

St. Johns County School District
Visual Art-M/J Two-Dimensional Studio Art 1-Quarter 2
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Two-Dimensional Studio Art 1

Course Name:

Course Code: 0101010

Quarter 2

Course Code:

Denotes benchmarks on the DDA blueprint

Desired Outcomes/Results

Strand: Historical and Global Connections

- [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
- [VA.68.H.2.3](#) Describe the rationale for creating, collecting, exhibiting, and owning works of art.
- [VA.68.H.3.3](#) Create imaginative works to include background knowledge or information from other subjects.

Strand: Innovation, Technology and Future

- [VA.68.F.1.1](#) Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
- [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.3.4](#) Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

Strand: Organizational Structure

- [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.O.3.1](#) Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

Strand: Skills, Technique, and Processes

- [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.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.3.4](#) Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

STRAND: Critical Thinking and Reflection

- [VA.68.C.1.3](#) Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
- [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.3.1](#) Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

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Other Content Strands

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.

Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical

[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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 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.

[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 68 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.

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<p>Essential Understanding: Critical thinking and Reflection, Historical and Global Connections</p> <p>VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.</p> <p>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</p> <p>VA.68.C.2.3 Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.</p> <p>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.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do you view and critique an artwork? 2. How does an artist use color to convey meaning? 3. How does an understanding of the organizational structures of an art form help in the appreciation of artistic works and respect for the creative process? 	
<p>Academic Objectives:</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Students will know exemplary art works that are evident and transferable to the judgment of personal art work. • Students will be able to judge/assess and inspire personal works and artistic growth • Students will be able to use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop skills and practice techniques 	
<p>Student will be able to:</p> <ul style="list-style-type: none"> • Students will be able to identify qualities of exemplary art works that are evident and transferable to the judgment of personal art work. • Students will know exemplary art works that are evident and transferable to the judgment of personal art work. • Students will be able to judge/assess and inspire personal works and artistic growth • Students will be able to use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop skills and practice techniques 	
<p>Building on Prior Knowledge:</p> <ul style="list-style-type: none"> • Students will be able to contribute examples of art • Students will continue to expand on learned vocabulary. • Students will apply knowledge of elements of art and principles of design when creating artworks. 	
<p>Exemplar Goal/Scale</p> <p>4: Students will be able to identify qualities of exemplary art works that are evident and transferable to the judgment of personal art work. Students will be able to judge/assess and inspire personal works and artistic growth. Students will be able to draw inferences from exemplary art work/ peer work.</p>	

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- 3:** Students will be able to identify qualities of exemplary art works that are evident and transferable to the judgment of personal art work. Students will be able to judge/assess and inspire personal works and artistic growth
- 2:** Students identify some qualities of exemplary art works that are evident and transferable to the judgment of personal art work
- 1:** With help, students have partial ability identify qualities of exemplary art works. Student with help can form judgments on a personal art work.
- 0:** Even with help, no understanding of identify qualities of exemplary art works that are evident. **0:** Even with help, no understanding of how vocabulary is used to describe the structural elements of art and organizational principles of design

Learning Plan

High Yield Instructional Strategies

Identifying similarities and differences - Students should compare, classify, and create non-linguistic or visual representations (classifying, analogies, cause and effect links, compare and contrast organizers/sketchbooks)

Summarizing and note taking - Students should learn to eliminate unnecessary information, substitute some information, keep important information and analyze information. Students should be encouraged to put some information into own Words or visual representations. Teacher models techniques, identify key concepts, sketchbook entries, break-down assignments, self-analyze, quick writes, graphic organizers, column notes, etc.

Setting objectives and providing feedback - Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. (Articulating and displaying learning goals, KWL, contract learning goals, etc.

Questions, cues, and advance organizers - Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important. (Sketchbooks, provide guiding questions before each lesson, think alouds,

Words to Know for Content

Critique Vocabulary

- **Describe**
- **Analyze**
- **Interpret**
- **Judge**

Color Vocabulary

- **Primary**
- **Secondary**
- **Intermediate (Tertiary)**
- **Tint**
- **Shade**
- **Tone**
- **Intensity**
- **Value**
- **Hue**
- **Analogous**
- **Monochromatic**
- **Polychromatic**
- **Warm and cool colors**
- **Complementary**

Key Vocabulary for Learning Strategies and Tasks

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<p>inference, predicting, drawing conclusions, key vocabulary, concepts and skills, foldables, etc.)</p>	<p><i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Academic Vocabulary:</u> color, tint, shade, hue, intensity, color schemes, analogous, monochromatic, complementary, warm and cool colors, value and composition.</p> <p><u>Words to Front-Load:</u></p> <p><u>Instructional Methods:</u> Teaching strategies and tasks set are varied, differentiated, supportive and formative. Ex. Demonstration, discussion and application.</p>
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<p style="text-align: center;">TEXTS</p> <p>Varies by school and teacher</p>	<p style="text-align: center;">Extended Texts</p>	<p style="text-align: center;"><u>Writing to Convey Experience</u></p> <p>Suggested activities: Self-reflections</p> <p style="text-align: center;"><u>Writing for End-of-Unit Understanding</u></p> <p>Suggested activities: Self-evaluations</p> <p>.</p>
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Assessment Evidence

Performance Tasks/Other Evidence and Tools

Sound assessments:

- align with learning goals;
- vary in type and format;
- use authentic performance tasks;
- use criteria scoring tools such as rubrics or exemplars;
- allow teachers and students to track growth over time;
- validate the acquisition of transferable knowledge;
- give insight into students' thinking processes;
- cause students to use higher level thinking skills;
- address guiding questions and identified skills and processes;
- provide informative feedback for teachers and students; and
- ask students to reflect on their learning.

Diagnostic and/or Placement:

- prior knowledge questions through the use of KWL charts - [KWL Chart Example](#)
- anticipation guides - [Anticipation Guide Examples](#)
- review of terms used in standards as well as subject matter
 - explicit versus inferential evidence
 - textual evidence
 - connotative meaning

Formative:

- exit slips - [Use of Exit Slips](#)
- response writing - [Writing a Response Essay](#)
- quizzes/short answer responses, dialectical journals ([Dialectical Journals](#))

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- participation in Socratic Seminars [Socratic Seminar 2](#)
- class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence ([CIS](#))

Performance Task Option #1

Presentations: Student will choose will create a work of art demonstrating specific color scheme and knowledge of color theory. Create color charts/gradation practice sheet, create a work of art using a specific color scheme.

Resources:

Online Resources Pertaining to:

Elements of Art

Principles of Design

Scholastic Art