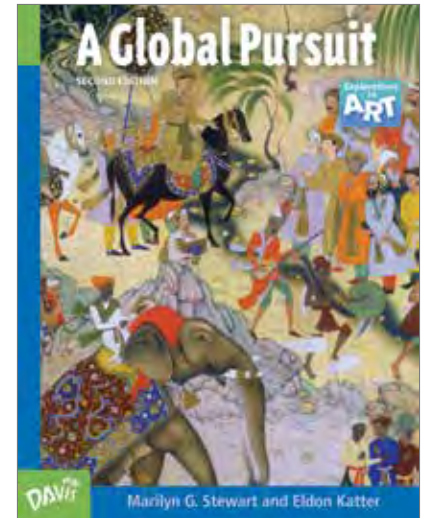
## **A Personal Journey**

*A Personal Journey* focuses on the journey of the artist and how this journey can change an artist's perspective and approach.



## **A Community Connection**

*A Community Connection* focuses on how communities use art to communicate. Art History and Traditions lessons focus on **U.S. history**, making this book a good fit with the study of U.S. history.



## **A Global Pursuit**

*A Global Pursuit* helps students connect with artists' ideas that are shared by people around the world. The **European History** focus of the Art History and Traditions lessons compares cultures from all other parts of the globe. This makes it a good book to use in the study of Western history and culture.

## **Theme-Based Learning**

Unit themes inspired by Boyer's Universal Human Commonalities, such as "Belonging" and "Making a Difference," underscore the **relevance of art in students' lives and reveal the important role art plays in cultures around the world**. Use these big ideas to create essential questions for your students.

## **Process-Based Studios**

By learning a process that emphasizes the **importance of thinking, planning, and reflection** in creating superior, original artworks, **students go beyond the basics of art making**.

## **Solid Foundation in Art Concepts**

No other program provides such strong support for teaching art concepts and **elements and principles**. Includes in-depth lessons, helpful illustrations of skills and techniques, brilliant historical and contemporary fine art examples, exemplary student artwork, and a comprehensive **Student Handbook** with techniques, art movements, examples of the elements and principles, and much more!

## **Flexibility**

Written with the art educator in mind, the Teacher Edition is packed with resources and suggestions that allow you to **adapt *Explorations in Art* for your school, classroom, and teaching style**.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

# Student Books



A Personal Journey, Student Book and eBook.

## Student Book

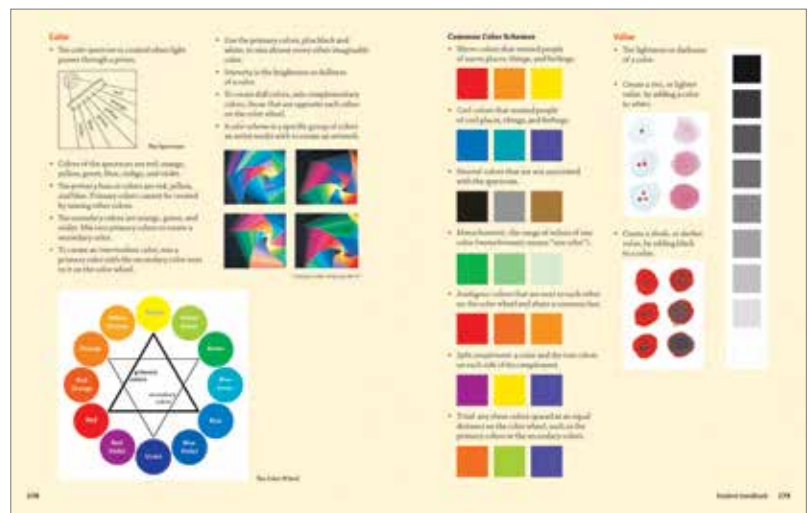
- Nine theme-based units focusing on a Big Idea such as “Nature” or “Messages”
- Brilliant images from diverse historical and contemporary artists
- 54 studios with stellar examples of student artwork
- Artist biographies
- Art criticism of fine art and student artwork
- Step-by-step technique illustrations
- Illuminating timelines provide visual context
- Global View lessons focus on cultures around the world

## Each Unit is organized around four Student Learning Objectives

- Learn about artworks
- Learn how artists communicate
- Experience the theme as artists
- Experience the theme as viewers of art



A Personal Journey, Student Book, Unit 3: Artists Are Designers.



Student Handbook.

## Introduce your students to fundamental art concepts in the inviting opening section, “An Introduction to Art.”

- Present—through inspiring images and simple text—art’s forms and purposes, subjects, themes, and media.
- Review the elements of art and principles of design.

## Review basic skills, techniques, and concepts through the clear, comprehensive Student Handbook.

- Revisit art concepts, including elements and principles.
- Study a simplified chronology of Western art styles and movements.
- Refer to safety information and art forms.

# Student Books

Reinforce concepts and skills through 54 engaging Studio Explorations.

- Skills and techniques lessons support content at point-of-use.
- Studio Explorations in every unit focus on thoughtful, relevant use of art concepts, techniques, and elements and principles.
- Carefully chosen fine art and student artwork support the text.
- Art criticism exercises hone students' skills in critical and analytical thinking.

A Personal Journey, Student Book, Unit 3: Artists Are Designers, Studio Exploration: Drawing.

## 3.3 Studio Exploration — Drawing

### Design an Outfit

#### Studio Background

Fashion designers such as Issey Miyake create clothing and accessories for a wide variety of people and uses. They experiment with fabrics, colors, and patterns. They also care about how clothing will look and feel to the person who wears it. Fashion designers often look to leaders in their field for inspiration.

In this studio exploration, you will design an outfit or uniform for yourself or someone else. You'll make a cardboard figure on which to attach the outfit. How will your outfit be used? What features does it need? Will you create a design that is entirely from your own imagination? Or will you borrow ideas from leading designers?

#### You Will Need

- lightweight cardboard
- scissors
- drawing paper
- pencil
- markers, crayons, colored pencils
- white glue or cellophane tape (optional)

#### Step 1 Plan and Practice

- Revisit a list of specific people. Some possibilities are athletes, friends, artists, and teachers.
- Choose one person from your list and think about what kind of outfit the person would need or want.
- Look through magazines or other sources to see examples of similar outfits.
- Make several sketches to help you decide on a design.

#### Things to Remember:

- ✓ Draw your figure to reflect typical human proportions.
- ✓ Pay attention to how the outfit looks and how well it fits the needs of the person who will wear it.
- ✓ Present your cardboard figure with its outfit in a particular pose.

#### Inspiration from Our World



#### Inspiration from Art

All designers go through a similar series of steps. At each stage of the design process, they ask important questions.

- 1. Identify the problem.** What do clients want and need? Which is more important: the product's look or the way it will be used?
- 2. Explore the problem.** What designs of the product already exist? Who will use the product?
- 3. Brainstorm.** What are possible solutions to the design problem? In this stage, designers make rough sketches or models.

**4. Plan.** Which idea needs more work? How should the idea be changed or improved? Several people usually are involved in choosing and developing one of the sketches.

**5. Produce.** In this stage, a prototype may be created and shown to the client. A **prototype** is a sample of a product.

**6. Evaluate.** Does the product solve the problem? What parts of the process worked well? How can the product and the process be improved?



Fig. 3-11 The artist who made this design for clothing often chooses ways that customers and performers do not all the designs. Here is one design: a long, flowing, and dramatic dress. The design is a mix of many different styles. (Source: The artist, Peter Dinklage)

## 3.3 Studio Exploration Continued

#### Step 2 Begin to Create

- Create a paper figure of the person you chose. **Draw the outline of the person on lightweight cardboard.**



- Think about body proportions: How long should the arms and legs be? How large should the head be? Cut out the figure.
- Lightly trace the figure on drawing paper.
- **Sketch the features of the clothing on the trace.** What features—such as puffy sleeves, a sash, or special hat—do you need? Remember to create a front and back view of your design.



- **Color your design and create patterns.** Will you create an all-over pattern, areas with different patterns, or simply a border design?



#### Step 3 Revise

##### Did you remember to:

- ✓ Draw your figure to reflect typical human proportions?
- ✓ Pay attention to how the outfit looks and how well it fits the needs of the person who will wear it?
- ✓ Present your cardboard figure with its outfit in a particular pose?

Adjust your work if necessary: in your sketchbook, make a note of your revision and why you made them.

#### Step 4 Add Finishing Touches

- Carefully erase any unwanted trace lines. If you want, cut out the clothing and attach it to your figure.

#### Step 5 Share and Reflect

- Write a letter to the person for whom you have designed the outfit.
- Explain why you designed it the way you did.

- Tell the person the steps of the design process you followed as you worked.
- Share your letter with a classmate.
- What different ideas did you have in the beginning? How did you decide which idea, or ideas, to use?
- What do you like about your fashion design? What changes, if any, would you make the next time?

#### Art Criticism

**Describe** What kind of outfits did the student artist design? How do you know?

**Analyze** How has the artist used human proportions in these designs?



Fig. 3-12 Student design

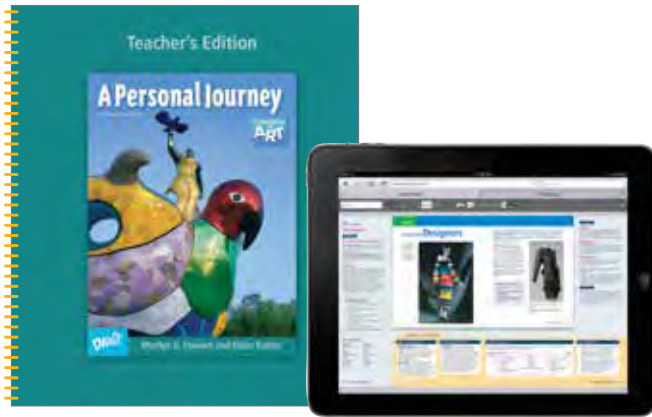
**Interpret** What does this presentation say to you about the design of these outfits?

