

# M/J Visual Art 3 (#0101120) 2015 - And Beyond (current)

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## **Aligned Standards**

relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to us technological tools to explore and deepen their understanding of concepts.         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.7.1:       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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x <sup>2</sup> + 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.	Name	Description
No.68.E.2.5.         Create an artist statement to reflect on personal strewk for a portfolio or exhibition.           No.69.H.1.4.         Exploit the significance of personal attrewh, noting the connections between the creative process, the exist, and the artist con history.           No.69.H.1.4.         Exploit the significance of personal attrewh, noting the connections between the creative process, the exist, and the artist con history.           No.69.H.3.2.         Examinest the creative process, the exist, and the artist con history.           No.69.H.3.2.         Examinest the creative process, the exist, and the artist con history.           No.69.H.3.2.         Examinest the creative process.           No.60.H.3.1.         Make connections between the situatural elements of art and the organizational principles of design to understand hour attrack is unlitted.           No.60.5.1.2.         Use second-tens between the situatural elements of art and the organizational principles of design to understand.           No.60.5.2.2.         Use second-tens between the situatural elements of a divergent thinking a second between the creative process.           No.60.5.2.1.         Use second-tens coding second and the creative process.           No.60.5.3.1.         Use second-tens coding second and the creative process.           No.60.5.3.1.         Use been determines on a divergent thistory and code to understand the protein and areas from a scale drawing and reported to the creative process.           No.60.5.1.1.         Sole proceseres indetermines on a dive	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.
Vis. 68 5 1         Use technology applications through the artemaking process to exerces community or global concerts.           Vis. 68 11.1         Explain the significance of personal attooky, notify the concertions between the creative process, the exist, and the artist's com history.           Vis. 68 13.2         Clarifications: to a distributions: to a distribution to a distribution distribution as a source for new visual synchia and images. Vis. 68 5.2.1           Vis. 68 5.2.3         Unextrastic and problem scaling orbitem scaling or proteins: and a distribution gas a source for new visual synchia and images. Vis. 68 5.2.3           Vis. 68 5.2.3         Unextrastic regarding sequencing orbitem scaling scaling a resolution of oursel to understand the proteins: and a cost wise infraed inclus of the scale. Vis. 68 5.2.3           Vis. 68 5.2.3         Unextrastic regarding sequencing or scale dispret proteoxis: and exclusion of three dimensional at materials and locits to understand the potential and limitations of each.           Vis. 68 5.2.3         Demonstrate understanding of scale proteoxis: for mostice and limitations of each.           Vis. 68 5.2.1         Une how-dimensional inclusions of three dimensional at materials and locits to understand the general and and three dimensional at material and distributions on understand and postentinclusion of the material andin distributions on unon	VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.H1.4.       Explain the significance of personal artwork, noting the connections between the evable process, the artik, and the artist's own history.         VA.68.H3.2.       Decisions the significance of personal artwork, noting skills learned in the visual arts, to understand varying concepts, viowpoints, and subjaces.         VA.68.H3.2.       Decisions the significance of personal artwork, noting skills. Iserned in the visual arts, to understand varying concepts, viowpoints, and subjaces.         VA.68.H3.2.       Decisions the visual article of divergent hinking as a surface for design to understand how artwork is unified.         VA.68.D.11.       Male connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.         VA.68.D.2.2.       Investigate the problem-solving adults: of divergent hinking as a surface for new visual symptox, and inseques.         VA.68.S.2.3.       Use examines and arthread immediate and nanoing processes.         VA.68.S.3.1.       Use to visual hinking and problem scallware and a reaction generation and inseques.         VA.68.S.3.1.       Demonstrate of skelp protocies for media, tools, processes. and techniques.         VA.68.S.3.1.       Demonstrate of skelp protocies for media, tools, processes. and techniques.         VA.68.S.3.1.       Demonstrate of within the confliction determine a unique triangle. Incert advaces from a scale drawing and reproducing a skelp for diversion of within the confliction determine a unique triangle. The triangle.         VA.68.S.3.1.       Demonstr	VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
