

# Course: Introduction to Art History- 0100310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4647>

## BASIC INFORMATION

<b>Course Number:</b>	0100310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Appreciation/History/Criticism, Introduction to Art History, INTRO TO ART HIST, Art History
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Art Appreciation/History/Criticism
<b>Course Title:</b>	Introduction to Art History
<b>Course Abbreviated Title:</b>	INTRO TO ART HIST
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b>Version Description:</b></p>	<p>Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.</p>
<p><b>General Notes:</b></p>	<p><b>Special Notes:</b></p> <p><b>Instructional Practices</b> Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>

## STANDARDS (23)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<a href="#"><u>VA.912.C.1.5:</u></a>	Analyze how visual information is developed in specific media to create a recorded visual image. Remarks/Examples e.g., four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.H.1.3:</u></a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.5:</u></a>	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Art in World Cultures- 0100320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4650>

## BASIC INFORMATION

<b>Course Number:</b>	0100320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Appreciation/History/Criticism, Art in World Cultures, ART IN WRLD CULTURES, World Cultures
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Art Appreciation/History/Criticism
<b>Course Title:</b>	Art in World Cultures
<b>Course Abbreviated Title:</b>	ART IN WRLD CULTURES
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b>Version Description:</b></p>	<p>Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today’s museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.</p>
<p><b>General Notes:</b></p>	<p><b>Special Notes:</b></p> <p><b>Instructional Practices</b> Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>

## STANDARDS (26)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.5:</u></a>	Analyze how visual information is developed in specific media to create a recorded visual image. Remarks/Examples e.g., four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.C.3.6:</u></a>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.H.1.10:</u></a>	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. Remarks/Examples e.g., belief system, ecology, environment, current visual culture, economy
<a href="#"><u>VA.912.H.1.3:</u></a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.2.5:</u></a>	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
<a href="#"><u>VA.912.H.2.6:</u></a>	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. Remarks/Examples e.g., historical periods, cultures
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Art History and Criticism 1 Honors-0100330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4654>

## BASIC INFORMATION

<b>Course Number:</b>	0100330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Appreciation/History/Criticism, Art History and Criticism 1 Honors, ART HIST & CRIT 1 H, Art History, Criticism, Honors
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Art Appreciation/History/Criticism</p>
<b>Course Title:</b>	Art History and Criticism 1 Honors
<b>Course Abbreviated Title:</b>	ART HIST & CRIT 1 H
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.
<b>General Notes:</b>	<p><b>Special Notes:</b></p> <p><b>Instructional Practices</b></p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, texts specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
--	--

**STANDARDS (20)**

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>VA.912.C.1.3:</u></a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>content and ideas are used in works of art.</p> <p>Remarks/Examples</p> <p>e.g., symbolism, spatial relationship</p>
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.C.3.6:</u></a>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <p>Remarks/Examples</p> <p>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.5:</u></a>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	of art to identify the significance of the event or person portrayed.
	Remarks/Examples
	e.g., statuary



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

--	--



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Art History and Criticism 2 Honors-0100340

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4656>

## BASIC INFORMATION

<b>Course Number:</b>	0100340
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Appreciation/History/Criticism, Art History and Criticism 2 Honors, ART HIST & CRIT 2 H, Art History, Criticism, Honors
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Art Appreciation/History/Criticism
<b>Course Title:</b>	Art History and Criticism 2 Honors
<b>Course Abbreviated Title:</b>	ART HIST & CRIT 2 H
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students explore art and architecture as an expressive response to the artist’s experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-cultural influences as a means of discovering and tracing the changing definition of art. Student historians research and write about art using appropriate discipline-based methods (i.e., historical, critical, and aesthetic). This course may incorporate hands-on activities and consumption of art materials.
<b>General Notes:</b>	<p><b>Special Notes:</b></p> <p><b>Instructional Practices</b></p> <p>Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, texts specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

## STANDARDS (28)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.1.1:</u></a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li></ol>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>VA.912.C.1.4:</u></a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p>Remarks/Examples</p> <p>e.g., symbolism, spatial relationship</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.2:</u></a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Two-Dimensional Studio Art 1-0101300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4693>

## BASIC INFORMATION

<b>Course Number:</b>	0101300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Two-Dimensional Studio Art 1, 2-D STUDIO ART 1, Two-Dimensional, Studio Art, 2-D, 2D
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Art Comprehensive</p>
<b>Course Title:</b>	Two-Dimensional Studio Art 1
<b>Course Abbreviated Title:</b>	2-D STUDIO ART 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<b>Requirement:</b>	
<b>Version Description:</b>	Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## STANDARDS (35)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p>Remarks/Examples</p> <p>e.g., symbolism, spatial relationship</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.C.1.6:</u></a></p>	<p>Identify rationale for aesthetic choices in recording visual media. Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<p><a href="#"><u>VA.912.C.2.1:</u></a></p>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<p><a href="#"><u>VA.912.C.2.4:</u></a></p>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<p><a href="#"><u>VA.912.C.3.1:</u></a></p>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples</p> <p>e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<p><a href="#"><u>VA.912.C.3.5:</u></a></p>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<p><a href="#"><u>VA.912.C.3.6:</u></a></p>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples</p> <p>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<p><a href="#"><u>VA.912.F.1.3:</u></a></p>	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
<p><a href="#"><u>VA.912.F.2.1:</u></a></p>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<p><a href="#"><u>VA.912.F.3.4:</u></a></p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	skills to produce representational, figurative, or abstract imagery.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples e.g., structural elements of art, organizational principles of design, breadth
<a href="#">VA.912.S.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.C.2.9:</a>	Develop color-mixing skills and techniques through application of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	the principles of heat properties and color and light theory.
	Remarks/Examples
	e.g., media: ceramics, glass, wet, dry, digital



