



# M/J Three-Dimensional Studio Art 2 (#0101050) 2015 - And Beyond

(current)

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## Aligned Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- 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.

Name	Description
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.2.1:</a>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<a href="#">VA.68.C.3.3:</a>	Use analytical skills to understand meaning and explain connections with other contexts.
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. <b>Clarifications:</b> e.g., potential to transfer and incorporate technological applications
<a href="#">VA.68.F.2.2:</a>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. <b>Clarifications:</b> e.g., exhibition, sale of art products, technology, entertainment
<a href="#">VA.68.F.3.3:</a>	Collaborate with peers to complete an art task and develop leadership skills. <b>Clarifications:</b> e.g., task: voluntary, assigned; time: long-term group project
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.1.4:</a>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<a href="#">VA.68.H.2.3:</a>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. <b>Clarifications:</b> e.g., private, public, and personal art collections
<a href="#">VA.68.H.3.2:</a>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. <b>Clarifications:</b> e.g., identify facts, ideas, problem-solving skills
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. <b>Clarifications:</b> e.g., digital, presentation, artworks, video/motion
<a href="#">VA.68.S.1.2:</a>	Use media, technology, and other resources to derive ideas for personal art-making.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. <b>Clarifications:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<a href="#">VA.68.S.3.5:</a>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
<a href="#">LAFS.68.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 6–8 texts and topics.
<a href="#">LAFS.68.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.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

<a href="#">LAFS.7.SL.1.2:</a>	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.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	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.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students 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](mailto:sala@fldoe.org).

## GENERAL INFORMATION

<b>Course Number:</b> 0101050	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> Art - Visual Arts > <b>SubSubject:</b> Art Comprehensive > <b>Abbreviated Title:</b> M/J 3-D STUDIO ART 2 <b>Course Length:</b> Year (Y) <b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	

## 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 275 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/13733](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13733)