Discuss the use of background incovedge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and southers.         VA.60.11.1.2.       Clarifications:         (3.6.10.1.2.)       Clarifications:         (3.6.10.1.2.)       Clarifications:         (3.6.10.1.2.)       Clarifications:         (3.6.10.1.2.)       Combine creative and technical invokeding to produce visuality strong varies of at:         (3.6.6.0.1.2.)       Create atrive, requires sequenciality of other grounds visuality strong varies of at:         (3.6.6.0.2.2.)       Create atrive, requires sequenciality of other grounds and specific for new visual symbols and images.         (3.6.6.5.2.2.)       Create atrive, requires sequenciality of other grounds and specific for new visual symbols and images.         (3.6.6.5.3.1.1.)       Use visual-thinking at atrive visual symbols and images.         (3.6.6.5.3.1.1.)       Use visual-thinking at atrive visual symbols.         (3.6.6.5.3.1.1.)       Use thread atrive and protocols and working to any symbols and images.         (3.6.6.5.3.1.1.)       Use visual-thinking at attraction and working symbols.         (3.6.6.5.3.1.1.)       Use visual-thinking at attraction and symbols and protocols.         (3.6.6.5.1.2.)       Discove (freehad, with ref and protocols and workin theread memory and attraction and symbols and attraction and symbols and any symbol.         (3.6.7.1.2.)       Discove (freehad, with ref an	VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
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Lamin cattors:         End         Control Processing Set 1           LAB 0.0.1.1         Make connections between the structural elements of at and the organizational principles of design to understand how artwork is unified.           VA 68.0.1.3:         Combine creative and technical smooldee (in porcelate situal) structure values of structure situal symbols and images.           VA 68.5.2.2.         Create attractive and technical smootdee (in porcelate situal) structure values or porcelates.           VA 68.5.2.3.         Use two all Thinking and problem-solving stalls: in a statchboor or journal to listinity, practice, develop listes, and receive challenges in the creative process.           VA 68.5.3.1.         Use two dimensional technicipus and media to active the potential and limitations of each.           VA 68.5.3.5.         Apply two-dimensional technicipus and media to active or enhance three-dimensional attract.           VA 68.5.3.5.         Apply two-dimensional technicipus and media to create or enhance three-dimensional attract.           VA 68.5.3.6.         Papity two-dimensional technicipus that concilipus details details and attract.           VA 68.5.3.1.         Park (treatmark, with ruler and polication, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of adjes of stals. Totaling, and treatmark and to attracte attractive the stall stall.           VA 68.5.2.0.1.2.         Draw (treatmark, with ruler and polication, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of adjes of		
A.68.0.1.1         Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.           VA.68.0.1.3.         Combine creative and technical invokedge to produce visual symptox and images.           VA.68.5.1.4.         Use accurate art vocabulary to explain the creative and art-making processes.           VA.68.5.2.3.         Create artwork requiring soperatinity ordered procedures and specified model to achieve intended results.           VA.68.5.2.3.         Dise visual-thinking and problem solving skills in a sketzhook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.           VA.68.5.3.1.         Dise two-dimensional et threa-dimensional art materials and looks to understand the potential and imitations of each.           VA.68.5.3.3.         Demonstrate understanding of statty protocols for media, looks, processes, and techniques.           VA.68.5.3.5.         Apply wo-dimensional techniques and media to create or enhance three-dimensional atwork.           VA.68.5.3.6.         Dise two-dimensional techniques and works and techniques.           VA.68.5.3.6.         Apply wo-dimensional figures toal.           MAS 7.6.1.2.         Draw (freehand, with ruler and protocols, and with technology) genentic shapes with given conditions. Focus on constructing the measures of angles or sides, noticing, and the available toak when solving a mathematical protocols or dingit rectangular prisms and right rectangular prisms and right rectangular prisms.           MAS 7.6.1.3.         U	VA.68.H.3.2:	Clarifications:
<ul> <li>Su 68 0.1.3.</li> <li>Combine creative and technical knowledge to produe visually strong works of art.</li> <li>A 68 0.2.2.</li> <li>Investigate the problem solving qualities of divergent thinking as a source for new visual symbols and images.</li> <li>A 68 5.2.2.</li> <li>Create artwork requiring sequentially redered procedures and specified media to achieve intended results.</li> <li>Use stualt thinking and problem solving skills in a sterbthook or journal to identify, protice, develop ideas, and resolve challenges in the creative of A 68 5.2.3.</li> <li>Use to domostonal or three dimensional at materials and tools to understand the potential and limitations of each.</li> <li>A 68 5.3.3.</li> <li>Demostrate understanding of safety protocis for media, took, processe, and techniques.</li> <li>A 68 5.3.5.</li> <li>Apply two-dimensional techniques and media to create or enhance three-dimensional attwork.