**Evaluate** Why do you think these designs might appeal to people?



Fig. 3-13 Student design

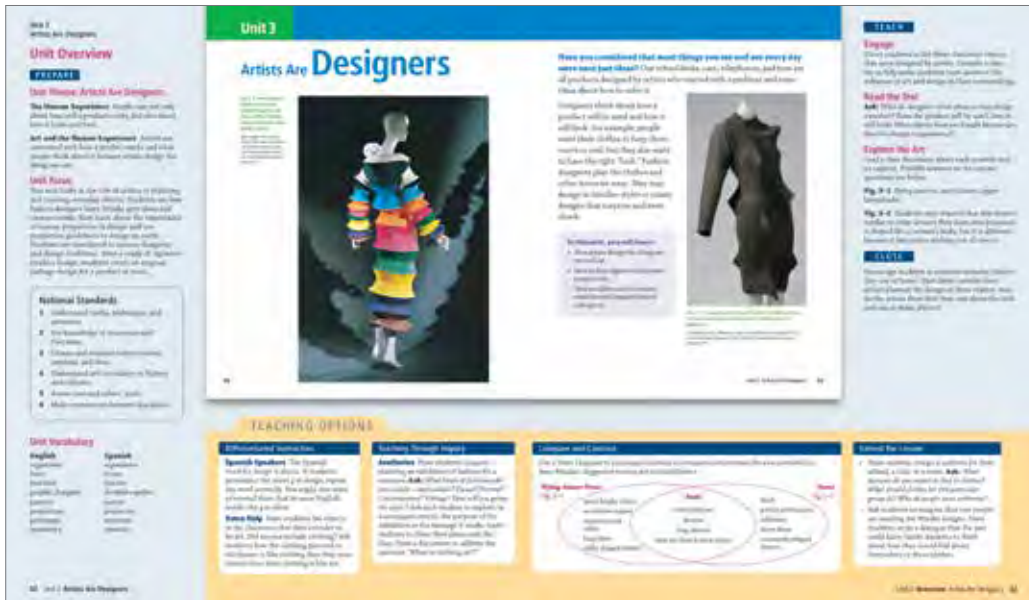
# Teacher Editions



A Personal Journey, Teacher Edition.

## Teacher Edition

- Four key sections that organize the instruction of each lesson: Prepare, Teach, Assess, Close
- Point-of-use support on every page
- Compare and contrast Venn diagrams
- Ideas for extending each lesson
- Vocabulary in English and Spanish
- Numerous teaching options, including inquiry, differentiated instruction, extensions, computer variations, and more
- Strategies for using text and images effectively
- Additional background on art and artists



A Personal Journey, Teacher Edition, Unit 3: Artists Are Designers, Overview.

## Unit Planning Guide

- At-a-glance planning
- Suggested pacing
- Lesson-by-lesson objectives
- List of the art forms students will be exploring in each Studio Exploration
- Supply lists for each lesson
- A preview of the fine art for the Write About Art and Art Criticism exercises
- Unit vocabulary list

A Personal Journey, Teacher Edition, Unit 3, Planning Guide.



# Teacher Editions

## Teacher Support for Studio Explorations

- Four key sections that organize the instruction of each lesson: Prepare, Teach, Assess, Close
- Point-of-use support on every page
- Suggested pacing
- Strategies for using text and images effectively
- Inquiry-based activities to challenge learners
- Studio evaluation criteria
- Critical thinking exercises
- Support for differentiated instruction
- Cross-curricular connections, including English Language Arts, Math, Science, Social Studies, Music, and more

A Personal Journey, Teacher Edition, Unit 3: Artists are Designers, Studio Exploration: Drawing.

### 3.1 Studio Exploration—Drawing Design on the Body

#### Strand 1

Thinking and working in artistic, practical, and creative ways. Designers plan, generate, create, make, and realize the design process to address their needs.

**Prepare**

They use various materials, tools, and techniques to create and realize their design.

**Objectives**

- Students will:
- Understand that designers plan, generate, create, make, and realize their design.
- Understand that designers use various materials, tools, and techniques to create and realize their design.
- Understand that designers use various materials, tools, and techniques to create and realize their design.

**Vocabulary**

**prototype** *pro-tayp*: A sample of a product.

**Supplies**

- Lightweight cardboard or tag board (12" x 12")
- Markers
- Drawing paper (11" x 17")
- Tracing paper, colored thread
- Scissors, compass, colored pencils
- White glue or collagraph tape (optional)

**National Standards**

**3A** Interdisciplinary Learning, Interdisciplinary Connections, Interdisciplinary Connections

**3B** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3C** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3D** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3E** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

### 3.2 Studio Exploration—Drawing Design on the Body

#### Design an Outfit

**Design an Outfit**

Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design. They will use various materials, tools, and techniques to create and realize their design. They will use various materials, tools, and techniques to create and realize their design.

**Prepare**

They use various materials, tools, and techniques to create and realize their design.

**Objectives**

- Students will:
- Understand that designers plan, generate, create, make, and realize their design.
- Understand that designers use various materials, tools, and techniques to create and realize their design.
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**3C** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3D** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3E** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

### 3.3 Studio Exploration—Drawing Design on the Body

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They use various materials, tools, and techniques to create and realize their design.

**Objectives**

- Students will:
- Understand that designers plan, generate, create, make, and realize their design.
- Understand that designers use various materials, tools, and techniques to create and realize their design.
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- Markers
- Drawing paper (11" x 17")
- Tracing paper, colored thread
- Scissors, compass, colored pencils
- White glue or collagraph tape (optional)

**National Standards**

**3A** Interdisciplinary Learning, Interdisciplinary Connections, Interdisciplinary Connections

**3B** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3C** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3D** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

**3E** Interdisciplinary Connections, Interdisciplinary Connections, Interdisciplinary Connections

### TEACHING OPTIONS

#### About Resources

Designers use various materials, tools, and techniques to create and realize their design.

#### Differentiated Instruction

Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design.

#### Teaching Through Inquiry

Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design.

#### About the Artist

Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design.

### TEACHING OPTIONS

#### About Resources

Designers use various materials, tools, and techniques to create and realize their design.

#### Differentiated Instruction

Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design.

#### Teaching Through Inquiry

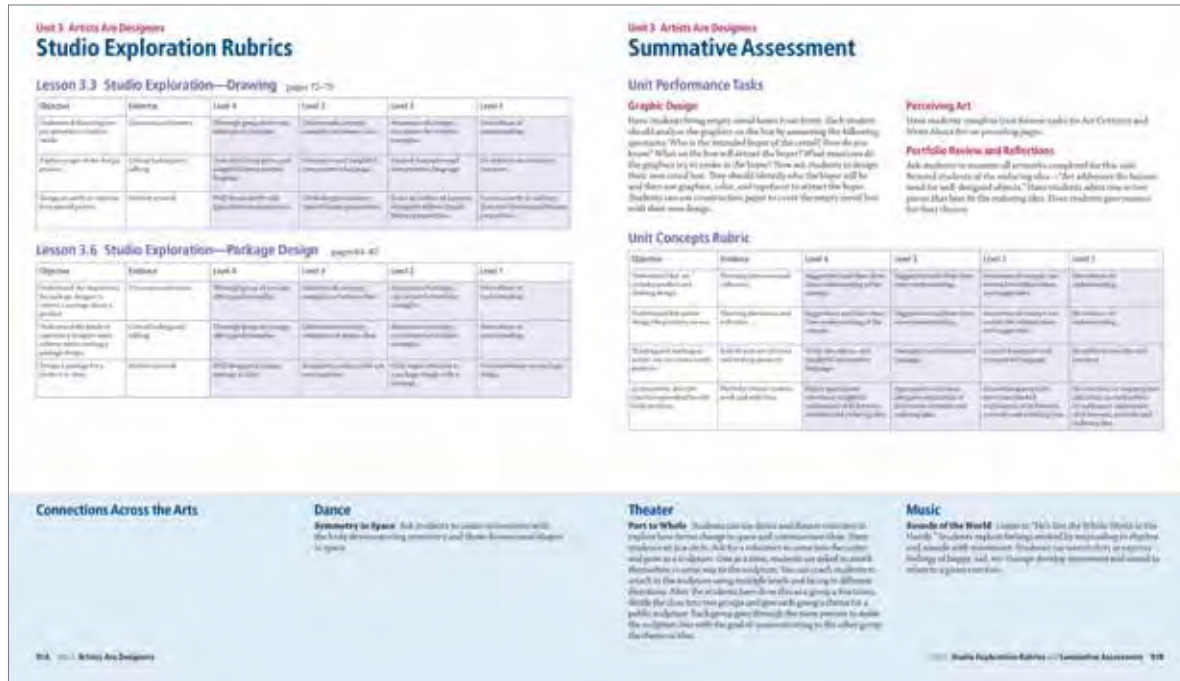
Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design.

#### About the Artist

Students will design an outfit for a person. They will use various materials, tools, and techniques to create and realize their design.

## Unit Rubrics and Summative Assessment

- Studio Exploration Rubrics provide a clear evaluation and assessment structure for student work
- Connections Across the Arts provide expressive opportunities for assessment
- Unit Performance Tasks offer material, perception, and reflection-based assessments
- Unit Concepts Rubric allows for clear assessment of specific unit objectives



A Personal Journey, Teacher Edition, Unit 3: Artists are Designers, Studio Exploration Rubrics and Summative Assessment.

## Ancillaries

### FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital)
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (CD-ROM)
- *SchoolArts* magazine (print and digital subscriptions)

### Additional Ancillaries

SEE PAGE 54 FOR PRICING.

#### Teacher Resources (CD-ROM) (included with 30 print Student Books)

- Lesson-specific support includes studio masters, rubrics, unit reviews, maps, background on art and artists, games, manipulatives, report formats, and more.
- Teacher support includes letters to parents, portfolio-making templates, blank timelines, and more.

