

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

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

Course Name:

Course Code: 0101010

Course Code:

Quarter 1- Quarter 4

Denotes benchmarks on the DDA blueprint

QUARTER 1
<b>Desired Outcomes/Results</b>
<i><b>Strand: Historical and Global Connections</b></i>
<p><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</p> <p><a href="#">VA.68.H.2.3</a> Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p> <p><a href="#">VA.68.H.3.3</a> Create imaginative works to include background knowledge or information from other subjects.</p>
<i><b>Strand: Innovation, Technology and Future</b></i>
<p><a href="#">VA.68.F.1.1</a> Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.</p> <p><a href="#">VA.68.F.2.1</a> Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p> <p><a href="#">VA.68.F.3.4</a> Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.</p>
<i><b>Strand: Organizational Structure</b></i>
<p><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.</p> <p><a href="#">VA.68.O.2.4</a> Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.</p> <p><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.</p>
<i><b>Strand: Skills, Technique, and Processes</b></i>
<p><a href="#">VA.68.S.1.4</a> Use accurate art vocabulary to explain the creative and art-making processes.</p> <p><a href="#">VA.68.S.2.1</a> Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p> <p><a href="#">VA.68.S.2.3</a> 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><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.</p> <p><a href="#">VA.68.S.3.3</a> Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</p> <p><a href="#">VA.68.S.3.4</a> Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p>
<i><b>STRAND: Critical Thinking and Reflection</b></i>
<p><a href="#">VA.68.C.1.3</a> Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.</p> <p><a href="#">VA.68.C.2.3</a> Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.</p> <p><a href="#">VA.68.C.3.1</a> Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.</p>

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

*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.

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.

*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.

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p><b>Essential Understanding:</b> Critical thinking and Reflection, Historical and Global Connections</p> <p><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.</p> <p><a href="#">VA.68.H.2.3</a> Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p> <p><a href="#">VA.68.C.3.1</a> Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.</p> <p><a href="#">VA.68.S.2.1</a> Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is art?</li> <li>2. Why is art important?</li> <li>3. What are the elements of art &amp; principles of design?</li> </ol>	
<p><b>Academic Objectives:</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Students will understand the scope of art</li> <li>• Students will gather or create samples of selected elements of art &amp; principles of design</li> <li>• Students will use accurate vocabulary to describe the structural elements of art and organizational principles of design.</li> </ul>	
<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use accurate vocabulary to describe the structural elements of art and organizational principles of design.</li> <li>• Students will be able to use the art making process to show understanding of the elements of art and principles of design</li> <li>• Students will be able to discuss the meaning of art in our community</li> </ul>	
<p><b>Building on Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students will build upon prior instruction in elements and principles of art and exercises in critical thinking.</li> </ul>	
<p><b>Exemplar Goal/Scale</b></p> <ul style="list-style-type: none"> <li>• <b>4:</b> Use accurate vocabulary to describe and apply the structural elements of art and organizational principles of design. Examine artworks to form ideas</li> <li>• <b>3:</b> Use accurate vocabulary to describe the structural elements of art and organizational principles of design.</li> <li>• <b>2:</b> Uses some accurate vocabulary to describe the structural elements of art and organizational principles of design</li> <li>• <b>1:</b> With help, a partial ability to use vocabulary to describe the structural elements of art and organizational principles of design</li> <li>• <b>0:</b> Even with help, no understanding of how vocabulary is used to describe the structural elements of art and organizational principles of design</li> </ul>	
<b>Learning Plan</b>	

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p style="text-align: center;"><b><u>High Yield Instructional Strategies</u></b></p> <p><b><u>Identifying similarities and differences</u></b> - Students should compare, classify, and create non-linguistic or visual representations (classifying, analogies, cause and effect links, compare and contrast organizers/sketchbooks)</p> <p><b><u>Summarizing and note taking</u></b> - 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.</p> <p><b><u>Setting objectives and providing feedback</u></b> - 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.</p> <p><b><u>Questions, cues, and advance organizers</u></b> - 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, inference, predicting, drawing conclusions, key vocabulary, concepts and skills, foldables, etc.)</p>	<p>Words to Know for Content</p> <p>Elements of Art</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Color</li> <li>• Texture</li> <li>• Value</li> <li>• Form</li> <li>• Space</li> </ul> <p>Principles of Design</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Movement</li> <li>• Emphasis</li> <li>• Rhythm (Pattern)</li> <li>• Variety (Contrast)</li> <li>• Proportion</li> <li>• Unity (Harmony)</li> </ul>
	<p><b><u>Key Vocabulary for Learning Strategies and Tasks</u></b></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><b><u>Academic Vocabulary:</u></b> Line contour, vertical/ horizontal/ diagonal, shape, organic/ geometric, space, positive and negative space, shading, stippling, blending, hatching, cross-hatching, texture, tactile, visual</p> <p><b><u>Words to Front-Load:</u></b></p> <p><b><u>Instructional Methods:</u></b> Teaching strategies and tasks set are varied, differentiated, supportive and formative. Ex. Demonstration, discussion and application.</p>