</li> <li>MAFS 7.6.1.2.</li> <li>Draw (freedma), with rule and portacies (a) quantitation aurique triangle, more than on static drawing and reproducing a scale drawing of quanty three-dimensional figures, as in plane sections of right rectangular priori.</li> <li>MAFS 7.6.1.3.</li> <li>Use appropriate tools strategically.</li> <li>Use appropriate tools strategically.</li> <li>MAFS 7.6.1.3.</li> <li>We appropriate tools strategically.</li> <li>Mathematically proficient students consider the available took when solving a mathematical problem. These tools might include percil and paper, concrete models, a ruler, a protocion, a calculator, a spead-bleet, and consider when student graves and should a stories and solutions generated using a graphing circulator. For example, mathematically proficient high school students and in their solution stories to the signal conclustor, the statistical pacetage, or dynamic generative and solutions generated using a graphing circulator. For example, mathematicaliny actions about the material tow</li></ul>		e.g., identify facts, ideas, problem-solving skills
Size 46:0.2.2.         Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.           A: 68:5.1.4.         Use accurate at vocabulary to explain the creative and an-making processes.           VA: 68:5.2.2.         Create arrows: requiring sequentially ordered predictives and specified model to achieve intended results.           VA: 68:5.2.3.         Use visual thinking and problem sixing skills in a stentholonk or journal to identify, practice, develop ideas, and resolve challenges in the creative process.           VA: 68:5.3.1.         Use two-dimensional art materials and tools to understand the potential and limitations of each.           VA: 68:5.3.3.         Deemostrial conditions of staffy protocols for medio, tools, processes, and techniques.           VA: 68:5.3.5.         Apply two-dimensional techniques and model to create or enhance three-dimensional artwork.           Solve problems involving scale drawing of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a staffer from three messaures of angles or sides, nollicing when the conditions determine a unique triangle, more than one triangle, on triangle.           MAES 7.6.1.3.         Use appropriate tools strategically.           Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include penell and paper, concrete models, a ruler, a petractor, a calculator, a strategically target target as ystem, a statistical package, of nymic geometry stoffware.           MAES K12 MP 5.1.         Mathematically proficient students	VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
24.66.5.1.4.       Ube accurate at vocabulary to explain the creative and specified model to achive intended results.         VA.66.5.2.2.       Create attwork requiring sequentially ordered procedures and specified model to achive intended results.         VA.66.5.2.3.       Use two-dimensional or three-dimensional att materials and tools to understand the potential and limitations of each.         VA.66.5.3.1.       Use two-dimensional or three-dimensional att materials and tools to understand the potential and limitations of each.         VA.66.5.3.5.       Apply two-dimensional text incluses and media to create or enhance three-dimensional attwork.         VA.66.5.3.5.       Apply two-dimensional text incluses and media tools to create or athreate three-dimensional attwork.         VA.66.5.3.6.       Daw (rebehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or side.         VA.67.7.6.1.2.       Daw (rebehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three cancellations determine a unique thangle, more than one thangle, or or thangle.         VA.67.7.6.1.2.       Daw (rebehand, with ruler and protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.         VA.67.7.6.1.2.       Daw (rebehand, with ruler and protractor, a calculator, they detect possible errors by artistical package, or dynamic geometry software.         VA.67.7.6.1.2.       Daw (rebehand, with ruler and protra	VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.66.5.2.2:       Create attracks requiring sequentially ordered procedures and specified media to achieve intende to exults.         VA.66.5.2.3:       Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.         VA.66.5.3.3:       Demonstrate understanding of safety protocols for media. Lock processes, and techniques.         VA.66.5.3.5:       Apply two dimensional techniques and media to create or enhance three dimensional attracks.         VA.66.5.3.6:       Solve problems involving saled draving of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at different scale.         WAFS.7.6.1.2:       Draw (freehand, with ruler and portactor, and with technicely) geometric shapes with given conditions. Focus on constructing Irlangies from three messures of angles or sides, noticing when the conditions determine a unque training, more than one trangi, or to trangile.         WAFS.7.6.1.3:       Use appropriate tools strategically.         Martsmatically 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, bey detect possible errors by attractual decisions about when each of these tools might be heipful, recognizing both the insight to be gamed and their immissional flagres system, a statistical package, or dynamic geometry software. Proficient students are softening framework that Mathematically proficient students are softening than a gamed and their immissional software avaious grade betwill be detabout a various grade betwilla ga gamping c	VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