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.H.1.1:</u></a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.8:</u></a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.2.4:</u></a>	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Remarks/Examples e.g., patron, corporate collections
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



# Course: Two-Dimensional Studio Art 2-0101310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4697>

## BASIC INFORMATION

<b>Course Number:</b>	0101310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Two-Dimensional Studio Art 2, 2-D STUDIO ART 2, Two-Dimensional, Studio Art, 2-D, 2D
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Art Comprehensive</p>
<b>Course Title:</b>	Two-Dimensional Studio Art 2
<b>Course Abbreviated Title:</b>	2-D STUDIO ART 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Version Description:</b>	Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## STANDARDS (42)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.3:</u></a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.2:</u></a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.1:</u></a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	collaborative web applications
<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#"><u>VA.912.F.3.2:</u></a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.S.3.3:</u></a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#"><u>VA.912.S.3.4:</u></a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#"><u>VA.912.S.3.7:</u></a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#"><u>VA.912.S.3.8:</u></a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Two-Dimensional Studio Art 3 Honors- 0101320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4706>

## BASIC INFORMATION

<b>Course Number:</b>	0101320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Two-Dimensional Studio Art 3 Honors, Two-Dimensional, Studio Art, Honors, Studio, 2-D STUDIO ART 3 HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Art Comprehensive
<b>Course Title:</b>	Two-Dimensional Studio Art 3 Honors
<b>Course Abbreviated Title:</b>	2-D STUDIO ART 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

## STANDARDS (45)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.1112.RST.2.4:</u></b>	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 11–12 texts and topics.
----------------------------------	--

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>LAFS.1112.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<p><b><u>LAFS.1112.SL.1.1d:</u></b></p>	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><b><u>LAFS.1112.SL.1.2:</u></b></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><b><u>LAFS.1112.SL.1.3:</u></b></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.C.3.4:</u></a>	Use analytical skills to examine issues in non-visual art contexts. Remarks/Examples e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	revitalize a community or region.
<a href="#"><u>VA.912.F.2.6:</u></a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.F.3.9:</u></a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#"><u>VA.912.H.1.3:</u></a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#"><u>VA.912.H.1.7:</u></a>	Research and report technological developments to identify influences on society. Remarks/Examples e.g., Camera Obscura, digital media
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA 912 H 3 1:</u></a>	Synthesize knowledge and skills learned from non-art content

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.O.1.3:</u></a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.2.4:</u></a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery.
	Remarks/Examples
	e.g., drawing, sculpting, digital multi-media
<a href="#"><u>VA.912.S.1.7:</u></a>	Manipulate lighting effects, using various media to create desired results.
	Remarks/Examples
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#"><u>VA.912.S.1.9:</u></a>	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
	Remarks/Examples
	e.g., wet media, technology
<a href="#"><u>VA.912.S.2.3:</u></a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.2:</u></a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples
	e.g., plagiarism, appropriation from the Internet and other sources
<a href="#"><u>VA.912.S.3.7:</u></a>	Use and maintain tools and equipment to facilitate the creative process.

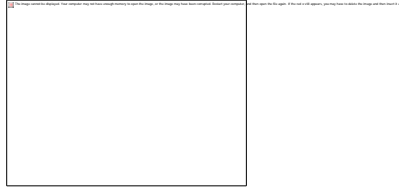
The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



# Course: Three-Dimensional Studio Art 1-0101330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4708>

## BASIC INFORMATION

<b>Course Number:</b>	0101330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Three-Dimensional Studio Art 1, Three-Dimensional, Studio Art, Studio, ART/3-D Compre 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Art Comprehensive
<b>Course Title:</b>	Three-Dimensional Studio Art 1
<b>Course Abbreviated Title:</b>	ART/3-D COMPRE 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Version Description:</b>	<p>Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

## STANDARDS (34)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LA.910.RST.2.4:</u></b>	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 9–10 texts and
-------------------------------	---

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<a href="#"><u>VA.912.F.3.5:</u></a>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<a href="#"><u>VA.912.H.1.2:</u></a>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<a href="#"><u>VA.912.H.1.9:</u></a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<a href="#"><u>VA.912.H.2.4:</u></a>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<a href="#"><u>VA.912.H.3.3:</u></a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#"><u>VA.912.O.1.1:</u></a>	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
<a href="#"><u>VA.912.O.1.5:</u></a>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<a href="#"><u>VA.912.O.2.1:</u></a>	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
<a href="#"><u>VA.912.O.3.1:</u></a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Three-Dimensional Studio Art 2-0101340

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4712>

## BASIC INFORMATION

<b>Course Number:</b>	0101340
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Three-Dimensional Studio Art 2, 3-D STUDIO ART 2, Three-Dimensional, 3-D, 3D
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Art Comprehensive</p>
<b>Course Title:</b>	Three-Dimensional Studio Art 2
<b>Course Abbreviated Title:</b>	3-D STUDIO ART 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Version Description:</b>	<p>Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

## STANDARDS (32)

### Aligned Clusters:

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.2:</u></a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.4:</u></a>	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Remarks/Examples e.g., patron, corporate collections
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Three-Dimensional Studio Art 3 Honors- 0101350

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4717>

## BASIC INFORMATION

<b>Course Number:</b>	0101350
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Three-Dimensional Studio Art 3 Honors, ART/3-D COMPRE 3 HONOR, Three-Dimensional, Studio Art, 3D, Honors
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Art Comprehensive</p>
<b>Course Title:</b>	Three-Dimensional Studio Art 3 Honors
<b>Course Abbreviated Title:</b>	3-D STUDIO ART 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