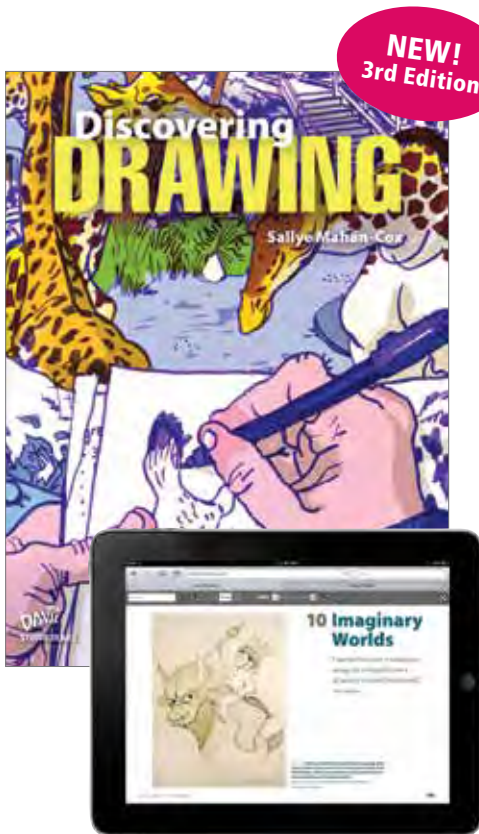
#### Student Gallery (CD-ROM)

- Exemplary student artwork from schools nationwide
- Images from the Student Book
- Follows the order of studio lessons in the Student Book
- Great for honing art criticism skills, inspiration, discussion, and more

# Discovering Drawing

THIRD EDITION By Sallye Mahan-Cox

Sample the eBook at [DavisArtSpace.com](http://DavisArtSpace.com)



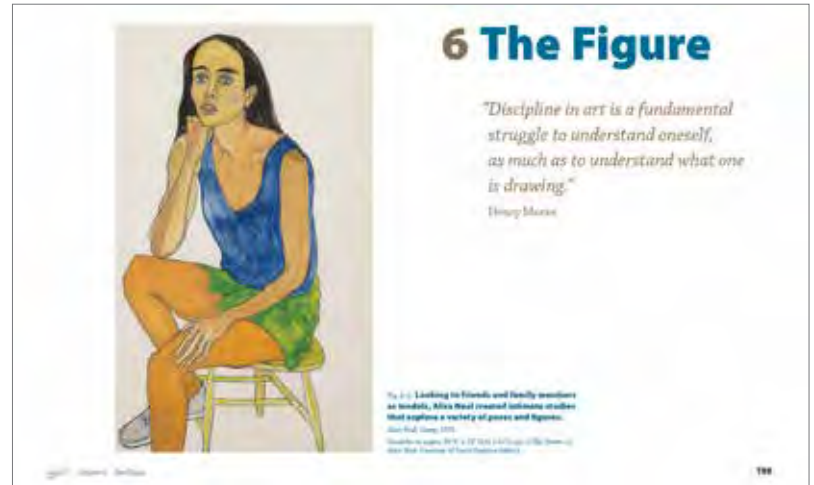
*Discovering Drawing* bridges the gap between art instruction, artistic expression, and personal discovery. Students explore all facets of drawing process and media in this visually dynamic and comprehensive approach to art instruction that incorporates both **realistic and expressive drawing techniques with art history, aesthetics, and criticism.**

The brand-new third edition is designed to reach students at a range of ability levels and includes in-demand features for contemporary classrooms, such as **connections to STEM and design, Big Ideas for creating meaning, and more contemporary and diverse art** including non-Western and women artists.

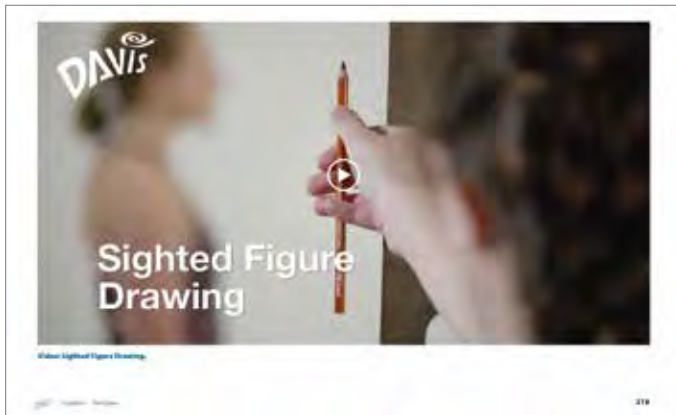
Chapter 6, Opener, eBook (top), print textbook (bottom).

## Features

- Available as an eBook or print textbook
- Stunning fine art examples from historical and contemporary artists
- Video and technical images to clarify processes and guide students toward mastery
- Writing prompts and captivating career profiles
- Exemplary studios with step-by-step instruction
- Low-tech to high-tech processes that can be adapted to your teaching environment and student interests
- Portfolio development as well as critical, technical, and aesthetic inquiry opportunities
- A wealth of art history and alternative approaches that expand student knowledge of our visual world
- An in-depth Student Handbook with essential information on techniques and processes



The *Discovering Drawing* eBook was designed specifically for online use in a single-page layout. The print textbook has the same content as the eBook and shares the same design and layout as the rest of the print textbooks in the Davis Studio Series.



With more than 10 videos on a variety of topics, ranging from *Combining Traditional and Digital Processes* to *Storyboarding*, you can offer your students multiple access points to grow their knowledge of fine art and commercial processes.

Student eBook, Chapter 6: The Figure, Video: Sighted Figure Drawing.



Student eBook, Chapter 6: The Figure, Studio Experience.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

## Ancillaries

### FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- *SchoolArts* magazine (print and digital subscriptions)

### Teacher Resources

(included with eBook Class Set or 30 print textbooks)

### Studio Support Masters

Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

### Vocabulary Masters and Art & Artist Profiles

Vocabulary Masters reinforce vocabulary development through stimulating word games. Profiles highlight the accomplishments of artists and works of art.

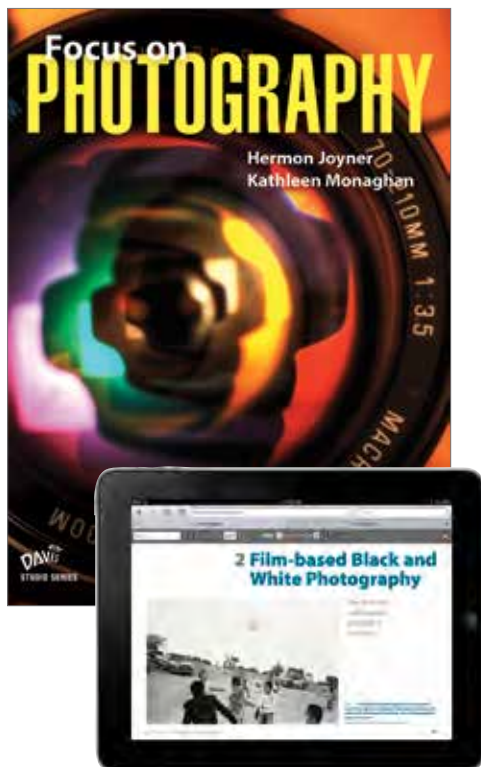
### Assessment Masters

Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

# Focus on Photography

**SECOND EDITION** By Hermon Joyner and Kathleen Monaghan

Sample the eBook at **DavisArtSpace.com**



## Features

- Available as an eBook or print textbook
- Brilliant fine art and commercial images that illustrate the history of photography, from its birth to the latest digital advances
- Point-of-use videos and technical images to clarify processes and guide students toward mastery
- Writing prompts and captivating career profiles
- Exemplary studios with step-by-step instruction
- Outstanding student artwork
- Low-tech to high-tech processes that can be adapted to your teaching environment and student interests
- Portfolio development as well as critical technical and aesthetic inquiry opportunities
- A wealth of art history and alternative approaches that expand student knowledge of our visual world

*Focus on Photography* provides students with techniques, skills, and tools for **success in creating both commercial and fine art photographs**. An essential resource for photographic concepts and processes—both digital and film—the brand-new 2<sup>nd</sup> edition contains a wealth of vibrant images to inspire students and engaging studios to challenge them. From making pinhole prints to manipulating digital images, these studios provide **in-depth technical explanations** of darkroom and computer-based processes. This curriculum is **designed to reach students at a range of ability levels**, covers a variety of processes, and includes fine art photography as well as two all-new chapters that introduce students to the basics and challenges of commercial photography as a career choice.

Chapter 7, Opener, eBook (top), print text (bottom).



The *Focus on Photography* eBook was designed specifically for online use in a single-page layout. The print textbook has the same content as the eBook and shares the same design and layout as the rest of the print textbooks in the Davis Studio Series.



**Videos at point-of-use** in each chapter of the eBook act as short tutorials designed to engage students in important processes or concepts, such as Building a Camera Obscura, How Lenses Affect Portraits, and Capturing Motion: Freeze, Blur, and Pan.

Student eBook, Chapter 7, Video..



Student eBook, Chapter 7: Action Photography, Studio Experience.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

## Ancillaries

### FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- *SchoolArts* magazine (print and digital subscriptions)

### Teacher Resources

(included with eBook Class Set or 30 print textbooks)

### Studio Support Masters

Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

### Vocabulary Masters and Art & Artist Profiles

Vocabulary Masters reinforce vocabulary development through stimulating word games. Profiles highlight the accomplishments of artists and works of art.

### Assessment Masters

Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

# Experience Painting

FIRST EDITION By John Howell White

Sample the eBook at [DavisArtSpace.com](http://DavisArtSpace.com)

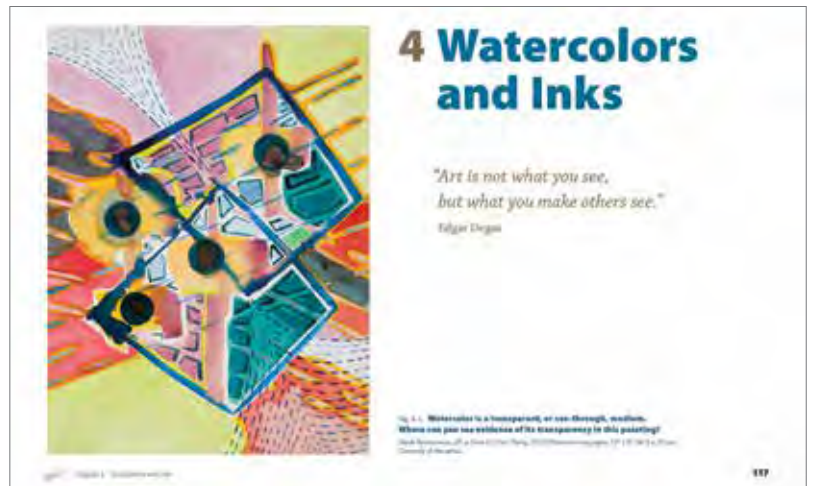


## Features

- Available as an eBook or print textbook
- Dazzling contemporary and historical fine art examples, including collage and nontraditional painting
- Artistic strategies that cover motivation, choosing imagery, improvisation, construction, and composition in every chapter
- A multitude of opportunities for portfolio development, critical analysis, and reflection
- Tips for developing good studio habits
- Writing prompts and captivating career profiles
- Outstanding student artwork
- Point-of-use instructional support for teachers, including web links and design extensions
- How-to technique videos in every chapter of the eBook
- Student Handbook, including light and color basics, tools and materials, and painting supports and grounds

*Experience Painting* offers a wide-ranging view of painting's diverse media, tools, and processes, including encaustics, street art, and nontraditional approaches that will inspire teachers and students alike. **Dazzling fine art** accompanies the clear, practical text; **hands-on Studio Experiences** with step-by-step photographs allow students to build skills sequentially and invite experimentation. Teacher material supports inquiry-based practice and connections to other subject areas. **Accomplished student artwork**, historical background, **career guidance**, and point-of-use instructional support round out this exciting addition to the Davis Studio Series.