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

TEXTS	Extended Texts	
		<p style="text-align: center;"><b><u>Writing to Convey Experience</u></b></p> <p>Suggested activities: Self-reflections</p>  <p style="text-align: center;"><b><u>Writing for End-of-Unit Understanding</u></b></p> <p>Suggested activities: Self-evaluations</p> <p>.</p>

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

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

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

**Performance Task Option #1**

**Presentations:** Student will create a work of art demonstrating full value scale i.e. Still life, portrait, and other studies.

- Students will create a work of art in various media to demonstrate knowledge of elements of art & principles of design.
- Students should be *introduced* to the various master artists to support and demonstrate elements of art and principles and design.

**Resources:**

**Online Resources Pertaining to:**  
**Elements of Art**  
**Principles of Design**  
**Scholastic Art**

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<b>QUARTER 2</b>
<b>Desired Outcomes/Results</b>
<b>Essential Understanding:</b> Critical thinking and Reflection, Historical and Global Connections, Technology and Future
<p><a href="#">VA.68.C.1.3</a> Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.</p> <p><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</p> <p><a href="#">VA.68.C.2.3</a> Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.</p> <p><a href="#">VA.68.S.2.3</a> 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><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you view and critique an artwork?</li> <li>2. How does an artist use color to convey meaning?</li> <li>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?</li> </ol>
<p><b>Academic Objectives:</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Students will know exemplary art works that are evident and transferable to the judgment of personal art work.</li> <li>• Students will be able to judge/assess and inspire personal works and artistic growth</li> <li>• 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</li> </ul>
<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify qualities of exemplary art works that are evident and transferable to the judgment of personal art work.</li> <li>• Students will know exemplary art works that are evident and transferable to the judgment of personal art work.</li> <li>• Students will be able to judge/assess and inspire personal works and artistic growth</li> <li>• 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</li> </ul>
<p><b>Building on Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to contribute examples of art</li> <li>• Students will continue to expand on learned vocabulary.</li> <li>• Students will apply knowledge of elements of art and principles of design when creating artworks.</li> </ul>



**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

**Exemplar Goal/Scale**

- **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.
- **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.

**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

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

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p>analysis. Advance organizers should focus on what is important. (Sketchbooks, provide guiding questions before each lesson, think-alouds, inference, predicting, drawing conclusions, key vocabulary, concepts and skills, foldables, etc.)</p>	<ul style="list-style-type: none"> <li>• Complementary</li> </ul>	
	<p><b><u>Key Vocabulary for Learning Strategies and Tasks</u></b></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>	

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p style="text-align: center;"><b>TEXTS</b></p>	<p style="text-align: center;"><b>Extended Texts</b></p>	<p style="text-align: center;"><u><b>Writing – Argumentative and Analytical</b></u> Suggested activities: Critiques</p> <p style="text-align: center;"><u><b>Writing to Convey Experience</b></u> Suggested activities: Self-reflections</p> <p style="text-align: center;"><u><b>Writing for End-of-Unit Understanding</b></u> Suggested activities: Self-evaluations •</p>
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**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

**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](#))
- participation in Socratic Seminars [Socratic Seminar 2](#)

**Performance Task Option #1**

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

**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.

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**Resources:**

Online Resources Pertaining to:  
Elements of Art  
Principles of Design  
Scholastic Art