## STANDARDS (40)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

**Aligned clusters:**

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	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 11–12 texts and topics.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li></ol>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.1112.SL.1.1d:</u></a>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.6:</u></a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.11:</u></a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.1:</u></a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.3:</u></a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#"><u>VA.912.S.3.2:</u></a>	<p>Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.</p>
<a href="#"><u>VA.912.S.3.3:</u></a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#"><u>VA.912.S.3.4:</u></a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#"><u>VA.912.S.3.8:</u></a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Creating Two-Dimensional Art-0101355

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4723>

## BASIC INFORMATION

<b>Course Number:</b>	0101355
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Creating Two-Dimensional Art, Two-Dimensional, CREATING 2-D ART, 2-D, 2D
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Art Comprehensive
<b>Course Title:</b>	Creating Two-Dimensional Art
<b>Course Abbreviated Title:</b>	CREATING 2-D ART
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Version Description:</b>	Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

## STANDARDS (24)

### Aligned Clusters:

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	e.g., symbolism, spatial relationship
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>VA.912.S.3.7:</u></b></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Creating Three-Dimensional Art-0101365

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4726>

## BASIC INFORMATION

<b>Course Number:</b>	0101365
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Art Comprehensive, Creating Three-Dimensional Art, Three-Dimension, CREATING 3-D ART, 3D, 3-D
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Art Comprehensive</p>
<b>Course Title:</b>	Creating Three-Dimensional Art
<b>Course Abbreviated Title:</b>	CREATING 3-D ART
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Version Description:</b>	Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

## STANDARDS (24)

### Aligned Cluster:

MAFS.912.G-CO.4 Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., symbolism, spatial relationship
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Fine Craft Studio Art 1- 0101440

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4769>

## BASIC INFORMATION

<b>Course Number:</b>	0101440
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Research, Studio, Theory, Fine Craft Studio Art 1, Fine Craft, Craft, Studio Art, FIN CFT STUD ART 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Research / Studio / Theory
<b>Course Title:</b>	Fine Craft Studio Art 1
<b>Course Abbreviated Title:</b>	FIN CFT STUD ART 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.
-----------------------------	---

## STANDARDS (32)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.C.1.4:</u></a></p>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples</p> <p>e.g., symbolism, spatial relationship</p>
<p><a href="#"><u>VA.912.C.2.3:</u></a></p>	<p>Process and apply constructive criticism as formative assessment for continued growth in art-making skills.</p>
<p><a href="#"><u>VA.912.C.3.1:</u></a></p>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples</p> <p>e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<p><a href="#"><u>VA.912.F.1.2:</u></a></p>	<p>Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.</p>
<p><a href="#"><u>VA.912.F.2.1:</u></a></p>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<p><a href="#"><u>VA.912.F.3.3:</u></a></p>	<p>Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.</p>
<p><a href="#"><u>VA.912.F.3.4:</u></a></p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<p><a href="#"><u>VA.912.F.3.6:</u></a></p>	<p>Identify ethical ways to use appropriation in personal works of art.</p>
<p><a href="#"><u>VA.912.H.1.6:</u></a></p>	<p>Create a timeline for the development of artists' materials to show multiple influences on the use of art media. Remarks/Examples</p> <p>e.g., economic, political, cultural, religious</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.S.3.3:</u></a></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><a href="#"><u>VA.912.S.3.4:</u></a></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><a href="#"><u>VA.912.S.3.7:</u></a></p>	<p>Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><a href="#"><u>VA.912.S.3.8:</u></a></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>
<p><a href="#"><u>VA.912.S.3.9:</u></a></p>	<p>Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. Remarks/Examples</p> <p>e.g., enameling, fiber or metal construction, ceramics</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)





This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Fine Craft Studio Art 2- 0101450

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4804>

## BASIC INFORMATION

<b>Course Number:</b>	0101450
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Research, Studio, Theory, Fine Craft Studio Art 2, Fine Craft, Studio Art, Studio, FIN CFT STUD ART 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Research / Studio / Theory
<b>Course Title:</b>	Fine Craft Studio Art 2
<b>Course Abbreviated Title:</b>	FIN CFT STUD ART 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	<p>Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment.</p> <p>Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative.</p> <p>Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.</p>
-----------------------------	--

## STANDARDS (38)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.1d:</u></a>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	reflection, and research.
<a href="#"><u>VA.912.C.1.5:</u></a>	Analyze how visual information is developed in specific media to create a recorded visual image. Remarks/Examples e.g., four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.C.3.6:</u></a>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.2:</u></a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.10:</u></a>	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. Remarks/Examples e.g., belief system, ecology, environment, current visual culture, economy
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.2.3:</u></a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.S.3.8:</a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>
<a href="#">VA.912.S.3.9:</a>	<p>Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.</p> <p>Remarks/Examples</p> <p>e.g., enameling, fiber or metal construction, ceramics</p>



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



# Course: Fine Craft Studio Art 3 Honors-0101460

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4808>

## BASIC INFORMATION

<b>Course Number:</b>	0101460
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Research, Studio, Theory, Fine Craft Studio Art 3 Honors, Studio Art, Honors, FIN CFT STUD ART 3 H, Performing Fine Arts
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Research / Studio / Theory</p>
<b>Course Title:</b>	Fine Craft Studio Art 3 Honors
<b>Course Abbreviated Title:</b>	FIN CFT STUD ART 3 H
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students combine studio practice with academic study to generate self-initiated work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design and embellishment. Student craftsmen and craftswomen manipulate the structural elements of art and the organizational principles of design to create art works that are progressively more innovative and representative of the student's voice and cognitive growth. Students continually reflect upon and analyze aesthetic and visual issues individually and as a group to increase visual literacy. This course incorporates hands-on activities and consumption of art materials.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (38)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.1112.RST.2.4:</u></b>	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 11–12 texts and
----------------------------------	--