Chapter 4: Watercolors and Inks, Opener, eBook (top), print text (bottom).



The *Experience Painting* eBook was designed specifically for online use in a single-page layout. The print textbook has the same content as the eBook and shares the same design and layout as the rest of the print textbooks in the Davis Studio Series.



Each chapter in the eBook has one or more **point-of-use instructional videos to demonstrate techniques** such as scumbling, glazing, and impasto, as well as nontraditional techniques.

Student eBook, Chapter 8: Wall Painting, Video: Wall Painting: Scaling Up



Student eBook, Chapter 6: Oils, Studio Experience.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

## Ancillaries

### FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- *SchoolArts* magazine (print and digital subscriptions)

### Teacher Resources

(included with eBook Class Set or 30 print textbooks)

### Studio Support Masters

Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

### Vocabulary Masters and Art & Artist Profiles

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### Assessment Masters

Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

# Communicating through Graphic Design

By Kevin Gatta and Claire Mowbray Golding



*Communicating through Graphic Design* presents one of the leading art careers to high-school students in an accessible, engaging format. Written with Kevin Gatta, a veteran Graphic Design instructor at Pratt and owner of an independent studio, this curriculum was developed to **address the needs of contemporary graphic design programs, using both digital and traditional media**. Students learn fundamental design thinking, drawing, and problem-solving skills that can be applied with either traditional or digital media. Students then move on to specific areas of design, observe and analyze exemplary works from a variety of designers past and present, and create their own solutions to **real-world design problems**.

## Features

- Available as an eBook and print textbook
- Digital and traditional approaches to each Studio Experience
- Design challenges that reflect actual workplace practice
- Career profiles of contemporary working professionals
- Art and design historical references
- A unique graphic design history timeline that shows parallels between the evolution of markmaking to typography and logo design
- Extensive glossary

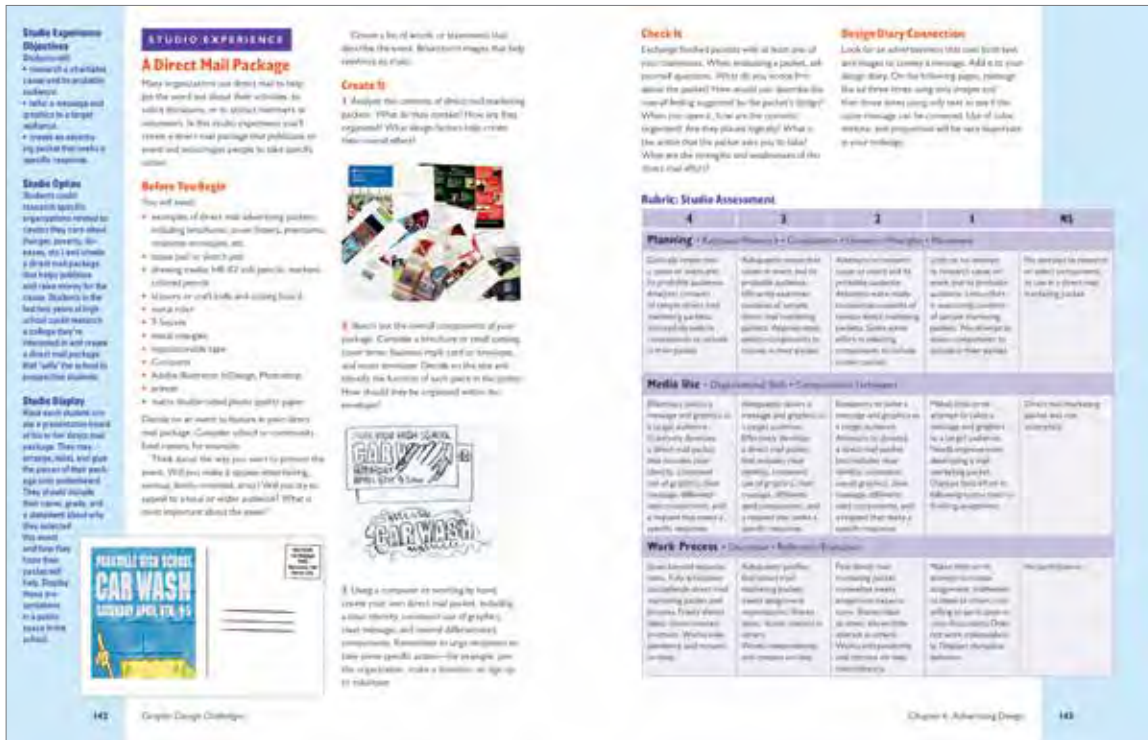


Student Book, Chapter 6: Advertising Design, Opener.



Timeline in Student Handbook.

Sample the eBook at **DavisArtSpace.com**



Teacher Edition,  
Chapter 6: Advertising  
Design, Studio  
Experience.

Each Studio Experience in the Davis Studio Series contains a **Studio Assessment Rubric**. This analytic scoring rubric defines levels of achievement and evaluative criteria specific to the studios.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

## Ancillaries

### FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- *SchoolArts* magazine (print and digital subscriptions)

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(included with eBook Class Set or 30 print textbooks)

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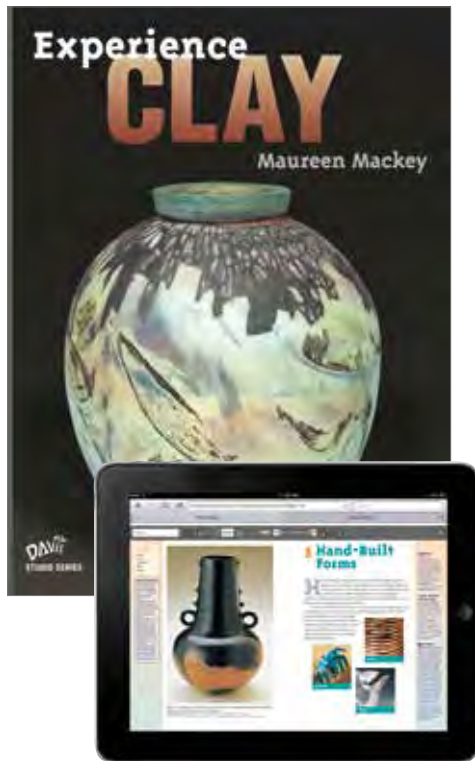
### Assessment Masters

Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

# Experience Clay

SECOND EDITION By Maureen Mackey

Sample the eBook at [DavisArtSpace.com](http://DavisArtSpace.com)



## Features

- Available as an eBook or print textbook
- In-depth Studio Experiences that engage and challenge students
- Step-by-step photographs and illustrations that detail fundamental techniques, from combining forms to raku firing
- Outstanding examples of professional quality student artwork
- An entire chapter dedicated to firing, including outdoor and alternative processes
- Interviews with professional ceramic artists and sculptors
- An in-depth Student Handbook with essential information on repairs, clay bodies, firing, and more
- Art history profiles that chronicle significant cultural influences

*Experience Clay* is a powerful resource for ceramics teachers and students, including **hand-building** and **wheel-throwing techniques**, **firing**, and **mixed media**. Students are encouraged to discover their unique styles and interests while also learning about **ancient traditions and innovations in ceramics throughout history**. The comprehensive Teacher Edition addresses the unique needs of the ceramics studio classroom.



Student Book, Chapter 2: Working with Clay, Opener.



Student Book, Chapter 2: Working with Clay.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).



Each Studio Experience in the Davis Studio Series provides the specific **objectives** for each studio.

Teacher Edition, Chapter 2: Working with Clay, Studio Experience.

## Ancillaries

### FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine (print and digital subscriptions)

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets): Studio Support Masters, Vocabulary Masters and Artist Profiles, and Assessment Masters
- *SchoolArts* magazine (print and digital subscriptions)

### Teacher Resources

(included with eBook Class Set or 30 print textbooks)

#### Studio Support Masters

Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

#### Vocabulary Masters and Art & Artist Profiles

Vocabulary Masters reinforce vocabulary development through stimulating word games. Profiles highlight the accomplishments of artists and works of art.

#### Assessment Masters

Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

SEE PAGE 55 FOR PRICING.

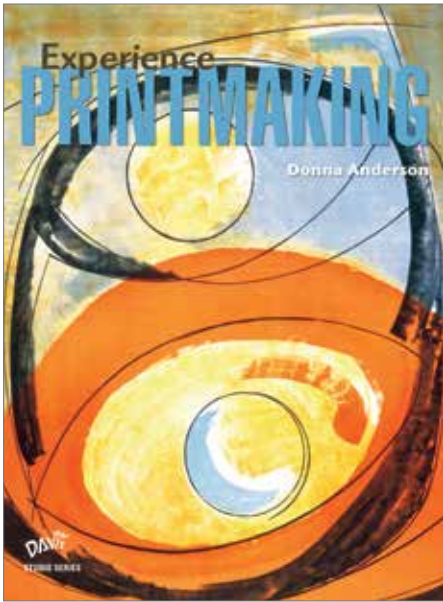
### Additional Ancillary

#### Ceramic Innovations Timeline (Three panels, 60 x 12" each)

Beautiful images and informative text highlight clay through the ages and explore its relation to the human experience. Discussion questions, suggested classroom activities, vocabulary, and bibliography are also included.

