



# Portfolio Development: Drawing-Honors (#0109310) 2015 - 2022 (current)

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## Course Standards

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<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.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<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.2.5:</a>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.2.5:</a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">VA.912.F.3.7:</a>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<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.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. <b>Clarifications:</b> e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#">VA.912.O.1.3:</a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#">VA.912.O.2.3:</a>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<a href="#">VA.912.O.2.4:</a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques. <b>Clarifications:</b> e.g., drawing subtleties, watercolor painting techniques
<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.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.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#">VA.912.S.3.6:</a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<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.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">LAFS.1112.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 11–12 texts and topics.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

<a href="#">LAFS.1112.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.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.912.G-CO.1.1:</a>	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">MAFS.912.G-CO.1.2:</a>	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
	<b>Standard Relation to Course: Supporting</b>
<a href="#">MAFS.912.G-CO.1.3:</a>	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">MAFS.912.G-CO.1.4:</a>	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">MAFS.912.G-CO.1.5:</a>	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

**Standard Relation to Course: Supporting**

[MAFS.912.G-CO.4.12:](#)

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

**Clarifications:**

**Geometry - Fluency Recommendations**

Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.

**Standard Relation to Course: Supporting**

[MAFS.912.G-CO.4.13:](#)

Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

**Standard Relation to Course: Supporting**

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

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**

	<p><b>Attend to precision.</b></p> <p>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.</p> <p><a href="#">MAFS.K12.MP.6.1:</a></p> <p><b>Standard Relation to Course: Supporting</b></p>
<p><a href="#">MAFS.K12.MP.7.1:</a></p>	<p><b>Look for and make use of structure.</b></p> <p>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 <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. 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 <math>5 - 3(x - y)^2</math> 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 <math>x</math> and <math>y</math>.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written

artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### **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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## **General Information**

**Course Number:** 0109310

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9  
to 12 and Adult Education Courses >

**Subject:** Art - Visual Arts > **SubSubject:** Portfolio >

**Abbreviated Title:** PORT DEV: DRAW HON

**Number of Credits:** One (1) credit

**Course Attributes:**

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

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

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

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

[Graphic Arts \(Secondary Grades 7-12\)](#)

There are more than 392 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:

[https://www.cpalms.org?title=2015%20-%202022%20\(current\)/PreviewCourse/Preview/13673](https://www.cpalms.org?title=2015%20-%202022%20(current)/PreviewCourse/Preview/13673)