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	topics.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.3.4:</u></a>	Use analytical skills to examine issues in non-visual art contexts. Remarks/Examples e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.2.6:</u></a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#"><u>VA.912.F.3.1:</u></a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access collaborative web applications
<a href="#"><u>VA.912.F.3.3:</u></a>	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.3:</u></a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#"><u>VA.912.H.1.8:</u></a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<a href="#"><u>VA.912.H.2.6:</u></a>	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. Remarks/Examples e.g., historical periods, cultures
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.1.3:</u></a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#"><u>VA.912.O.2.3:</u></a>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples
	e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.2.6:</u></a>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples
	e.g., structural elements of art, organizational principles of design, breadth
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.2:</u></a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.S.3.9:</a>	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. Remarks/Examples e.g., enameling, fiber or metal construction, ceramics



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



# Course: Ceramics/Pottery 1- 0102300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4798>

## BASIC INFORMATION

<b>Course Number:</b>	0102300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Ceramics, Pottery, Ceramics/Pottery 1, CERAM/POT 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Ceramics / Pottery
<b>Course Title:</b>	Ceramics/Pottery 1
<b>Course Abbreviated Title:</b>	CERAM/POT 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students explore how space, mass, balance, and form combine to

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms.</p> <p>Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
--	--

## STANDARDS (34)

**CRITICAL THINKING and REFLECTION:** Critical and creative thinking, self-expression, and communication with others are central to the arts.

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
---------------------------------	---

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b><u>LAFS.910.SL.1.2:</u></b></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><b><u>LAFS.910.SL.1.3:</u></b></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><b><u>LAFS.910.SL.2.4:</u></b></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>century skills.</p> <p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<a href="#">VA.912.F.3.5:</a>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<a href="#">VA.912.H.1.2:</a>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<a href="#">VA.912.H.1.9:</a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<a href="#">VA.912.H.2.4:</a>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.O.1.1:</a>	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
<a href="#">VA.912.O.1.5:</a>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<a href="#">VA.912.O.2.1:</a>	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences,</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	sources
<a href="#"><u>VA.912.S.3.7:</u></a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Ceramics/Pottery 2- 0102310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4796>

## BASIC INFORMATION

<b>Course Number:</b>	0102310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Ceramics, Pottery, Ceramics/Pottery 2, CERAM/POT 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Ceramics / Pottery
<b>Course Title:</b>	Ceramics/Pottery 2
<b>Course Abbreviated Title:</b>	CERAM/POT 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<b>Version Description:</b>	<p>Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
-----------------------------	---

## STANDARDS (32)

### Mathematical Practices

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

The alphanumeric coding scheme has changed –

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.2:</u></a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.4:</u></a>	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Remarks/Examples e.g., patron, corporate collections
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Ceramics/Pottery 3 Honors-0102320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2585>

## BASIC INFORMATION

<b>Course Number:</b>	0102320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Ceramics, Pottery, Ceramics/Pottery 3 Honors, Honors, CERAM/POT 3 HON, Performing Fine Arts
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Art - Visual Arts</p> <p><b>SubSubject:</b> Ceramics / Pottery</p>
<b>Course Title:</b>	Ceramics/Pottery 3 Honors
<b>Course Abbreviated Title:</b>	CERAM/POT 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

## STANDARDS (34)

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	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 11–12 texts and topics.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#"><u>LAFS.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.6:</u></a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.11:</u></a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.1:</u></a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.3:</u></a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#"><u>VA.912.S.3.2:</u></a>	<p>Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.</p>
<a href="#"><u>VA.912.S.3.3:</u></a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#"><u>VA.912.S.3.4:</u></a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#"><u>VA.912.S.3.8:</u></a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Arts Collaboration: Designing Solutions for Art, Work, and Life - Honors-0102340

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4794>

## BASIC INFORMATION

<b>Course Number:</b>	0102340
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Ceramics, Pottery, Arts Collaboration: Designing Solutions for Art, Work, and Life - Honors, Honors, Collaboration
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Ceramics / Pottery
<b>Course Title:</b>	Arts Collaboration: Designing Solutions for Art, Work, and Life - Honors
<b>Course Abbreviated Title:</b>	ART COLLAB DSGN HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.
<b>General Notes:</b>	<p>Time, materials, and technologies needed for project development should be provided to students to the greatest extent possible. This course requires significant independent research and project development, some of which may necessitate out-of-school and/or off-campus class work.</p> <p>Interaction with an individual and/or group for consultation, project development, or service may also require out-of-school and/or off-campus time. In-person interaction is strongly encouraged; frequency and distance may determine the degree to which technology-supported interaction is necessary in place of, or in addition to, face-to-face interaction.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

## STANDARDS (24)

### Aligned Clusters

MAFS.912.G-GMD.2 Visualize relationships between two-dimensional and three-dimensional objects.

MAFS.912.G-MG.1 Apply geometric concepts in modeling situations.

### Mathematical Practices

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the</li></ol>

The alphanumeric coding scheme has changed –

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	task.
<a href="#"><u>LAFS.1112.SL.1.1d:</u></a>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.8:</u></a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#"><u>VA.912.C.2.4:</u></a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.2.8:</u></a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.2.5:</u></a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#"><u>VA.912.F.3.3:</u></a>	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
<a href="#"><u>VA.912.F.3.7:</u></a>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
<a href="#"><u>VA.912.F.3.8:</u></a>	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. Remarks/Examples e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.S.1.2:</u></a>	Investigate the use of technology and other resources to inspire art-making decisions.



