



Art – Intermediate 2 (#5001050) 2019 - And Beyond (current)

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Course 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.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
VA.4.C.1.1:	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2:	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
VA.4.C.2.1:	Revise artworks to meet established criteria. Clarifications: e.g., criteria set by teacher, student, or both
VA.4.C.2.2:	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3:	Develop and support ideas from various resources to create unique artworks.
VA.4.C.3.1:	Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2:	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
VA.4.C.3.3:	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
VA.4.F.1.1:	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2:	Examine and apply creative solutions to solve an artistic problem.
VA.4.F.2.1:	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2:	Identify the work of local artists to become familiar with art-making careers. Create art to promote awareness of school and/or community concerns.
VA.4.F.3.1:	Clarifications: e.g., poster, billboard
VA.4.F.3.2:	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
VA.4.H.1.1:	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2:	Identify suitable behavior for various art venues and events.
VA.4.H.1.3:	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4:	Identify and practice ways of showing respect for one's own and others' personal works of art.
VA.4.H.2.1:	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2:	Identify differences between artworks and utilitarian objects. Identify reasons to display artwork in public places.
VA.4.H.2.3:	Clarifications: e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
VA.4.H.3.1:	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. Clarifications: e.g., identify facts, ideas, solutions
VA.4.O.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.O.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks. Apply meaning and relevance to document self or others visually in artwork.
VA.4.O.3.1:	Clarifications: e.g., personal ideas, observations
VA.4.S.1.1:	Manipulate tools and materials to achieve diverse effects in personal works of art. Clarifications: e.g., charcoal, colored pencil, block printing: reduction, stencil
VA.4.S.1.2:	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3:	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4:	Use accurate art vocabulary to discuss works of art and the creative process.
VA.4.S.2.1:	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2:	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
VA.4.S.3.1:	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2:	Plan and produce art through ongoing practice of skills and techniques.

VA.4.S.3.3:	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
	Discuss the importance of copyright law in regard to the creation and production of art.
VA.4.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.4.G.1.3:	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

General Course Information and Notes

VERSION DESCRIPTION

Grade four* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise 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.

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: 5001050

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 2

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 43 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/16945](https://www.cpalms.org?title=2019%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/16945)