



# Two-Dimensional Studio Art 2 (#0101310) 2015 - And Beyond (current)

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## Aligned Standards

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.3:</a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media. <b>Clarifications:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.C.3.5:</a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.2.2:</a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. <b>Clarifications:</b> e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.1:</a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. <b>Clarifications:</b> e.g., presentation software, video, sound, open-access collaborative web applications
<a href="#">VA.912.F.3.2:</a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. <b>Clarifications:</b> e.g., information literacy; media
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture. <b>Clarifications:</b> e.g., visual, digital, and textual information
<a href="#">VA.912.F.3.10:</a>	Apply rules of convention to create purposeful design. <b>Clarifications:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#">VA.912.H.1.4:</a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.2:</a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#">VA.912.H.3.3:</a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. <b>Clarifications:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#">VA.912.O.1.2:</a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. <b>Clarifications:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.2.5:</a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

<a href="#">VA.912.S.3.3:</a>	<b>Clarifications:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. <b>Clarifications:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. <b>Clarifications:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.S.3.8:</a>	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. <b>Clarifications:</b> e.g., media: ceramics, glass, wet, dry, digital
<a href="#">VA.912.S.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. <b>Clarifications:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. <b>Clarifications:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

### 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](mailto:sala@fldoe.org).

## GENERAL INFORMATION

<b>Course Number:</b> 0101310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Art - Visual Arts > <b>SubSubject:</b> Art Comprehensive > <b>Abbreviated Title:</b> 2-D STUDIO ART 2
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Graduation Requirement:</b> Performing/Fine Arts	

Educator Certifications

<a href="#">Art Education (Secondary Grades 7-12)</a>
<a href="#">Art (Elementary and Secondary Grades K-12)</a>

There are more than 444 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2015%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/13649](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13649)