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

QUARTER 3
Desired Outcomes/Results
<b>Essential Understanding:</b>
<p><a href="#">VA.68.F.1.1</a> Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.</p> <p><a href="#">VA.68.H.3.3</a> Create imaginative works to include background knowledge or information from other subjects.</p> <p><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.</p> <p><a href="#">VA.68.S.3.3</a> Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</p>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Why is three-dimensional form important in a work of art?</li> <li>2. How can proportion affect a work of art?</li> <li>3. How do the use of safety procedures, tools and processes influence the creation of art?</li> </ol>
<b>Academic Objectives:</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Students will know how to use non-traditional thinking and various techniques to create two-three and four dimensional artworks</li> <li>• Students will know how to create imaginative works to include background knowledge or information from other subjects</li> <li>• Students will know how to use two dimensional or three-dimensional art materials and tools to understand the potential limitations of each safely</li> </ul>
<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use non-traditional thinking and various techniques to create two, three and four-D artworks.</li> <li>• Students will be able to create imaginative works to include background knowledge or information from other subjects.</li> <li>• Students will use two dimensional or three-dimensional art materials and tools to understand potential limitations of each.</li> </ul>
<p><b>Building on Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to contribute examples of art</li> <li>• Students will continue to expand on learned vocabulary.</li> <li>• Students will apply knowledge of elements of art and principles of design when creating artworks.</li> <li>• Students will continue to advance their skills in critiquing methods.</li> </ul>
<b>Exemplar Goal/Scale</b>

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

- **4:** Students will be able to use non-traditional thinking and various techniques to create two, three and four-D artworks. Students will use background knowledge and imagination to create works of art. Draw inferences from exemplary art work/peer work.
- **3:** Students will be able to use non-traditional thinking and various techniques to create two, three and four-D artworks. Students will use background knowledge and imagination to create works of art.
- **2:** Students identify some non-traditional thinking and various techniques to create two, three and four-D artworks. Students will use background knowledge and imagination to create works of art.
- **1:** With help, a partial ability for non-traditional thinking and various techniques to create two, three and four-D artworks. Students will use background knowledge and imagination to create works of art.
- **0:** Even with help, no understanding of various techniques to create two, three and four-D artworks. Students are not able to use background knowledge and imagination to create works of art.

**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

**Words to Know for Content**

- Two dimensional
- Three dimensional
- One point perspective
- Two point perspective
- Vanishing point
- Horizon line
- Orthogonal lines
- Collage
- Mixed Media

**Key Vocabulary for Learning Strategies and Tasks**

*This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.*

**Academic Vocabulary:** Two-Dimensional, Three Dimensional, One point perspective, Two Point perspective, Vanishing point, horizon line, orthogonal lines, collage, mixed media, Symbolism, theme, point of view, tone.

**Words to Front-Load:**

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p>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, inference, predicting, drawing conclusions, key vocabulary, concepts and skills, foldables, etc.)</p>	<p><u>Instructional Methods:</u> Teaching strategies and tasks set are varied, differentiated, supportive and formative. Ex. Demonstration, discussion and application.</p>



**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p style="text-align: center;"><b>TEXTS</b></p>	<p style="text-align: center;"><b>Extended Texts</b></p>	<p style="text-align: center;"><u><b>Writing – Argumentative and Analytical</b></u></p> <p>Suggested activities: Critiques</p> <p style="text-align: center;"><u><b>Writing to Convey Experience</b></u></p> <p>Suggested activities: Self-reflections</p> <p style="text-align: center;"><u><b>Writing for End-of-Unit Understanding</b></u></p> <p><b>Suggested activities:</b> Self-evaluations</p> <p>.</p>
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**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

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

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

**Performance Task Option #1**

**Presentations:** Student will create a work of art demonstrating specific techniques to create two, three or four-Dimensional artworks. Example projects would include but are not limited to: Wire sculpture, ceramics, One or two point perspective.

**Resources:**

**Online Resources Pertaining to:**  
**Scholastic Art**  
**Perspective PowerPoint**  
**Collage Techniques**

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

QUARTER 4
Desired Outcomes/Results
<p><b>Essential Understanding:</b> Critical thinking and Reflection, Historical and Global Connections, Skills, technique and Processes</p> <p><a href="#">VA.68.F.2.1</a> Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p> <p><a href="#">VA.68.O.2.4</a> Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.</p> <p><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.</p> <p><a href="#">VA.68.S.1.4</a> Use accurate art vocabulary to explain the creative and art-making processes.</p> <p><a href="#">VA.68.S.3.4</a> Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p><a href="#">LAFS.6.SL.2.4</a> 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.</p> <p><a href="#">LAFS.68.WHST.2.6</a> Use <a href="#">technology</a>, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What careers are available in the visual arts field?</li> <li>2. How do copy right laws affect the creation and ownership of a work of art?</li> <li>3. How do the structural elements of art influence an artist when making a work of art?</li> </ol>
<p><b>Academic Objectives:</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Students will know career opportunities available in the visual arts</li> <li>• Students will know how to select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art</li> <li>• Students will demonstrate respect for copyright laws and property ownership when creating a work of art</li> </ul>
<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain career opportunities available in the visual arts field</li> <li>• Students will be able to utilize various media and techniques to communicate personal symbols and ideas through the structural elements of art</li> <li>• Students will be able to demonstrate proper copyright usage</li> </ul>
<p><b>Building on Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to contribute examples of art</li> <li>• Students will continue to expand on learned vocabulary.</li> <li>• Students will apply knowledge of elements of art and principles of design when creating artworks.</li> </ul>

**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

- Students will continue to advance their skills in critiquing methods.
- Students will continue to expand and apply their knowledge of safety as they explore a variety of media.

