



M/J Three-Dimensional Studio Art 1 (#0101040) 2015 - And Beyond

(current)

This document was generated on CPALMS - www.cpalms.org

Aligned Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Clarifications: e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Clarifications: e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

GENERAL INFORMATION

Course Number: 0101040

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J 3-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Educator Certifications

[Art Education \(Secondary Grades 7-12\)](#)

[Art \(Elementary and Secondary Grades K-12\)](#)

There are more than 285 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2015%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/13732](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13732)