

St. Johns County School District
M-J Performing Arts-M-J Two Dimensional Studio Art 3-Quarter 1
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Two-Dimensional Studio Art 3
Course Code: 0101026
Quarter 1

Course Name:
Course Code:

Desired Outcomes/Results

Strand: Critical Thinking and Reflection

- VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.68.C.3.2 Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
- VA.68.C.3.4 Compare the uses for artwork and utilitarian objects to determine their significance in society.

Strand: Innovation, Future, and Technology

- VA.68.F.2.3 Identify art careers that have a financial impact on local communities.

Strand: Historical and Global Connections

- VA.68.H.2.2 Explain the impact artwork and utilitarian objects have on the human experience.

Strand: Organizational Structure

- VA.68.O.1.3 Combine creative and technical knowledge to produce visually strong works of art.
- VA.68.O.1.4 Create artworks that demonstrate skilled use of media to convey personal vision.

Strand: Skills, Techniques, and Processes

- 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.

Strand: LAFS

- 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.

Essential Understanding:

Students will learn to critique & discuss an artwork.
 Students will learn to differentiate functional artwork from non-functional artwork and their aesthetic significance.

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Essential Questions: Why is art important? How do you view and critique an artwork? What is functional art? 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?	
Academic Objectives: above	
Students will know: below	
<p>Student will be able to: Students will understand the scope of art. Students will be able to critique art while incorporating art vocabulary. Students will create examples of selected elements & principles of art. Students will gather visual examples of functional art to compare and contrast. The students will understand art’s organizational structures, i.e., the elements and principles of art.</p>	
Building on Prior Knowledge: Students will use knowledge gained in prior courses to create, improve, and analyze two dimensional works of art.	
Exemplar Goal/Scale:	
4.0: In addition to Score 3.0, in-depth analysis and application that go beyond what was taught such as the ability to create aesthetically pleasing functional or non-functional art. 3.0: No major errors or omissions regarding any of the information and/or processes that were explicitly taught for critiquing functional or non-functional art. 2.0: No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the critique of artwork. 1.0 With help, a partial understanding of recognizing and critiquing functional and non-functional art. 0.0: Even with help, no understanding of differentiation of functional and non-functional art.	
4.0: in-depth analysis and application that go beyond what was taught such as the ability to do a cross-contour drawing of an object drawn using only contour line. 3.0: No major errors or omissions regarding any of the information and/or processes that were explicitly taught for using contour line/pattern in creating an artwork 2.0: No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the use of line and pattern. 1.0 With help, a partial ability to use line/shape and pattern in an artwork. 0.0: Even with help, no understanding of how to draw.	
Learning Plan	
High Yield Instructional Strategies	Words to Know for Content
Identifying similarities and differences - Students should compare, classify, and create	Subject matter content, art critique, describe, analyze, interpret, judge, line, line quality, color, hue, value, intensity, shape, form, space, negative space, texture

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<p>metaphors, analogies and non-linguistic or graphic representations (Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers)</p> <p>Summarizing and note taking - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break-down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</p> <p>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.</p> <p>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. (Graphic organizers, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables, annotating the text, etc.)</p>	<p>Key Vocabulary for Learning Strategies and Tasks Line: contour, cross-contour, vertical/ horizontal / diagonal Shape: organic / geometric, Value: highlight / shadow Space: positive/negative- gradation, shading, stippling, blending, hatching, cross-hatching Texture: tactile, visual Gesture</p> <hr/> <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>Academic Vocabulary: elements & principles of art, functional and non-functional art Radial balance • Proportion • Variety • Emphasis • Movement • Rhythm • Pattern • Motif • Harmony • Unity Words to Front-Load: Critique, Reflection Still Life • Figures • Portraits • Landscapes • Animals • Buildings • Cartoons • Non-traditional Instructional Methods: Contour line drawings Still life drawings Value scale Pen and ink pattern artwork Cross-contour drawings Graffiti Lettering design Sketchbook covering</p>
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	<p>Engraver Museum exhibit curator, technician, conservator Pattern maker – metal, plastic, wood Photographer Stage design Studio Artist Computergraphics Drawing Painting Printmaking Tool & die maker Videographer</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
- review of terms used in standards as well as subject matter

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](#))

Performance Task Option #1

Presentations: Student will choose and conduct research on specific arts content; formats include *Prezi*, *XtraNormal*, *Movie Maker*, or *Power Point* document which could be used in a speaking and listening presentation.

- [Rubric for Prezi Presentation](#)

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Resources:

Online Resources Pertaining to

Course Code Benchmarks

29 items

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.

LAFS.8.SL.1.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LAFS.8.SL.1.3 Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

LAFS.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

VA.68.C.2.4 Use constructive criticism as a purposeful tool for artistic growth.

VA.68.C.3.2 Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.

VA.68.C.3.4 Compare the uses for artwork and utilitarian objects to determine their significance in society.

VA.68.F.1.2 Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

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VA.68.F.2.3 Identify art careers that have a financial impact on local communities.

VA.68.F.2.4 Present research on the works of local artists and designers to understand the significance of art in the community.

VA.68.F.2.5 Create an artist statement to reflect on personal artwork for a portfolio or exhibition.

VA.68.F.3.2 Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.

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.2.2 Explain the impact artwork and utilitarian objects have on the human experience.

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.

VA.68.O.1.3 Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4 Create artworks that demonstrate skilled use of media to convey personal vision.

VA.68.O.2.1 Create new meaning in artworks through shared language, expressive content, and ideation.

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.3.2 Discuss the communicative differences between specific two- and three-dimensional works of art.

VA.68.S.1.1 Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

VA.68.S.1.3 Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

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.3.2 Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.

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.