# Experience Printmaking

By Donna Anderson



Only available in print.

## Features

- Step-by-step instruction for each method of printmaking
- Engaging Studio Experiences from intaglio to lithograph collages
- Stunning fine art examples from historical and contemporary artists
- Interdisciplinary connections, including language arts and chemistry
- Career profiles of contemporary printmakers
- Clear stages of print planning
- Important safety notes for the printmaking studio
- A thorough Student Handbook with essential information on techniques and processes
- Nontoxic alternative processes

The story of printmaking is a story of design, technology, and communication. *Experience Printmaking* is a clear, practical, and **essential resource for the modern day print studio or art classroom** with roots in the earliest recorded human experience. This complete curriculum covers the breadth and depth of possibilities in **relief, intaglio, silkscreen, monotype**, and more. Students' knowledge of visual design is reinforced and engaged through **rich Studio Experiences based on history and inquiry**. The many aspects of planning a print, creating an edition, and even making a process book are described in depth.



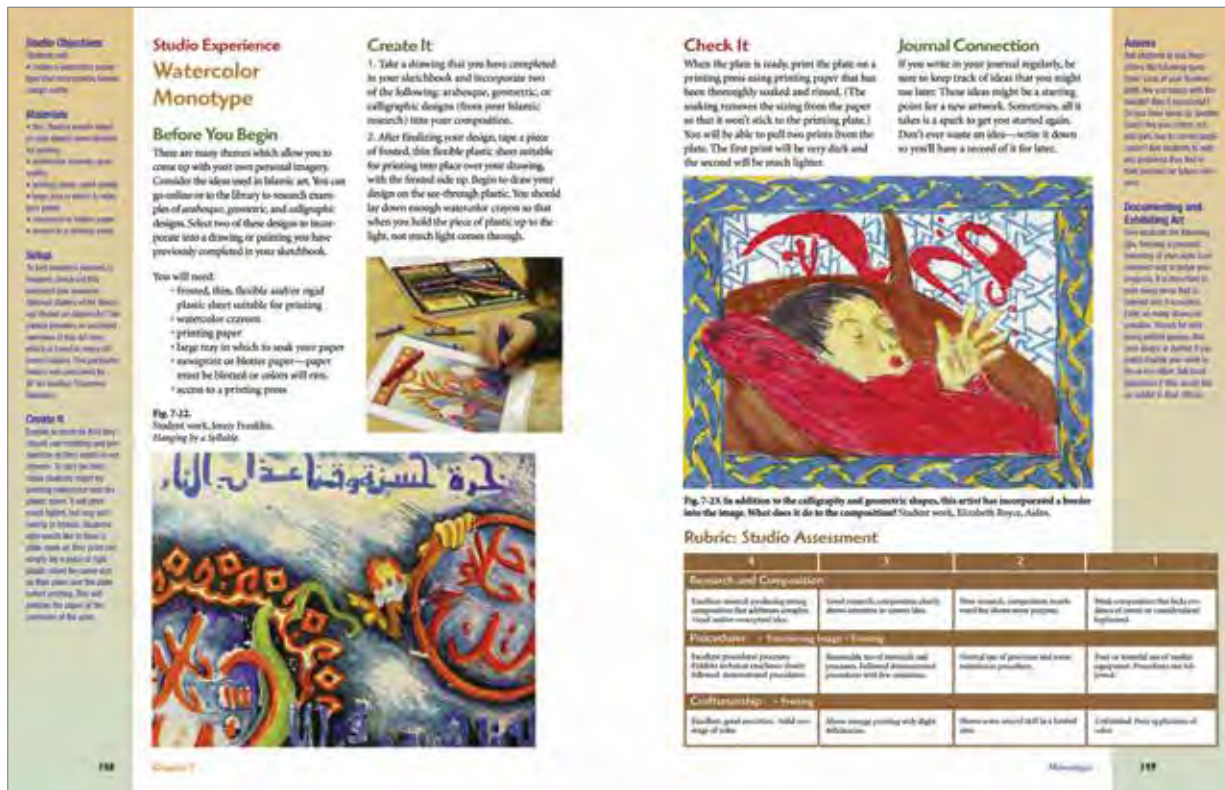
Teacher Edition, Chapter 7: Monotype, Opener.



Student Book, Chapter 7: Monotype, How To: Color Monotype.



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).



Teacher Edition, Chapter 7: Monotype, Studio Experience.

Each Studio Experience in the Davis Studio Series contains a **journal connection**. The writing exercises encourage the use of art vocabulary and reflection on the creative process.

## Ancillaries

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets)
  - Studio Support Masters
  - Vocabulary Masters and Artist Profiles
  - Assessment Masters
- SchoolArts magazine (print and digital subscriptions)

### Teacher Resources (included with 30 Student Books)

**Studio Support Masters:** Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

**Vocabulary Masters and Art & Artist Profiles:** Vocabulary Masters reinforce vocabulary development through stimulating word games. Profiles highlight the accomplishments of artists and works of art.

**Assessment Masters:** Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

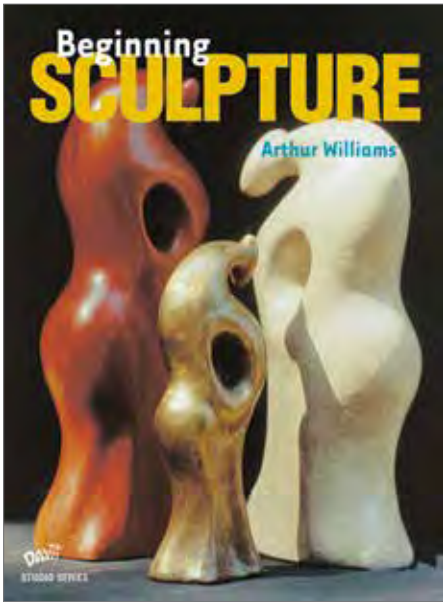
### Additional Ancillary

#### Digital Fine Art Images

Extend the fine art in each lesson with images from around the globe and across time. With your Davis Art Images Subscription to more than 35,000 brilliant images, you can view and download **images that have been carefully correlated to every lesson**. See pages 8–9 for more information.

# Beginning Sculpture

By Arthur Williams



Only available in print.

## Features

- A diverse range of techniques and media, from plaster casting and riveting metal to found-object assemblage and installation
- Engaging historical and contemporary sculpture, with examples from the ancient sculptors of Mesoamerica to the immersive experience of installations
- Thought-provoking historical profiles that help students create a foundation to begin to understand their own place in art history
- In-depth analysis of how the elements of art and principles of design are used to create three-dimensional artworks
- Detailed illustrations of fundamental techniques, such as modeling a figure in clay
- Contemporary career profiles of working sculptors

This complete program explores a **diverse range of media** in sculpture, including **traditional sculpting methods and the latest tools and techniques**. The Studio Experiences in each chapter are designed to **go beyond basic skills** and **enhance student learning through individual and group explorations**. Lessons throughout the book focus on creating basic forms to develop technical skills through either additive (such as molding) or subtractive (such as carving) means.



Teacher Edition, Chapter 6: Construction and Assemblage, Opener.



Teacher Edition, Chapter 6: Construction and Assemblage, How To: Rivet Metal



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).



Teacher Edition, Chapter 6: Construction and Assemblage, Studio Experience.

Each Studio Experience in the Davis Studio Series offers **point-of-use lists of necessary tools and materials**.

## Ancillaries

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (print booklets)  
Studio Support Masters  
Vocabulary Masters and Artist Profiles  
Assessment Masters
- *SchoolArts* magazine  
(print and digital subscriptions)

### Teacher Resources (included with 30 Student Books)

**Studio Support Masters:** Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

**Vocabulary Masters and Art & Artist Profiles:** Vocabulary Masters reinforce vocabulary development through stimulating word games. Profiles highlight the accomplishments of artists and works of art.

**Assessment Masters:** Detailed studio rubrics reinforce and extend the rubrics in the Student Book. Chapter review questions reinforce key ideas and concepts. Customizable versions of all assessments are included with the eBook Class Set.

SEE PAGE 57 FOR PRICING.

### Additional Ancillary

#### Digital Fine Art Images

Extend the fine art in each lesson with images from around the globe and across time. With your Davis Art Images Subscription to more than 35,000 brilliant images, you can view and download **images that have been carefully correlated to every lesson**. See pages 8–9 for more information.

# Exploring Visual Design

By Joseph A. Gatto, Albert W. Porter, and Jack Selleck

Sample the eBook at  
**DavisArtSpace.com**



*Exploring Visual Design* is a dynamic introduction to design appreciation and exploration using the **elements and principles of design**, suitable for **introductory level high-school art courses or middle-school electives**. Each of the 12 chapters focuses on one element or principle and provides students with a solid foundation in visual concepts and processes. *Exploring Visual Design* highlights artworks with wide-ranging subject matter from notable historic and contemporary artists and cultures. Each chapter includes an engaging, relevant Studio Experience and Career Profile.

## Student Book

- Design appreciation and the visual foundation of good design
- Captivating images of historical and contemporary fine art, architecture, and nature highlight each element and principle
- In-depth profiles of artists and artworks
- Informative interviews with artists and designers
- Exemplary student artworks
- Studio activities that promote collaboration and self-expression

Teacher Edition, Chapter 6, full-size annotated student pages with teacher support highlighted in blue.

[illegible]



## Teacher Edition

- Chapter organizers tailor instruction to your schedule
- Concise, at-a-glance lesson plans
- Full-size annotated student pages
- Professional handbook and resource guide
- Online resources include artist biographies and Art:21 video segments correlated to chapter material

Top: Teacher Edition, Chapter 6: Texture, initial planning pages.  
Right: Teacher Edition, Chapter 6: Texture, Chapter Review.



DavisArt.com/Standards

# Ancillaries

## FREE with an eBook Class Set (see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription (see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital)
- 30, 60, or 200 Student Accounts
- SchoolArts magazine (print and digital subscriptions)

## FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (CD-ROM)
- SchoolArts magazine (print and digital subscriptions)

## Additional Ancillaries

### Teacher Resources (CD-ROM)

(included with purchase of 30 print Student Books)

At least five additional Studio Experiences per chapter offer alternative hands-on activities for students of varying ability. Full-length interviews from Career Portfolios are provided.

