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

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Aligned Standards

Name	Description
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.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
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.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.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
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.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.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.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.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.7.G.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.
MAFS.7.G.1.2:	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.
MAFS.7.G.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 pyramids.
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.
MAFS.K12.MP.6.1:	**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.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 $7 \times 5 + 7 \times 3$, 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.
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.
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 Number: 0101120

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education 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: https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/14258