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04.06 3: 21:         process.           VA.65 5.31:         Use two-dimensional or three-dimensional at materials and tools to understand the potential and limitations of each.           VA.65 5.32:         Demonstrate understanding of safety protocols for media, tools, processes, and techniques.           VA.65 5.35:         Apply two-dimensional techniques and media to create or enhance three-dimensional attwork.           MARS.7.6.1.1:         Solve problems involving and generation figures, including computing attual lengths and areas from a scale drawing at a different scale.           MARS.7.6.1.2:         Draw (freehand, with rule and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle.           MARS.7.6.1.3:         Use appropriate tools strategically.           Mathematically proficient students consider the available tools when solving at mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a portactor, a spreadsheet, a computer algebra system, a statistical package, or dynamic genometric heas tools appropriate tools strategically.           MARS.K12.MP 5.1:         might be height: recogniting both the insight to be gained and their imitiations. For example, mathematically proficient students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical roboles. Wear mathematical models, they hown that technology an enable them to soale to shee problems. They are able to us technological tob	VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.66.5.3.3:       Demonstrate understanding of safety protocols for media, tools, processes, and techniques.         VA.66.5.3.5:       Apply two-dimensional techniques and media to create or enhance three-dimensional attwork.         MAFS.7.6.1.1:       Solve problems involving a generation (gures, including computing and larget prior) and a different scale.         MAFS.7.6.1.2:       Deraw (freehand, with rule and protactar); and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.         MAFS.7.6.1.3:       Use appropriate tools strategically.         Mafs.12.10.5:       Use appropriate tools strategically.         MAFS.K12.MP.5.1:       Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include penell and paper, concrete models, a ruler, a protactor, a calculation they decide 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 students are supregured, subticent standard grade levels are able to destribut provident standard 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 us technological tools to explore and deepen their understanding of concepts.         MAFS.K12.MP.6.1:       Mathematically proficient students try to communicate procisely to others. They try to use clear definitions in discussion with others and in their own rea	VA.68.S.2.3:	
VA.65.3.5:       Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.         MAES.7.6.1.1:       Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.         MAES.7.6.1.2:       Draw (freehand, with ruler and protractor, and with technology) geometric shapes with liquen conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.         MAES.7.6.1.3:       Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular promites.         MAES.K12.MP.5.1:       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 utificiently famility with took appropriate for their grade are course to make sound desistoms about when each it these tools in the modulines generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical societies, such as digital models, they know that technology and mathematical societies are able to identify relevant external mathematical societies, such as digital context locations. They are able to us technological tools to explore and deepen their understanding of concepts.         MAFS.K12.MP.6.1:       Mathematically proficient students try to communicate precisely to others. They try	VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
MARS.7.6.1 1:         Solve problems involving scale drawings of geometric flgures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.           MARS.7.6.1 2:         Draw (Treehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.           MARS.7.6.1.2:         Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.           Use appropriate tools strategically.         Mathematically proficient sudents consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a portractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.           MARS.K12.MP.5.1:         Mathematically proficient sudents are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognilang both the insight to be gained and their limitations. For example, mathematically proficient sudents analyze graphing of functions and solutons generated using a graphing calculator. They detect possible arrow 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 as digital content located on a website, and use them to pase or solve problems. They are able to deuto techonological tools to explore and deepen their under	VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