### Art:21 Art in the Twenty-First Century

Connect students with contemporary art and artists from the PBS television series *Art:21 Art in the Twenty-First Century*, Seasons 1–7. Available on DVD. Companion book for Season 5 is also available.

**THIRD EDITION** By Jack Hobbs, Richard Salome, and Ken Vieth



*The Visual Experience* is a **comprehensive introductory visual art curriculum** for grades 9–12 that **integrates art criticism, aesthetics, art history, and art production**. Authors and expert art educators Jack Hobbs, Richard Salome, and Ken Vieth have created an engaging program that balances in-depth content with **meaningful opportunities to create and contemplate art**. Each **classroom-tested studio experience** was created by Ken Vieth, author of the popular books, *Engaging the Adolescent Mind* and *From Ordinary to Extraordinary*. Each chapter includes multiple Studio Experiences that can be easily incorporated or adapted to meet the needs of your students.

## Student Book

- 45 studio lessons developed specifically to engage high-school students
- Fine art images from across time and around the globe, including twenty-first century artists
- Artist biographies
- Step-by-step art criticism: Describe, Analyze, Interpret, and Evaluate
- Student Handbook with step-by-step techniques for a wide range of media and techniques, such as working with color, printmaking, and clay

Student  
Book,  
Chapter 10:  
3-D Media,  
Studio  
Experience.





Teacher Edition, Chapter 10: 3-D Media, Studio Experience.

## Teacher Edition

- Teacher and peer assessment opportunities
- Step-by-step support for thoughtful art criticism
- Additional teaching content on diverse media such as architecture, enamel, and photomontage
- Lesson extensions
- Spanish support for each chapter
- Point-of-use support for differentiated instruction
- Cross-curricular connections



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

## Ancillaries

**FREE** with an eBook Class Set  
(see pages 6–7)

- Teacher Edition eBook
- Davis Art Images Subscription  
(see pages 8–9)
- Portfolios
- Curriculum Builder
- Teacher Resources (digital)
- 30, 60, or 200 Student Accounts
- *SchoolArts* magazine  
(print and digital subscriptions)

**FREE** with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources
- *SchoolArts* magazine  
(print and digital subscriptions)

## Additional Ancillaries

**Teacher Resources (CD-ROM)**  
(included with 30 print Student Books)

A comprehensive resource to meet the needs and interests of all students. Resources include: Graphic Organizers, Assessment, Studio Support, Guide to Art and Artists, Spanish Support, Interdisciplinary Support, Vocabulary and Writing About Art, Careers in Art, Computer Options, Art History, Criticism, Electronic Research, and Aesthetics. Print booklets are available.

### **Art21: Art in the Twenty-First Century** (Seasons 1–7 on DVD)

Connect students with contemporary art and artists from this PBS television series. Available on DVD. Companion book for Season 5 is also available.

### **The Visual Experience DVD Series** (3 DVDs)

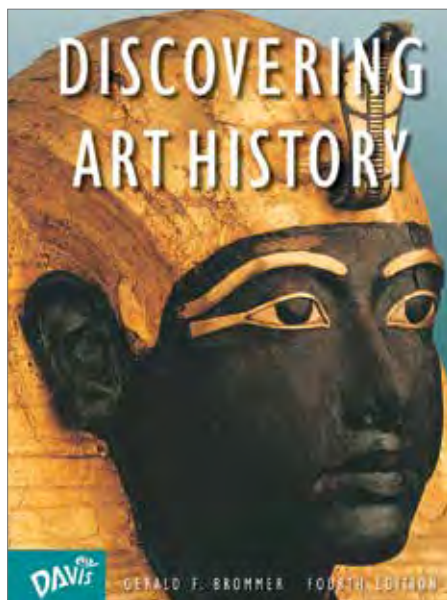
*Elements and Principles, Art History and Criticism, and Art Media and Architecture.*

### **Ken Vieth: Studio in Action DVDs** (2 DVDs)

Watch Ken Vieth, a master teacher, demonstrate Studio Experiences from the text.

# Discovering Art History

FOURTH EDITION by Gerald F. Brommer



*Discovering Art History* is an in-depth, comprehensive approach to art. The program includes an **extensive survey of Western art, studies of non-Western art**, as well as an introduction to **art appreciation**. Engaging **studio activities** throughout the text are directly connected to chapter content. This **outstanding art history program** will show students how the visual arts serve to shape and reflect ideas, issues, and themes from the time of the first cave paintings to the twenty-first century.

## Student Book

- Three parts with 17 chapters
- Vibrant, abundant fine art examples
- Excellent overviews of each chapter
- In-depth profiles of artists, artistic periods, and movements
- Useful maps, timelines, and diagrams
- Student profiles for peer comparison of studio exercises
- Two studio activities in each chapter

Only available in print.



Student Book, Chapter 2: Visual Communication, Introduction.



Teacher Edition, Chapter 15: American Art, Introduction.

## Teacher Edition

- Chapter Organizers to help tailor instruction
- Visual resources with point-of-use correlations
- Multicultural and interdisciplinary connections
- Hundreds of additional inquiry and research-related exercises

- Contextual information to encourage discussion and in-depth understanding
- Higher-order thinking skills that promote critical and creative thinking
- Scope and sequence



View correlations to the National Visual Arts Standards at [DavisArt.com/Standards](http://DavisArt.com/Standards).

## Ancillaries

### FREE with 30 print Student Books

- Teacher Edition (print)
- Teacher Resources (CD-ROM)
- *SchoolArts* magazine (print and digital subscriptions)

### Additional Ancillaries

#### Digital Fine Art Images

Extend the fine art in each lesson with images from around the globe and across time. With your Davis Art Images Subscription, you can view and download **images that have been carefully correlated to every lesson**. See pages 8–9 for information.

#### Teacher Resources (CD-ROM) (included with purchase of 30 print Student Books)

Features include customizable assessment tools. Reproducible resources include: review questions and chapter tests, self-evaluation tools, regional maps, and professional articles.

#### History through Art Timeline & Teacher Guide

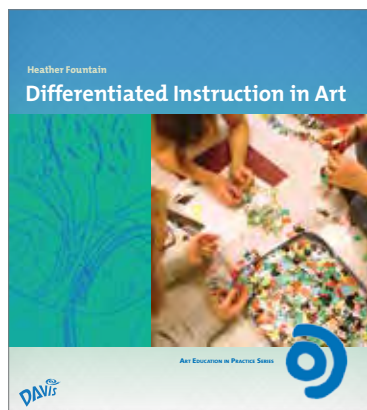
This timeline (3 panels, 60 x 12" each) visually links historical events with works of art. The Teacher Guide explores the historical and cultural clues in each work of art and includes inquiry-based exercises, key words, studio activities, and reproducible pages for students.

# Art Education in Practice Series

Series Editor Marilyn Stewart

## Transforms education research into practical classroom strategies.

The Art Education in Practice Series is the single most comprehensive source for superior content in teacher education and professional development. Each contributor to this series is a nationally known expert on theory and practice in art education.



### Differentiated Instruction in Art

**Heather L. R. Fountain**

Differentiated instruction has become increasingly important in classrooms across the country, and now this resource adapts the leading theories, ideas, and best practices specifically for art educators. Bring your teaching to a whole new level as Heather L. R. Fountain guides you through her own journey of incorporating effective methods into practice in the artroom.

This new title provides strategies that make learning meaningful, exciting, and accessible, taking into consideration students' interests, readiness, and learning styles. There are suggestions for how to foster community in the artroom by empowering students in a variety of ways, including building choice into the process, content, and product in your lessons. 221 pages, softcover.



### Engaging Visual Culture

**Karen Keifer-Boyd  
and Jane Maitland-Gholson**

A guidebook for teachers to help students make sense of the pervasive flow of visual information shaping their worldview and way of being. By making students aware of the presence and power of visual culture,

they are empowered to participate actively in constructing their own meanings. Reproducible handouts and worksheets include practical strategies for teaching each chapter. 162 pages, softcover.



### Assessment in Art Education

**Donna Kay Beattie**

This text details and evaluates a wide variety of performance assessment strategies, from portfolios and art journals to integrated performance options. Traditional methods, scoring and judging strategies, as well as

formative and summative assessment styles are all explored. Strategies on how to combine assessment with art instruction and thorough explanations of educational assessment vocabulary and key concepts are included. 147 pages, softcover.



### Gender Matters in Art Education

**Martin Rosenberg and Frances Thurber**

This book translates the theory of gender equity into real practice in the art classroom. The authors provide a coherent review of the important research on gender equity in schools and demonstrate, through classroom-based examples,

the unique opportunities that the art classroom provides for promoting gender equity for both girls and boys. Includes case studies on practicing gender equity in the classroom and strategies on supporting a gender-equitable climate in the artroom. 155 pages, softcover.



### Rethinking Curriculum in Art

**Marilyn G. Stewart  
and Sydney R. Walker**

Research shows that thematic teaching across the curriculum significantly increases student engagement. This groundbreaking book gives concrete examples of how teachers can enhance their current lessons

and studio activities by organizing them around meaningful, universal themes such as identity, conflict, and relationships. Step-by-step guidelines for selecting content and organizing art instruction, sample completed worksheets, and charts to guide curriculum planning are included. 162 pages, softcover.



### **Community Art in Action**

**Kristin Congdon**

This resource shows how art education programs can be expanded to address community-based and cultural traditions. The text explains how art and aesthetic choices are at the heart of communities and discusses how folklife and community

practices are associated with the natural and built environment, different occupations, recreational activities, and ethnic traditions. Activities for involving students in their local community traditions and ideas for expanding student awareness of traditions in communities around the world are included. 121 pages, softcover.



### **Teaching Meaning in Artmaking**

**Sydney R. Walker**

Built on a constructivist philosophy of learning, this book explores ways of fostering inquiry and discovery in the studio classroom. The works of contemporary artists are used to help explain the role of big ideas and personal connections

in artmaking. Tips on designing meaningful studio instruction and problem-solving strategies, and questions and practical strategies on “unpacking” the artmaking process are included. 160 pages, softcover.