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Drawing 1- 0104340

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4696>

## BASIC INFORMATION

<b>Course Number:</b>	0104340
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Drawing 1, DRAW 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Drawing 1
<b>Course Abbreviated Title:</b>	DRAW 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students experiment with the media and techniques used to

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.</p>
--	---

## STANDARDS (35)

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following Common Core State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	<p>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 9–10 texts and topics.</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><a href="#"><u>LAFS.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LAFS.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LAFS.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LAFS.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LAFS.910.WHST.3.9:</u></a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#"><u>VA.912.C.1.4:</u></a></p>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p>Remarks/Examples</p> <p>e.g., symbolism, spatial relationship</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.C.1.6:</u></a></p>	<p>Identify rationale for aesthetic choices in recording visual media. Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<p><a href="#"><u>VA.912.C.2.1:</u></a></p>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<p><a href="#"><u>VA.912.C.2.4:</u></a></p>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<p><a href="#"><u>VA.912.C.3.1:</u></a></p>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples</p> <p>e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<p><a href="#"><u>VA.912.C.3.5:</u></a></p>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<p><a href="#"><u>VA.912.C.3.6:</u></a></p>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples</p> <p>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<p><a href="#"><u>VA.912.F.1.3:</u></a></p>	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
<p><a href="#"><u>VA.912.F.2.1:</u></a></p>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<p><a href="#"><u>VA.912.F.3.4:</u></a></p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.2.6:</u></a>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples e.g., structural elements of art, organizational principles of design, breadth
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#"><u>VA.912.S.3.7:</u></a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#"><u>VA.912.C.2.9:</u></a>	Develop color-mixing skills and techniques through application of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	the principles of heat properties and color and light theory.
	Remarks/Examples
	e.g., media: ceramics, glass, wet, dry, digital



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)





This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Drawing 2- 0104350

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4704>

## BASIC INFORMATION

<b>Course Number:</b>	0104350
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Drawing 2, DRAW 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Drawing 2
<b>Course Abbreviated Title:</b>	DRAW 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students develop and refine technical skills and create 2-D

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.</p>
--	--

## STANDARDS (42)

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following Common Core mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	<p>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 9–10 texts and topics.</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.3:</u></a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.2:</u></a>	<p>Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.</p> <p>Remarks/Examples</p> <p>e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.1:</u></a>	<p>Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.</p> <p>Remarks/Examples</p> <p>e.g., presentation software, video, sound, open-access collaborative web applications</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#"><u>VA.912.F.3.2:</u></a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	produce artworks.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<p><a href="#"><u>VA.912.S.3.3:</u></a></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><a href="#"><u>VA.912.S.3.4:</u></a></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><a href="#"><u>VA.912.S.3.7:</u></a></p>	<p>Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><a href="#"><u>VA.912.S.3.8:</u></a></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Drawing 3 Honors- 0104360

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4713>

## BASIC INFORMATION

<b>Course Number:</b>	0104360
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Drawing 3 Honors, Honors, DRAW 3 HON, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Drawing 3 Honors
<b>Course Abbreviated Title:</b>	DRAW 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Honors?</b>	Yes
<b>Version Description:</b>	Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (44)

MAFS.912.G-CO.1 - Experiment with transformations in the plane.  
MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.1112.RST.2.4:</u></b>	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 11–12 texts and topics.
----------------------------------	--

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>LAFS.1112.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.C.3.4:</u></a>	Use analytical skills to examine issues in non-visual art contexts. Remarks/Examples e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.6:</u></a>	Research and discuss the potential of the visual arts to improve aesthetic living.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.F.3.9:</u></a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#"><u>VA.912.H.1.3:</u></a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#"><u>VA.912.H.1.7:</u></a>	Research and report technological developments to identify influences on society. Remarks/Examples e.g., Camera Obscura, digital media
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.O.1.3:</u></a>	Research and use the techniques and processes of various artists to create personal works.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.2.4:</u></a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<a href="#"><u>VA.912.S.1.7:</u></a>	Manipulate lighting effects, using various media to create desired results. Remarks/Examples e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#"><u>VA.912.S.1.9:</u></a>	Use diverse media and techniques to create paintings that represent various genres and schools of painting. Remarks/Examples e.g., wet media, technology
<a href="#"><u>VA.912.S.2.3:</u></a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	abstract imagery.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.2:</u></a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#"><u>VA.912.S.3.7:</u></a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Painting 1- 0104370

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4725>

## BASIC INFORMATION

<b>Course Number:</b>	0104370
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Painting 1, PAINT 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Painting 1
<b>Course Abbreviated Title:</b>	PAINT 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students experiment with the media and techniques used to

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.</p>
--	--

## STANDARDS (35)

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><b>LAFS.910.RST.2.4:</b></a>	<p>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 9–10 texts and topics.</p>
<a href="#"><b>LAFS.910.SL.1.1:</b></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., symbolism, spatial relationship</p> <hr/>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.C.1.6:</u></a></p>	<p>Identify rationale for aesthetic choices in recording visual media. Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<p><a href="#"><u>VA.912.C.2.1:</u></a></p>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<p><a href="#"><u>VA.912.C.2.4:</u></a></p>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<p><a href="#"><u>VA.912.C.3.1:</u></a></p>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples</p> <p>e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<p><a href="#"><u>VA.912.C.3.5:</u></a></p>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<p><a href="#"><u>VA.912.C.3.6:</u></a></p>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples</p> <p>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<p><a href="#"><u>VA.912.F.1.3:</u></a></p>	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
<p><a href="#"><u>VA.912.F.2.1:</u></a></p>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<p><a href="#"><u>VA.912.F.3.4:</u></a></p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	skills to produce representational, figurative, or abstract imagery.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples e.g., structural elements of art, organizational principles of design, breadth
<a href="#">VA.912.S.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.C.2.9:</a>	Develop color-mixing skills and techniques through application of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Painting 2- 0104380

