



M/J Creative Photography 2 (#0102050) 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.1.2: | Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art. |
| VA.68.C.2.1: | Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals. |
| VA.68.C.2.3: | Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth. |
| VA.68.C.3.2: | Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing |
| VA.68.F.1.2: | Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks. |
| 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.3.1: | Use technology applications through the art-making process to express community or global concerns. |
| VA.68.F.3.3: | Collaborate with peers to complete an art task and develop leadership skills. Clarifications: e.g., task: voluntary, assigned; time: long-term group project |
| 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. |
| VA.68.H.1.4: | Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history. |
| VA.68.H.2.1: | Describe how previous cultural trends have led to the development of new art styles. |
| VA.68.H.3.2: | Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills |
| VA.68.O.1.1: | Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified. |
| VA.68.O.2.2: | Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images. |
| VA.68.S.1.2: | Use media, technology, and other resources to derive ideas for personal art-making. |
| VA.68.S.2.2: | Create artwork requiring sequentially ordered procedures and specified media to achieve intended results. |
| VA.68.S.3.2: | Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship. |
| VA.68.S.3.3: | Demonstrate understanding of safety protocols for media, tools, processes, and techniques. |
| VA.68.S.3.4: | Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources |
| 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. |
| LAFS.7.SL.1.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. |
| LAFS.7.SL.1.2: | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LAFS.7.SL.1.3: | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |

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| LAFS.7.SL.2.4: | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| | 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: | |
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| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |

VERSION DESCRIPTION

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. 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: 0102050

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 2
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 108 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/13735](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13735)