



Art – Intermediate 1 (#5001040) 2019 - And Beyond (current)

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Aligned Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.3.SL.1.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Name	Description
VA.3.C.1.1:	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2:	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2.1:	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2:	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3:	Use constructive criticism to improve artwork.
VA.3.C.3.1:	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.C.3.2:	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3:	Explain the similarities and differences between artworks and utilitarian objects.
VA.3.F.1.1:	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2:	Explore the effects and merits of different solutions to solve an artistic problem.
VA.3.F.2.1:	Identify places where artists or designers have made an impact on the community.
VA.3.F.3.1:	Create artwork that communicates an awareness of events within the community. Collaborate to complete a task in art.
VA.3.F.3.2:	Clarifications: e.g., mural, mosaic
VA.3.F.3.3:	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
VA.3.H.1.1:	Describe cultural similarities and differences in works of art.
VA.3.H.1.2:	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
VA.3.H.2.1:	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2:	Examine artworks and utilitarian objects, and describe their significance in the school and/or community. Describe various venues in which artwork is on display for public viewing.
VA.3.H.2.3:	Clarifications: e.g., museums, galleries, restaurants, virtual tours
VA.3.H.3.1:	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
VA.3.O.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.O.3.1:	Use symbols, visual language, and/or written language to document self or others.
VA.3.S.1.1:	Manipulate tools and media to enhance communication in personal artworks. Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.2:	Clarifications: e.g., media center, technology, print materials
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures. Clarifications: e.g., concepts, technique, media, subject matter
VA.3.S.1.4:	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.2.1:	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2:	Follow procedures, focusing on the art-making process.
VA.3.S.3.1:	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2:	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3:	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4:	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
LAFS.3.RL.3.7:	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.3.G.1.2:	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
SC.3.P.8.3:	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
	Clarifications: ** Florida Standards Connections: MAFS.3.MD.2.4; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

VERSION DESCRIPTION

Grade three* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.

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.

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>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

GENERAL INFORMATION

Course Number: 5001040

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 1
Course Length: Year (Y)

Course Status: Course Approved

Educator Certifications

[Art Education \(Elementary Grades 1-6\)](#)
[Art \(Elementary and Secondary Grades K-12\)](#)

There are more than 114 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2019%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/16944](https://www.cpalms.org?title=2019%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/16944)