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4733>

## BASIC INFORMATION

<b>Course Number:</b>	0104380
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Painting 2, PAINT 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Painting 2
<b>Course Abbreviated Title:</b>	PAINT 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students develop and refine technical skills and create 2-D

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>compositions in painting. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.</p>
--	---

## STANDARDS (42)

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><b>LAFS.910.RST.2.4:</b></a>	<p>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 9–10 texts and topics.</p>
<a href="#"><b>LAFS.910.SL.1.1:</b></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.3:</u></a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.2.2:</u></a>	<p>Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.</p> <p>Remarks/Examples</p> <p>e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.1:</u></a>	<p>Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.</p> <p>Remarks/Examples</p> <p>e.g., presentation software, video, sound, open-access collaborative web applications</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#"><u>VA.912.F.3.2:</u></a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to

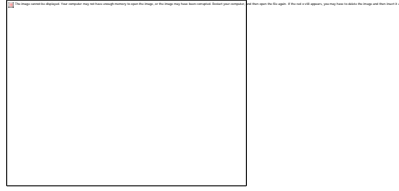
The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	produce artworks.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.3.10:</u></a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.S.3.3:</u></a></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><a href="#"><u>VA.912.S.3.4:</u></a></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><a href="#"><u>VA.912.S.3.7:</u></a></p>	<p>Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><a href="#"><u>VA.912.S.3.8:</u></a></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	the principles of heat properties and color and light theory.
	Remarks/Examples
	e.g., media: ceramics, glass, wet, dry, digital



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)





This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Painting 3 Honors- 0104390

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4737>

## BASIC INFORMATION

<b>Course Number:</b>	0104390
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Painting 3 Honors, Honors, PAINT 3 HON, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Painting 3 Honors
<b>Course Abbreviated Title:</b>	PAINT 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Honors?</b>	Yes
<b>Version Description:</b>	Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (44)

MAFS.912.G-CO.1 - Experiment with transformations in the plane.  
MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.1112.RST.2.4:</u></b>	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 11–12 texts and
----------------------------------	--

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	topics.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.C.3.4:</u></a>	Use analytical skills to examine issues in non-visual art contexts. Remarks/Examples e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.6:</u></a>	Research and discuss the potential of the visual arts to improve

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	aesthetic living.
<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.F.3.9:</u></a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#"><u>VA.912.H.1.3:</u></a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#"><u>VA.912.H.1.7:</u></a>	Research and report technological developments to identify influences on society. Remarks/Examples e.g., Camera Obscura, digital media
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.O.1.3:</u></a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.2.4:</u></a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery.
	Remarks/Examples
	e.g., drawing, sculpting, digital multi-media
<a href="#"><u>VA.912.S.1.7:</u></a>	Manipulate lighting effects, using various media to create desired results.
	Remarks/Examples
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#"><u>VA.912.S.1.9:</u></a>	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
	Remarks/Examples
	e.g., wet media, technology
<a href="#"><u>VA.912.S.2.3:</u></a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.2:</u></a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



**VA.912.S.3.7:**

Use and maintain tools and equipment to facilitate the creative process.

Remarks/Examples

e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Figure Drawing- 0104410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4741>

## BASIC INFORMATION

<b>Course Number:</b>	0104410
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Drawing, Painting, Figure Drawing, Figure, FIG DRAW, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Drawing / Painting
<b>Course Title:</b>	Figure Drawing
<b>Course Abbreviated Title:</b>	FIG DRAW
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
-----------------------------	---

## STANDARDS (35)

### Aligned Clusters

MAFS.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.4:</u></a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p>Remarks/Examples</p> <p>e.g., symbolism, spatial relationship</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>VA.912.C.1.6:</u></a></p>	<p>Identify rationale for aesthetic choices in recording visual media. Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<p><a href="#"><u>VA.912.C.2.1:</u></a></p>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<p><a href="#"><u>VA.912.C.2.4:</u></a></p>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<p><a href="#"><u>VA.912.C.3.1:</u></a></p>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples</p> <p>e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<p><a href="#"><u>VA.912.C.3.5:</u></a></p>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<p><a href="#"><u>VA.912.C.3.6:</u></a></p>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples</p> <p>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<p><a href="#"><u>VA.912.F.1.3:</u></a></p>	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
<p><a href="#"><u>VA.912.F.2.1:</u></a></p>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<p><a href="#"><u>VA.912.F.3.4:</u></a></p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.2.5:</u></a>	Demonstrate use of perceptual, observational, and compositional

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	skills to produce representational, figurative, or abstract imagery.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples e.g., structural elements of art, organizational principles of design, breadth
<a href="#">VA.912.S.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.C.2.9:</a>	Develop color-mixing skills and techniques through application of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Film 1- 0107410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4743>

## BASIC INFORMATION

<b>Course Number:</b>	0107410
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Digital Arts, Film 1, Film, FILM 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Digital Arts
<b>Course Title:</b>	Film 1
<b>Course Abbreviated Title:</b>	FILM 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students explore the fundamental concepts, terminology,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.</p>
--	---