MARS/LG11:       scale drawing at a different scale.         MARS/LG11:       Scale drawing at a different scale.         MARS/LG11:       Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.         MARS/LG11:       Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular prisms and right rectangular prisms.         MARS/LG11:       We 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 nobels appropriate for their grade or course to make sound decisions about when each of these tools trangits estimation and other mattical moveledge. When making mathematical models, they know that technological tools to vapiace there such able to identify relevant external mathematical moveledge. When making mathematical models with data. Mathematically proficient students 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 quuatities in a probl	VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAES 7.6.1.2:       measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.         MAES 7.6.1.3:       Describe the two-dimensional figures that result from silcing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular prisms.         WAES 7.6.1.3:       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 appear system, a statistical package, or dynamic geometry software. Proficient students are sufficiently figures and supporting to 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, mathematical problem there so to support on sequences, and compare predictions with data. Mathematically proficient students are able to identify relevant external mathematical rooxiers, such as digital content tocade on a website, and use them to pose or solve problems. They are able to us technological tools to explore and deepen their understanding of concepts.         MAES K12.MP 6.1:       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 tabeling axes to clarify the correspondenee with quantities in a problem. They calc	MAFS.7.G.1.1:	
MARS X (5, 1.3)       rectangular pyramids.         Use appropriate tools strategically.         MARS X (2, MP, 5.1):         WARS X (2, MP, 6.1):         WARS X (2, MP, 6.1): <t< td=""><td>MAFS.7.G.1.2:</td><td></td></t<>	MAFS.7.G.1.2:	
<ul> <li>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 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 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.</li> <li>Attend to precision.</li> <li>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own rspecifying 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.</li> <li>Look for and make use of structure.</li> <li>MAFS K12 MP 7.1:</li> <li>+ Sequents with a degree of precision appropriate or they may sort a collection of shapes according to how many sides the shapes h</li></ul>	MAFS.7.G.1.3:	
MAFS.K12.MP.6.1: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.Look for and make use of structure.MAFS.K12.MP.7.1: <th>MAFS.K12.MP.5.1:</th> <th>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.</th>	MAFS.K12.MP.5.1:	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.7.1:       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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x <sup>2</sup> + 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) <sup>2</sup> 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.         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.         Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and	<u>MAFS.K12.MP.6.1:</u>	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
MAFS.K12.MP.7.1:       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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x <sup>2</sup> + 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) <sup>2</sup> 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.         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.         Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and		Look for and make use of structure.
LAFS.68.RS1.2.4:       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.         Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and	MAFS.K12.MP.7.1:	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 $7 \times 8$ 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 $2 \times 7$ 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 $5 - 3(x)$
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and	LAFS.68.RST.2.4:	
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and	LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
efficiently.	LAFS.68.WHST.2.6:	
ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## GENERAL NOTES

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artisitic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

#### 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 Path: Section: Grades PreK to 12 Education
Course Number: 0101120	Courses > Grade Group: Grades 6 to 8 Education
Course Number: 0101120	Courses > Subject: Art - Visual Arts > SubSubject:
	Art Comprehensive >
	Abbreviated Title: M/J VISUAL ART 3
	Course Length: Semester (S)
Course Type: Elective Course	Course Level: 2
Course Status: Course Approved	

### **Educator Certifications**

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

There are more than 303 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <u>https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/14258</u>