### **Thinking through Aesthetics**

**Marilyn G. Stewart**

Designed to encourage your students to ask questions about art, this book features a wealth of specific activities that facilitate philosophical inquiry and develop critical thinking skills. Activities for philosophical inquiry, and for introducing and practicing skills are included, as well as reproducible

worksheets and activity pages. 128 pages, softcover.

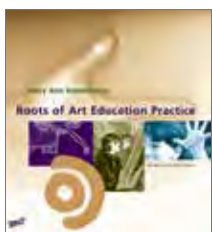


### **Talking about Student Art**

**Terry Barrett**

Sample critiques provide real classroom perspectives on dealing with meaning, gender issues, influences, and more. General recommendations for interactive group critiques and judging student art round out this practical teacher's resource.

Realistic models for facilitating dialogue about art and samples of critical discussions and techniques on conducting successful studio critiques are included. 106 pages, softcover.



### **Roots of Art Education Practice**

**Mary Ann Stankiewicz**

Readers will gain insights into the circumstances under which curricular practices originated, and will better appreciate the beliefs that shape art education today. Meet some of the people who proposed and

implemented the changes in the way art should be taught. Discover the origins of the focus on the elements of art and principles of design. 146 pages, softcover.



### **Using the Art Museum**

**Denise L. Stone**

How can the museum be incorporated into the school curriculum in a meaningful way? The author highlights examples of exemplary programs that engage students in meaningful ways, and provides practical ideas for making your local art museum

an exceptional education resource. Reproducible worksheets and checklists for planning your museum trips are included. 130 pages, softcover.

Visit **[DavisArt.com/ArtEdinPractice](https://davisart.com/ArtEdinPractice)** for more information.

The Art Education in Practice Series is available digitally. See page 57 for pricing.

# Discussions4Learning and VocabulArte

By Barbara Place

Discussions

4

Learning

VocabulArte



Now available, Portfolios of Images!

## Support Academic Vocabulary Development and Oral Language Skills with Art

Engage students of all abilities in academically productive discussions of fine art and real-world images. By using the carefully crafted, sequential scripts developed for grades K–12, you can fully engage students and accelerate their vocabulary, comprehension, and oral expression.

### Fine Art and Real-World Images

**Fine art from master artists, including:** Vincent van Gogh, Pablo Picasso, Jacob Lawrence, Mary Cassatt, and Diego Rivera.

**Art from around the globe and across time, including:** Ancient Egypt, twenty-first century artists, Pre-Columbian art, and Native American art, as well as traditional and contemporary art from Asia, Africa, Europe, Latin America, Australia, and the USA.

**A variety of art forms, including:** painting, sculpture, architecture, landscape architecture, installations, furniture, and media, including fabrics, clay, steel, and wood.

**Real-world photos include** photos from around the world, including UNESCO World Heritage Sites, such as the Great Wall of China and Rainbow Bridge National Monument in Utah.

### Mini Field Trips

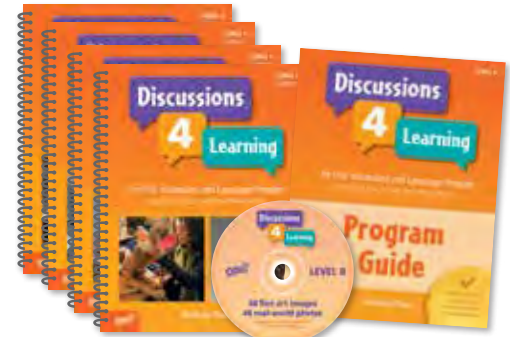
Each lesson and image serves as a mini field trip, taking your students to museums, places, and cultures around the world that will engage and intrigue them. Because the program is based on **visual images and oral language**, even struggling readers can gain confidence while learning **high-level academic vocabulary** such as *abstract*, *realistic*, *voluminous*, and *emphasize*.

### Effortless Vocabulary Acquisition

Each lesson produces lively, content-rich discussions and **expands high-level vocabulary**. **Academic vocabulary words are explicitly repeated and reintroduced** throughout subsequent lessons to improve comprehension.

### Cross-Curricular Connections

The themes in each level are designed to connect to **Science and Social Studies**, including the Physical Sciences and Biology.



Discussions4Learning, Level B components.

Grade 5 teacher using *Discussions4Learning*. Check out a video of a complete lesson at [Discussions4Learning.com/videos-about-program.html](http://Discussions4Learning.com/videos-about-program.html).

**Lesson 3 An Out-of-Doors Study (Paul Helleu Sketching with His Wife)** (Level C) 23 minutes

**Introduce Image 1-23**

1. What have we seen in paintings these past few weeks? Allow wait time. Children may recall people, places, and activities.

2. Today, we'll look at another painting; this is a painting of a painter! The artist created a portrait of another artist and his wife. These people probably were familiar to him. They probably were his friends.

**Observe and Discuss the Image**

1. Who can describe what is represented in this scene? Have children point to the people, the grass, the art supplies, and the boat and water. Does this scene show us the interior of a house, or does it show us something outdoors? (It shows us something outdoors.) **This is an exterior scene.** Can you all say that? How can you tell that this is an exterior scene? Allow wait time. (Look at the grass, water, and canoe would be found outdoors, not indoors. Suppose that we were taking at the interior of our school. Would we be outside the school, or inside the school? Outside the school.)

2. Who can point to the board that holds the artist's paints? Allow wait time. What material do you think the board is made from? (wood) **The artist's wooden palette holds several colors of paint.** Let's say that together. What colors are on the artist's palette? Allow wait time. (blue, green, black, grey, white, orange) Now, let's examine the artwork carefully. What makes the palette easy for the artist to hold? Allow wait time for this question and the next. (But in explain that there is a hole in the palette for the artist's thumb. Why is a palette useful for an artist? See Guided Discussion Tip #1.)

3. Let's imagine the process of painting this scene. Would you want to examine the scene closely before you started working? (probably not) **This artist observed the scene carefully.** Let's all say that. (Let Teacher Tip: What do you think the artist observed before painting this scene? Allow wait time. (Colors, water, rocks, shadows, parts of clothing, and so on.) If you carefully watch a scenery, do you observe it, or do you represent it? (You observe it.)

**Connecting to the Theme: Things We See and Use**

1. The artist observed each part of the scene as he made this artwork. Which parts were most visible? Allow wait time. (the people and the canoe) The artist used precise brushstrokes to paint the people and the canoe.

2. Do the grasses look just as realistic? Allow wait time. (No) **The vegetation looks more abstract than the people.** Who can say that? What makes the vegetation look abstract? Allow wait time. (Some vegetation is blue, and the brushstrokes look hurried and less precise.) What does vegetation can you name? Allow wait time. (Flowers, trees, leaves, stems, and so on.)

3. How is this artist a careful viewer of nature? (yes) **This painting was created by an abstract artist.** Let's all say that together. What does it tell you about the artist's view of nature? Allow wait time. (Children may suggest a beautiful place or a beautiful scene. Here can we see the artist's view in our classroom? (Look down such as paying attention and concentrating on what's happening at all times.)

4. Gaze at the painting for a moment. What mood or feeling do you think this painting has? Allow wait time. (serene, quiet) The two people seem calm, and they are enjoying a peaceful place. **The painting leaves us with a powerful impression of nature.** Let's all say that. Across time, at this time, what impressions of nature do you have? (a beautiful place, it's a beautiful place, it's a beautiful place, it's a beautiful place, it's a beautiful place, it's a beautiful place.)

5. What would you change about this painting to create a scary impression of nature? Allow wait time. (Children might suggest adding wild animals, stormy weather, or worried expressions on people's faces. See Guided Discussion Tip #2.)

**Quick Question Review**

1. Raise your hand when I name something on the exterior of an object: an eggshell, footprints, tree bark, pencil lead. (Correct answers are in bold type.)

2. Gnomes live looking at the forest. What was he gazing at, a tree trunk, or vegetation? (vegetation)

3. Tomas and Maria watched a carpenter at work. Did they observe this carpenter, or did they establish the carpenter? (They observed the carpenter.)

4. What might a painting do: create an installation of excitement, or give an impression of excitement? (give an impression of excitement.)

5. Layelle painted a picture of an interior scene. What did she put her paints on: a portrait, or a palette? (a palette)

6. Stein watched his cousin carefully. Was Stein being observant, or was he being hurried? (Stein was being observant.)

**Guided Discussion Tip #2:** If a response doesn't make sense, don't simply change it and move on. For example, ask, "Then, anyone agreed to disagree with Layelle? Does that allow a little more detail about the painting scene?" It's better to let children work in discussion and evaluate a response than to ignore the comments, or to tell children what is correct. Doing so will weaken children's ability to think for themselves, and to support their comments with evidence.

Discussions4Learning, Level C, Theme 1, Lesson 3.

Download 8 FREE lessons and images at [Discussions4Learning.com/Sampler](http://Discussions4Learning.com/Sampler)

## Available in English and Spanish

*Discussions4Learning* and *Vocabularte* (the Spanish edition) provide ample opportunities for all students—from English Language Learners to linguistically advanced students, as well as students in dual language, bilingual, and immersion programs—to participate and be challenged.

If your school or district is focused on how to increase students' academic vocabulary, reading comprehension, oral language, or ability to engage in academically productive discussions, we invite you to review this unique program.

## Visit [Discussions4Learning.com](http://Discussions4Learning.com) for more information and to find:

- a summary of the program's scientifically-based research.
- the program overview video.
- the Scope and Sequence for all levels.
- videos of the program in action.
- optional pre- and post-tests and other program resources.
- FREE support for Academically Productive Discussions.
- **FREE LESSONS with images!**

# Drawing Assessment Charts

By Ivan E. Cornia and A. Steve Egan

**Take the mystery out of realistic drawing for your students.**

A set of 5 extra large (28 x 36") wall charts uses a four-level, 20-point rubric to help students self-assess and monitor their growth in proficient, realistic drawing. The charts include: **Visual Field**, **Dimension**, **Shape**, **Light**, and **Value**.

