



# Creating Three-Dimensional Art (#0101365) 2015 - And Beyond (current)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

## Aligned Standards

### Aligned Cluster:

MAFS.912.G-CO.4 Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.4:</a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. <b>Clarifications:</b> e.g., symbolism, spatial relationship
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#">VA.912.C.3.1:</a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. <b>Clarifications:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<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.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
<a href="#">VA.912.H.1.2:</a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<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.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.S.1.4:</a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#">VA.912.S.2.2:</a>	Focus on visual information and processes to complete the artistic concept.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. <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.3.10:</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="#">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. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

<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 in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. 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

**Course Number:** 0101365

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

**SubSubject:** Art Comprehensive >

**Abbreviated Title:** CREATING 3-D ART

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Graduation Requirement:** Performing/Fine Arts

## Educator Certifications

[Art Education \(Secondary Grades 7-12\)](#)

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

There are more than 443 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/13998](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13998)