**Exemplar Goal/Scale**

- **4:** Students will be able to select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art. Students will be able to identify careers in the visual art field. Students will be able to demonstrate proper copyright usage. Students will be able to infer 21<sup>st</sup> century career possibilities.
- **3:** Students will be able to select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art. Students will be able to identify careers in the visual art field. Students will be able to demonstrate proper copyright usage.
- **2:** Students will be able to identify some various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art. Students will be able to identify a limited number of careers in the visual art field. Students will be able to demonstrate some proper copyright usage.
- **1:** With help, students will have a partial ability to use techniques to communicate personal symbols and ideas through the organization of the structural elements of art. Students will be able to identify careers in the visual art field. Students will be able to demonstrate proper copyright usage. With help students will have a limited knowledge of art careers.
- **0:** Even with help, no understanding of various techniques, careers or copyright laws.

**Learning Plan**

<p style="text-align: center;"><b>High Yield Instructional Strategies</b></p> <p><b>Identifying similarities and differences</b> - Students should compare, classify, and create non-linguistic or visual representations (classifying, analogies, cause and effect links, compare and contrast organizers/sketchbooks)</p> <p><b>Summarizing and note taking</b> - 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.</p>	<p style="text-align: center;"><b>Words to Know for Content</b></p> <p><u>Elements of Art</u></p> <ul style="list-style-type: none"> <li>• <u>Line</u></li> <li>• <u>Shape</u></li> <li>• <u>Color</u></li> <li>• <u>Texture</u></li> <li>• <u>Value</u></li> <li>• <u>Form</u></li> <li>• <u>Space</u></li> </ul> <p><u>Principles of Design</u></p> <ul style="list-style-type: none"> <li>• <u>Balance</u></li> <li>• <u>Movement</u></li> </ul>
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**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p><b><u>Setting objectives and providing feedback</u></b> - 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.)</p> <p><b><u>Questions, cues, and advance organizers</u></b> - 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, inference, predicting, drawing conclusions, key vocabulary, concepts and skills, foldables, etc.)</p>	<ul style="list-style-type: none"> <li>• <u>Emphasis</u></li> <li>• <u>Rhythm (Pattern)</u></li> <li>• <u>Variety (Contrast)</u></li> <li>• <u>Proportion</u></li> <li>• <u>Unity (Harmony)</u></li> </ul> <p>Copyright Vocabulary</p> <ul style="list-style-type: none"> <li>• Copyright</li> <li>• Plagiarism</li> <li>• Public domain</li> </ul> <hr/> <p><b><u>Key Vocabulary for Learning Strategies and Tasks</u></b></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> Line, Shape, color, texture, value, form, space, principles of design, balance, movement, emphasis, rhythm, variety, proportion, unity copyright, plagiarism, public domain, Paraphrase,</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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**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p><b>TEXTS</b></p>	<p><b>Extended Texts</b></p>	<p style="text-align: right;"><b><u>Writing – Argumentative and Analytical</u></b></p> <p><b>Suggested activities:</b> Critiques</p>  <p style="text-align: right;"><b><u>Writing to Convey Experience</u></b></p> <p><b>Suggested activities:</b> Self-reflections</p>  <p style="text-align: right;"><b><u>Writing for End-of-Unit Understanding</u></b></p> <p><b>Suggested activities:</b> Self-evaluation</p> <p>.</p>
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**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

**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.

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**Performance Task Option #1**



**St. Johns County School District**  
**Visual Art-M-J Two-Dimensional Studio Art 1-Quarter 4**  
**Curriculum Map-(2015-2016)-Florida Standards**

<p><b>Presentations:</b> Student will create a work of art demonstrating specific techniques honoring copyright laws. Students will research and report on an artist of their choice. Students will create an original work of art influenced by their selected artist.</p>
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**Resources:**

**Online Resources Pertaining to:**

**Scholastic Art**

**Copyright worksheets**