

**St. Johns County School District**  
**M-J Performing Arts-Two-Dimensional Studio Art 3-Quarter 2**  
**Curriculum Map-(2015-2016)-Florida Standards**

**Course Name: M/J Two-Dimensional Studio Art 3**  
**Course Code: 0101026**  
**Quarter 2**

**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.2.4 Use constructive criticism as a purposeful tool for artistic growth.

**Strand: Innovation, Future, and Technology**

- 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.

**Strand: Historical and Global Connections**

- 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.

**Strand: Organizational Structure**

- 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.

**Strand: Skills, Techniques, and Processes**

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

**Essential Understanding:**

Students will create artwork using appropriate tools, materials, and techniques.  
 Students will learn to differentiate functional artwork from non-functional artwork and their aesthetic significance.

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<b>Essential Questions:</b> How does an artist use color to reflect the artist’s viewpoints? How do you modify artwork based upon critique, reflection, or new knowledge? How does art convey meaning?	
<b>Academic Objectives:</b> above	
<b>Students will know:</b> below	
<p><b>Student will be able to:</b>          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 &amp; 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>	
<b>Building on Prior Knowledge:</b> Students will use knowledge gained in prior courses to create, improve, and analyze two dimensional works of art.	
<b>Exemplar Goal/Scale:</b>	
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 addition to Score 3.0, in-depth analysis and application that go beyond what was taught such as the ability to reference specific historical reference while creating a personal piece of artwork. 3.0: No major errors or omissions regarding any of the information and/or processes that were taught for creating a personal artwork that incorporates a historical artist reference. 2.0: No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the use of elements and principles and use of historical artist reference. 1.0 With help, a partial ability to create an artwork; little reference used. 0.0: Even with help, no understanding of how to develop an artwork and no use of reference.	
<b>Learning Plan</b>	
<b>High Yield Instructional Strategies</b>	<b>Words to Know for Content</b>
<b>Identifying similarities and differences</b> - 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><b>Summarizing and note taking</b> - 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><b>Setting objectives and providing feedback</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>Questions, cues, and advance organizers</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. (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 style="text-align: center;"><b><u>Key Vocabulary for Learning Strategies and Tasks</u></b></p> <p>Color: Tint, shade, hue, value, intensity  Color schemes:  Intermediate (tertiary) analogous, monochromatic, complementary, warm and cool, composition, balance,</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><b>Academic Vocabulary:</b> elements &amp; principles of art, functional and non-functional art, line contour, vertical/ horizontal/ diagonal, shape, organic/ geometric, space, positive and negative space, shading, stippling, blending, hatching, cross-hatching, texture, tactile, visual</p> <p>Add</p> <p><b>Words to Front-Load:</b> Critique, Reflection Add</p> <p><b>Instructional Methods:</b>  Create abstract painting using color vocabulary  Create series of artist studies  Create a painting using a historically significant artist as a reference and inspiration  Research paper of historical artist</p>
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<p style="text-align: center;"><b>TEXTS</b></p> <p style="text-align: center;"><b>Add Resources</b></p> <p>Elements &amp; principles posters, practice sheets, power point artist reference Scholastic Art Magazine</p>	<p style="text-align: center;"><b>Extended Texts</b></p> <p style="text-align: center;"><b>Add online and other resources</b></p>	<p style="text-align: center;"><b><u>Writing – Argumentative and Analytical</u></b></p> <p style="text-align: center;"><b>Add specific writing exercises</b></p> <p style="text-align: center;"><b><u>Writing to Convey Experience</u></b></p> <p style="text-align: center;"><b>Add journal/notebook activities and exercises</b></p> <p style="text-align: center;"><b><u>Writing for End-of-Unit Understanding</u></b></p> <p><b>Suggested activities:</b> <b>.Add writing activities for assessment of mastery of benchmarks</b></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.