## STANDARDS (34)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><b>LAFS.910.RST.1.3:</b></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><b>LAFS.910.RST.2.4:</b></a>	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 9–10 texts and topics.
<a href="#"><b>LAFS.910.SL.1.1:</b></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<a href="#"><u>VA.912.S.1.8:</u></a>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#"><u>VA.912.S.3.3:</u></a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#"><u>VA.912.S.3.4:</u></a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	the principles of heat properties and color and light theory.
	Remarks/Examples
	e.g., media: ceramics, glass, wet, dry, digital



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Film 2- 0107420

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4748>

## BASIC INFORMATION

<b>Course Number:</b>	0107420
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Digital Arts, Film 2, Film, FILM 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Digital Arts
<b>Course Title:</b>	Film 2
<b>Course Abbreviated Title:</b>	FILM 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts
<b>Version Description:</b>	Students explore and develop concepts, terminology, techniques,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.</p>
--	--

## STANDARDS (40)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.3.2:</u></a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.7:</u></a>	Manipulate lighting effects, using various media to create desired results.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p>
<a href="#"><u>VA.912.S.1.8:</u></a>	<p>Use technology to simulate art-making processes and techniques.</p> <p>Remarks/Examples</p> <p>e.g., drawing subtleties, watercolor painting techniques</p>
<a href="#"><u>VA.912.S.2.4:</u></a>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<a href="#"><u>VA.912.S.2.6:</u></a>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>
<a href="#"><u>VA.912.S.3.10:</u></a>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<a href="#"><u>VA.912.S.3.11:</u></a>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<a href="#"><u>VA.912.S.3.12:</u></a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#"><u>VA.912.S.3.4:</u></a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Film 3 Honors- 0107430

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4751>

## BASIC INFORMATION

<b>Course Number:</b>	0107430
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Digital Arts, Film 3 Honors, Film 3, FILM 3 HON, Honors, Film, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Digital Arts
<b>Course Title:</b>	Film 3 Honors
<b>Course Abbreviated Title:</b>	FILM 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Honors?</b>	Yes
<b>Version Description:</b>	Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (49)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	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 11–12 texts and topics.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.3:</u></a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.2.6:</u></a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.5:</u></a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.3.1:</u></a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access collaborative web applications
<a href="#"><u>VA.912.F.3.11:</u></a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.F.3.9:</u></a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.8:</u></a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Visual Technology 1- 0107440

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4755>

## BASIC INFORMATION

<b>Course Number:</b>	0107440
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Digital Arts, Visual Technology 1, Visual Technology, Visual, Technology, VISUAL TECH 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Digital Arts
<b>Course Title:</b>	Visual Technology 1
<b>Course Abbreviated Title:</b>	VISUAL TECH 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
-----------------------------	---

## STANDARDS (34)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.1.3:</u></b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LAFS.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LAFS.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LAFS.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LAFS.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LAFS.910.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	for citation.
<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<a href="#"><u>VA.912.S.1.8:</u></a>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	depth and form.
<a href="#"><u>VA.912.O.2.3:</u></a>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<a href="#"><u>VA.912.O.2.4:</u></a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.2.3:</u></a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.2:</u></a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#">VA.912.S.3.6:</a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Visual Technology 2- 0107450

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4756>

## BASIC INFORMATION

<b>Course Number:</b>	0107450
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Digital Arts, Visual Technology 2, Visual Technology, Visual, Technology, VISUAL TECH 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Digital Arts
<b>Course Title:</b>	Visual Technology 2
<b>Course Abbreviated Title:</b>	VISUAL TECH 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques available to them, students design animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
-----------------------------	--

## STANDARDS (40)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.1.3:</u></b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.
<b><u>LAFS.910.SL.1.1:</u></b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.F.3.2:</u></a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.H.1.2:</u></a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.2:</u></a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#"><u>VA.912.H.3.2:</u></a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#"><u>VA.912.O.2.1:</u></a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.1:</u></a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#"><u>VA.912.S.1.7:</u></a>	Manipulate lighting effects, using various media to create desired results.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p>
<a href="#"><u>VA.912.S.1.8:</u></a>	<p>Use technology to simulate art-making processes and techniques.</p> <p>Remarks/Examples</p> <p>e.g., drawing subtleties, watercolor painting techniques</p>
<a href="#"><u>VA.912.S.2.4:</u></a>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<a href="#"><u>VA.912.S.2.6:</u></a>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>
<a href="#"><u>VA.912.S.3.10:</u></a>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<a href="#"><u>VA.912.S.3.11:</u></a>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<a href="#"><u>VA.912.S.3.12:</u></a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#"><u>VA.912.S.3.4:</u></a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Visual Technology 3 Honors-0107460

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4760>

## BASIC INFORMATION

<b>Course Number:</b>	0107460
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Digital Arts, Visual Technology 3 Honors, Visual Technology, Visual, Technology, Honors, VISUAL TECH 3 HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Digital Arts
<b>Course Title:</b>	Visual Technology 3 Honors
<b>Course Abbreviated Title:</b>	VISUAL TECH 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, and display original two-dimensional animations which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (50)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

- Look for and make use of structure. (MP 7)

<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	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 11–12 texts and topics.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.3:</u></a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.C.2.3:</u></a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#"><u>VA.912.C.2.6:</u></a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.3:</u></a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.2:</u></a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.1.5:</u></a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#"><u>VA.912.F.2.3:</u></a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#"><u>VA.912.F.2.5:</u></a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#"><u>VA.912.F.2.7:</u></a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#"><u>VA.912.F.3.1:</u></a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
	Remarks/Examples
	e.g., presentation software, video, sound, open-access collaborative web applications

