



M/J Creative Photography 1 (#0102040) 2015 - And Beyond (current)

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Aligned Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

| Name | Description |
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| VA.68.C.1.1: | Apply a range of interests and contextual connections to influence the art-making and self-reflection processes. |
| VA.68.C.2.4: | Use constructive criticism as a purposeful tool for artistic growth. |
| VA.68.C.3.1: | Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design. |
| VA.68.F.1.1: | Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications |
| VA.68.F.1.3: | Investigate and describe how technology inspires and affects new applications and adaptations in art. |
| VA.68.F.2.1: | Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field. |
| VA.68.F.3.2: | Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas. |
| VA.68.F.3.4: | Follow directions and complete art tasks in a timely manner to show development of 21st-century skills. |
| VA.68.H.1.2: | Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues. Describe the rationale for creating, collecting, exhibiting, and owning works of art. |
| VA.68.H.2.3: | Clarifications: e.g., private, public, and personal art collections |
| VA.68.H.3.1: | Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts. Create imaginative works to include background knowledge or information from other subjects. |
| VA.68.H.3.3: | Clarifications: e.g., from history, environment, literary works |
| VA.68.O.1.2: | Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork. |
| VA.68.O.2.4: | Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art. |
| VA.68.S.1.1: | Manipulate content, media, techniques, and processes to achieve communication with artistic intent. |
| VA.68.S.1.4: | Use accurate art vocabulary to explain the creative and art-making processes. |
| VA.68.S.2.1: | Organize the structural elements of art to achieve artistic goals when producing personal works of art. |
| VA.68.S.3.1: | Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each. |
| VA.68.S.3.3: | Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. |
| VA.68.S.3.4: | Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources |
| LAFS.6.SL.1.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LAFS.6.SL.1.2: | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LAFS.6.SL.1.3: | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LAFS.6.SL.2.4: | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

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| LAFS.68.RST.2.4: | 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 6–8 texts and topics. |
| LAFS.68.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LAFS.68.WHST.2.6: | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| | 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. |
| MAFS.K12.MP.5.1: | |
| | Attend to precision. |
| | 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. |
| MAFS.K12.MP.6.1: | |
| | Look for and make use of structure. |
| | 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 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. 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 $5 - 3(x - y)^2$ 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 x and y . |
| MAFS.K12.MP.7.1: | |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |

VERSION DESCRIPTION

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. 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.

GENERAL INFORMATION

Course Number: 0102040

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Photography >

Abbreviated Title: M/J CREATIVE PHOTO 1

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Educator Certifications

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

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

There are more than 323 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/13734](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13734)