



Art - Intermediate 3 (#5001060) 2019 - 2022 (current)

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Course Standards

Name	Description
VA.5.C.1.1:	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2:	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3:	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
VA.5.C.2.1:	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2:	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3:	Apply established criteria to the art-making process to measure artistic growth. Clarifications: e.g., criteria set by teacher, student, or both
VA.5.C.2.4:	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
VA.5.C.3.1:	Use the structural elements of art and organizational principles of design when engaged in art criticism. Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
VA.5.C.3.2:	Clarifications: e.g., inference from color, line, shape, form
VA.5.C.3.3:	Critique works of art to understand the content and make connections with other content areas. Clarifications: e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
VA.5.F.1.1:	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
VA.5.F.1.2:	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
VA.5.F.2.1:	Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2:	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3:	Discuss contributions that artists make to society.
VA.5.F.3.1:	Create artwork to promote public awareness of community and/or global concerns.
VA.5.F.3.2:	Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3:	Work collaboratively with others to complete a task in art and show leadership skills. Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
VA.5.F.3.4:	Clarifications: e.g., reasonable timeframe established by teacher, adjusted as needed
VA.5.H.1.1:	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2:	Use suitable behavior as a member of an art audience.
VA.5.H.1.3:	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4:	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
VA.5.H.2.1:	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2:	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3:	Discuss artworks found in public venues to identify the significance of the work within the community. Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
VA.5.H.3.1:	Clarifications: e.g., identify facts, ideas, solutions
VA.5.O.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2:	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3:	Explain how creative and technical ability is used to produce a work of art. Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
VA.5.O.2.1:	Clarifications: e.g., knowledge, empathy, technique, artistic choices, symbolic choices
VA.5.O.2.2:	Use a variety of sources for ideas to resolve challenges in creating original works.
VA.5.O.3.1:	Create meaningful and unique works of art to effectively communicate and document a personal voice. Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
VA.5.S.1.1:	Clarifications: e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
VA.5.S.1.2:	Use media, technology, and other resources to inspire personal art-making decisions. Clarifications: e.g., books, magazines, Internet, cameras, art visuals
VA.5.S.1.3:	Create artworks to depict personal, cultural, and/or historical themes. Clarifications: e.g., woven mats, clay dolls, quilts

VA.5.S.1.4:	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
VA.5.S.2.1:	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
VA.5.S.2.2:	Identify sequential procedures to engage in art production. Clarifications: e.g., safety procedures, media processes, organizational procedures
VA.5.S.2.3:	Visualize the end product to justify artistic choices of tools, techniques, and processes.
VA.5.S.3.1:	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
VA.5.S.3.2:	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3:	Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4:	Use ethical standards, including copyright laws, when producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.5.G.2.3:	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. Standard Relation to Course: Supporting
MAFS.5.G.2.4:	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures. Standard Relation to Course: Supporting
MAFS.5.OA.2.3:	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> Standard Relation to Course: Supporting Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Grade five* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.
- Special Note: This course incorporates hands-on activities and consumption of art materials.

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English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

GENERAL INFORMATION

Course Number: 5001060

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >

Abbreviated Title: Art – INTERM 3

Course Length: Year (Y)

Course Attributes:

- Highly Qualified Teacher (HQT) Required
- Florida Standards Course

Course Status: Course Approved

Educator Certifications

[Art Education \(Elementary Grades 1-6\)](#)

[Art \(Elementary and Secondary Grades K-12\)](#)

There are more than 135 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2019%20-%202022%20\(current\)/Public/PreviewCourse/Preview/16946](https://www.cpalms.org?title=2019%20-%202022%20(current)/Public/PreviewCourse/Preview/16946)