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>VA.912.F.3.11:</u></a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#"><u>VA.912.F.3.12:</u></a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#"><u>VA.912.F.3.5:</u></a>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<a href="#"><u>VA.912.F.3.6:</u></a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#"><u>VA.912.F.3.9:</u></a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.1.8:</u></a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<a href="#"><u>VA.912.H.2.3:</u></a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.O.1.4:</u></a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and results.
<a href="#"><u>VA.912.O.1.5:</u></a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#"><u>VA.912.O.2.3:</u></a>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<a href="#"><u>VA.912.O.2.4:</u></a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#"><u>VA.912.O.3.2:</u></a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#"><u>VA.912.S.1.3:</u></a>	Interpret and reflect on cultural and historical events to create art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.1.8:</u></a>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<a href="#"><u>VA.912.S.2.3:</u></a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.12:</u></a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<a href="#"><u>VA.912.S.3.2:</u></a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<a href="#"><u>VA.912.S.3.5:</u></a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#"><u>VA.912.S.3.6:</u></a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<a href="#"><u>VA.912.S.3.7:</u></a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Creative Photography 1- 0108310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4767>

## BASIC INFORMATION

<b>Course Number:</b>	0108310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Photography, Creative Photography 1, Creative Photography, Creative, CREATIVE PHOTO 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Photography
<b>Course Title:</b>	Creative Photography 1
<b>Course Abbreviated Title:</b>	CREATIVE PHOTO 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	<p>Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
-----------------------------	--

## STANDARDS (37)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.1.3:</u></b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<b><u>LAFS.910.RST.2.4:</u></b>	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 9–10 texts and topics.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><b><u>LAFS.910.SL.1.2:</u></b></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><b><u>LAFS.910.SL.1.3:</u></b></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><b><u>LAFS.910.SL.2.4:</u></b></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.1:</u></a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#"><u>VA.912.C.1.4:</u></a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<a href="#"><u>VA.912.C.2.1:</u></a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.1:</u></a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#"><u>VA.912.C.3.5:</u></a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#"><u>VA.912.F.1.3:</u></a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



<a href="#"><u>VA.912.F.2.1:</u></a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#"><u>VA.912.F.3.10:</u></a>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#"><u>VA.912.F.3.4:</u></a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<a href="#"><u>VA.912.H.1.4:</u></a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#"><u>VA.912.H.1.8:</u></a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<a href="#"><u>VA.912.H.1.9:</u></a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.1:</u></a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.2:</u></a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#"><u>VA.912.S.1.4:</u></a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#"><u>VA.912.S.1.6:</u></a>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Creative Photography 2- 0108320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4771>

## BASIC INFORMATION

<b>Course Number:</b>	0108320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Art, Visual Art, Photography, Creative Photography 2, Creative Photography, Creative, CREATIVE PHOTO 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Art - Visual Arts <b>SubSubject:</b> Photography
<b>Course Title:</b>	Creative Photography 2
<b>Course Abbreviated Title:</b>	CREATIVE PHOTO 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<b>Version Description:</b>	<p>Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
-----------------------------	---

## STANDARDS (41)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<b><u>LAFS.910.RST.1.1:</u></b>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<b><u>LAFS.910.RST.1.3:</u></b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.RST.2.4:</u></a>	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 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.1.1d:</u></a>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SI.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>VA.912.C.1.2:</u></a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#"><u>VA.912.C.1.5:</u></a>	Analyze how visual information is developed in specific media to create a recorded visual image. Remarks/Examples e.g., four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.1.6:</u></a>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#"><u>VA.912.C.2.2:</u></a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#"><u>VA.912.C.2.7:</u></a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#"><u>VA.912.C.3.2:</u></a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#"><u>VA.912.C.3.6:</u></a>	Discuss how the aesthetics of artwork and utilitarian objects have

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>changed over time. Remarks/Examples</p> <p>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<a href="#"><u>VA.912.F.1.1:</u></a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#"><u>VA.912.F.1.4:</u></a>	Use technological tools to create art with varying effects and outcomes.
<a href="#"><u>VA.912.F.2.2:</u></a>	<p>Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples</p> <p>e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
<a href="#"><u>VA.912.F.2.8:</u></a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#"><u>VA.912.F.3.1:</u></a>	<p>Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples</p> <p>e.g., presentation software, video, sound, open-access collaborative web applications</p>
<a href="#"><u>VA.912.F.3.10:</u></a>	<p>Apply rules of convention to create purposeful design. Remarks/Examples</p> <p>e.g., exhibition guidelines, environmental concerns, required information, digital application</p>
<a href="#"><u>VA.912.F.3.5:</u></a>	<p>Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., visual, digital, and textual information
<a href="#"><u>VA.912.H.1.5:</u></a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#"><u>VA.912.H.2.1:</u></a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#"><u>VA.912.H.3.3:</u></a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#"><u>VA.912.O.1.1:</u></a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#"><u>VA.912.O.1.2:</u></a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#"><u>VA.912.O.2.2:</u></a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#"><u>VA.912.O.3.1:</u></a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#"><u>VA.912.S.1.2:</u></a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#"><u>VA.912.S.1.5:</u></a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Remarks/Examples e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#"><u>VA.912.S.1.7:</u></a>	Manipulate lighting effects, using various media to create desired results. Remarks/Examples

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#"><u>VA.912.S.2.1:</u></a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#"><u>VA.912.S.2.4:</u></a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#"><u>VA.912.S.3.11:</u></a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#"><u>VA.912.S.3.3:</u></a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#"><u>VA.912.S.3.4:</u></a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples
	e.g., plagiarism, appropriation from the Internet and other sources
<a href="#"><u>VA.912.S.3.7:</u></a>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

**VA.912.S.3.7:**

Use and maintain tools and equipment to facilitate the creative process.

Remarks/Examples

e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



This document was generated by using CPALMS - [www.cpalms.org](http://www.cpalms.org)

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)