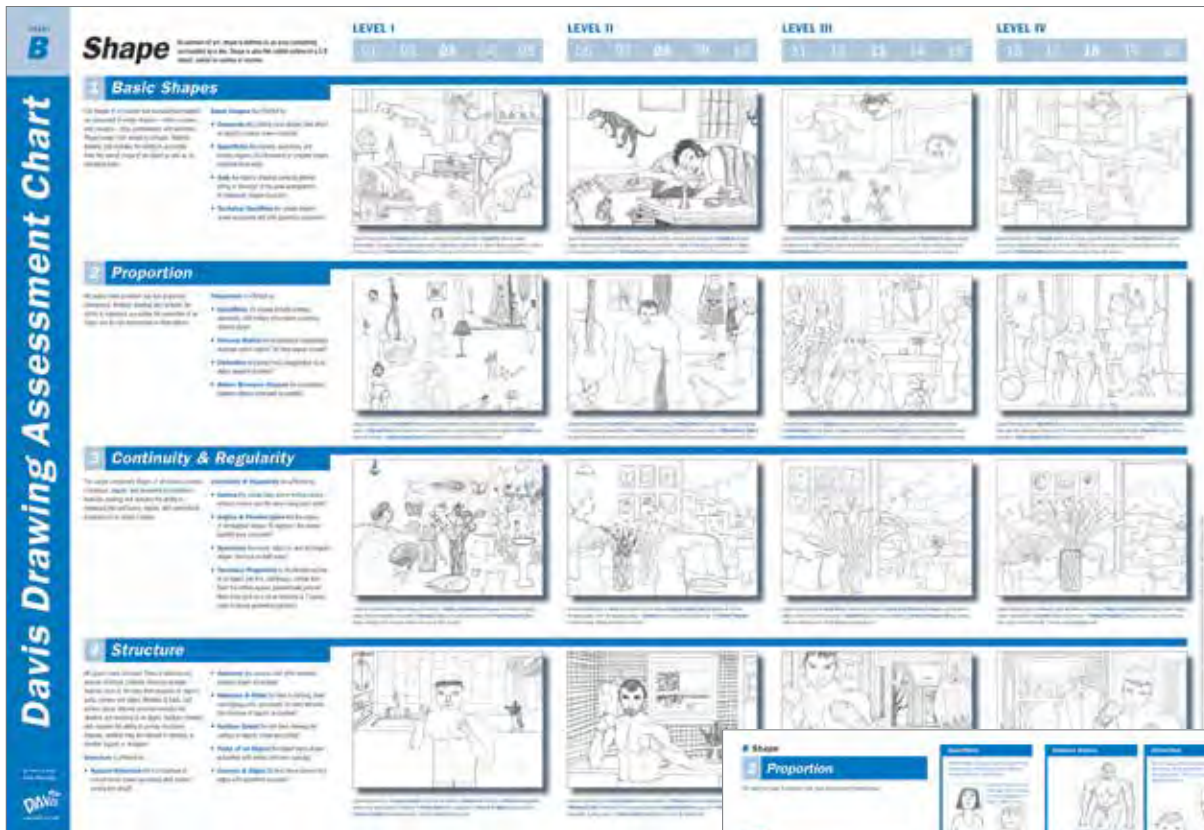


Chart B: Shape.

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- 4 Structure

### CHART C: Value

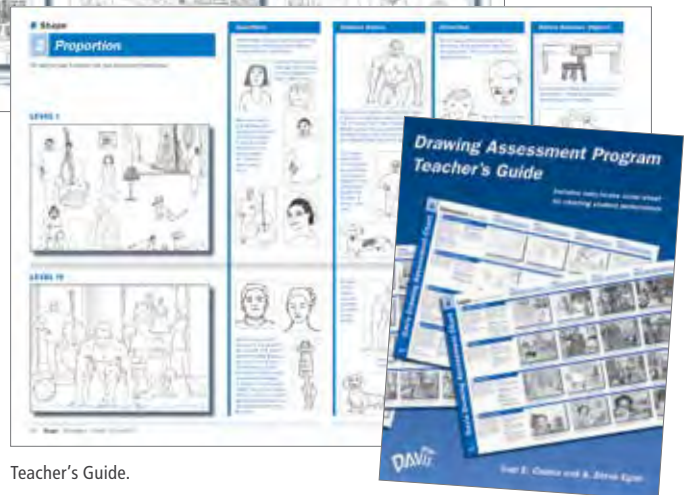
- 1 Local Value
- 2 Variations
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- 2 3-D Objects
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Teacher's Guide.

## Teacher's Guide

- Comparisons of details in the Levels I, II, and III drawings to those of the Expert Level IV
- Easy-to-use score sheets to help students assess their work
- A copy of each wall chart for students to use at their desks

# Resource Books—Coming Soon!



## Beautiful Stuff from Nature Learning with Found Materials from the Environment

Cathy Weisman Topal and Lella Gandini

Grades PreK–5. Following in the tradition of *Beautiful Stuff*, this book tells stories in which children and teachers explore the beauty of their local environments all around North America. Through their explorations, collections, creations, displays, and stories, children discover the beauty and variety of their own natural worlds. Principles of the Reggio Emilia approach guide the explorations and documentations of found materials from the natural world, providing inspiration for any classroom to look more closely at the beauty and wonder that surround them. Softcover. **\$34.95**



## Adaptive Art Deconstructing Disability in the Art Classroom

Bette Naughton, edited by Heather Fountain

Grades K–12. A collection of tools and strategies to help art educators create adaptations for students with disabilities by capitalizing on their abilities. This practical resource will enable the educator to engage all students in a meaningful creative process of self-expression. The book includes a variety of instructional methods to adapt art activities, media, tools, and techniques to meet the needs students with a wide range of challenges. Softcover. **\$34.95**

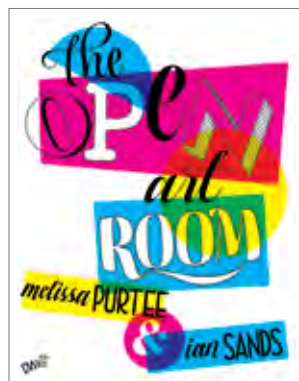


## Tape Art Purpose and Practice

Michael Townsend and Leah Smith

Grades K–12. Get answers to the most commonly asked questions about Tape Art, a collaborative art form that produces large-scale public murals. This fun, practical resource gives teachers and team leaders the tools they need to lead their communities in producing one-of-a-kind murals. Brilliant images document Tape Art projects over the past 30 years of public artmaking. Add-on tape kits give you everything you need to get started. Softcover. **\$34.95**

# Resource Books



## The Open Art Room

Melissa Purtee and Ian Sands

Grades 6–12. *The Open Art Room* is the first book to present a framework for choice-based instruction for secondary level art education. *The Open Art Room* takes inspiration from a variety of contemporary teaching methods. This book covers more than the philosophy of choice-based education; it is a hands-on resource for those looking to implement a choice approach at the high-school level with a full range of lesson plans, from modified to full choice solutions, all based on artistic behaviors. 217 pages, softcover. **\$34.95**

**The Open Art Room** includes:

- the philosophy and goals of the Open Art Room approach;
- a flexible instructional framework with options for beginner, intermediate, and advanced levels of Choice;
- assessment in the Open Art Room;
- unit plans, bootcamps, mini-lessons, and classroom examples;
- clear connections to the National Core Art Standards;
- and engaging stories of student struggles and successes.



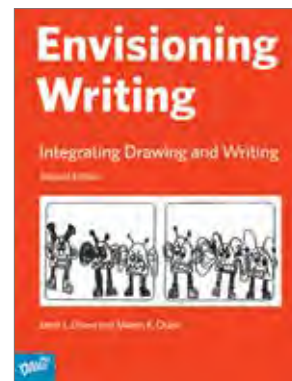
## Documenting Children's Meaning: Engaging in Design and Creativity with Children and Families

Jason Avery, Karyn Callaghan, and Carol Anne Wien, Foreword by Lella Gandini

Grades PreK–5. In *Documenting Children's Meaning*, we are invited into the world of children and families at the Together for Families drop-in program in Hamilton, Ontario. Traces of children's learning is presented through the careful listening and attentive lens of Jason Avery in the form of documentation.

We see children, families, and teachers **engage in constructing relationships through their work with materials, emergent concepts, and sustained play.** Through Avery's photographs and reflections, we see relationships evolve, and children and families see themselves change and grow as they come back to the center over several years' time. We see an urban early childhood center respond to its own unique context with inspiration from the world-renowned **Infant/Toddler and Preschool centers of Reggio Emilia, Italy.**

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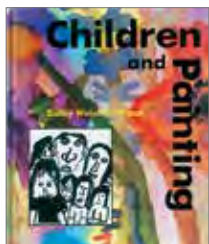
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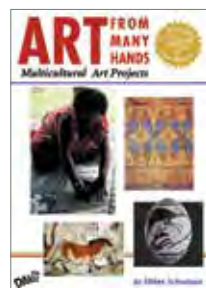
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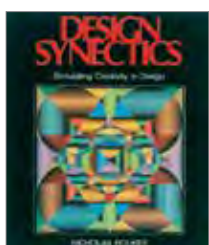
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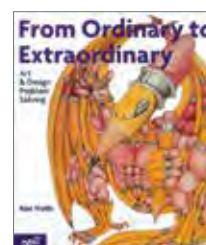
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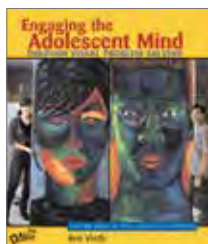
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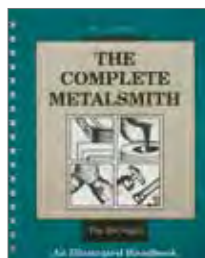
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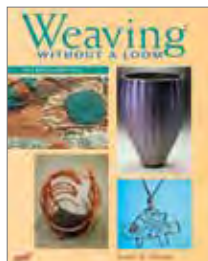
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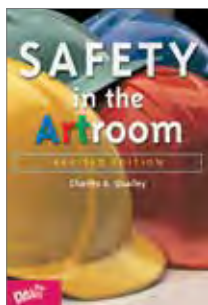
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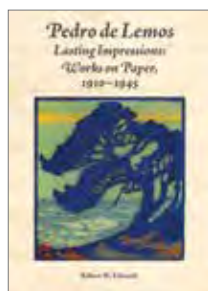
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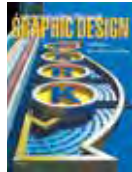
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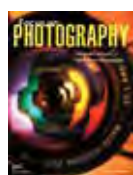
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