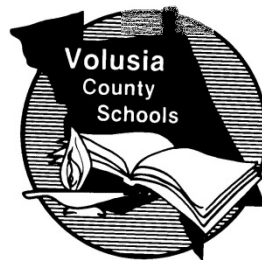




# Volusia County Schools ART Curriculum Map

## **ART: KINDERGARTEN**

**(5001010)**



**The School Board of Volusia County**

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Update – June 2015



**Vision Statement**

*Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.*

# ART – KINDERGARTEN (5001010)

## VERSION DESCRIPTION

Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

## GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course incorporates hands-on activities and consumption of art materials.

### 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>

- Respect is shown for the artwork of peers and copyrighted works of others.
- Students have opportunities to build 21<sup>st</sup> –century skills to aid them in middle and high school and well beyond..
- *All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings.*
  - **Big Ideas** are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes
  - **The Enduring Understandings (EUs)** are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida's students to begin building during the primary grades, where foundations are laid, through to students' arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they're expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.
  - **Benchmarks/standards** drive instruction in Florida's classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the benchmarks/standards explicitly describe what students should know and be able to do in Visual Art. These benchmarks/standards address other topics of learning such as literacy, math, civic engagement, problem-solving, creativity, innovation, cross-cultural understandings, 21<sup>st</sup>-century skills, and the importance of concepts involving learning and the brain such as cognition, sequencing, filtering, and delayed gratification
- *The Florida Standards are incorporated into every Volusia County Art course.*

## HOW TO INTERPRET THE CURRICULUM MAP

### Kindergarten Visual Art Curriculum Map

- Top of Map: course and grade level in larger font

**VISUAL ART – 5011010**  
Grade Kindergarten

**K**

**Q1f**

Q1f = formative portion of quarter  
Q1s = summative portion of quarter

**1<sup>st</sup> Quarter, Recommended Topic, Art Standard (learning target/skills) and Standard # are all in white font on dark background for easier finding as noted by:**

**1<sup>ST</sup> QUARTER  
INNOVATE ART:  
Create and share...  
VA.K.C.1.1**

#### MAP:

- Standards and assessed content to be addressed per quarter have white background, and are in either in yellow highlight or under yellow filled columns.
- Resources and recommended or suggested content is located in columns with grey backgrounds.

#### Under Recommended Topics::

- Unit 1-6 (art content) are divide among the 4 quarters for recommended lessons/activities and artists.
- Integrated connections are listed per quarter for when language arts, math, science, and social studies are taught grade level.

### Florida Standards Required by Florida DOE for this Course

#### Course Number: 5001010 Art – GRADE K

ELD.K.12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.  
Remarks/Examples: Injury to self and/or others.

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).

MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).

MAFS.K.MD.1.2 Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.

SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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

MAFS.K.12.MP.5.1: Use appropriate tools strategically.

MAFS.K.12.MP.6.1: Attend to precision.

MAFS.K.12.MP.7.1: Look for and make use of structure.

#### Rubrics at end of interim and marking period:

- Rubrics (“*Special Area Grading*”) per 9-week grading period
- FAEA Rubric for completed 2D and 3D art work
- General Visual Art Rubric

#### Resources in Preface of each Curriculum Map:

Artists, Text resources for Structural Elements & Organizational Principles, 21<sup>st</sup> Century Skills

Grades K / 2 <b>FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</b> <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			<b>General Visual Arts Rubric</b>
	<b>2D</b>	<b>3D</b>	
<p><b>LEVEL 3 &amp; 4</b></p> <p><b>*CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b></p>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<p><b>4 Points</b></p> <p>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</p>
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<p><b>3 Points</b></p> <p>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</p>
<p><b>LEVEL 2</b></p> <p><b>* DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b></p>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<p><b>2 Points</b></p> <p>Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.</p>
<p><b>LEVEL 1</b></p> <p><b>* NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ⓪ (NULL)</b> <b>on report card</b></p>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<p><b>1 Point</b></p> <p>Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</p> <p><b>0 Point</b></p> <p>Student has provided a completely incorrect or uninterpretable response or no response at all.</p>

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

***FOCUS of the Elementary Visual Art Program is to:***

- Introduce art and artists (**Wassily Kandinsky** and **Paul Klee**)
  - Free Clip Art & Public Domain Images  
<http://www.incredibleart.org/links/clipart.html>
- Improve skills and increase knowledge of art techniques
- Activate prior knowledge
- Use literature, main idea, and details
- Integrate with themes and other subjects to make connections
- Expand research capabilities for art history & culture
- Collaborate
- Grow imagination, creativity, and innovation
- Acquire aesthetic perception and awareness through art criticism, analysis, assessment, and presentation.
- Learn about exhibiting quality works,
- Explore art and art-related careers.



For Grade K, the SRA Art Connections text and ancillary materials support the *focus* with references throughout this curriculum map.

The following pages provide a quick reference for locating art content in the grade K art text.



## RESOURCES: GRADE K - STRUCTURAL ELEMENTS OF ART

<p><b>LINE:</b> Pg. 34A-34B (Unit Plan Guide) 35B (define) Pg. 36-39 (Thick/Thin), 39B (define) Pg. 40-43(Calm: Vertical/Horizontal), 43B (define) Pg. 44-47 (Diagonal/Zigzag), 47B (define) Pg. 48-51 (Curved), 51B (define) Pg. 52-55 (Smooth/Rough), 55B (define) Pg. 56-59 (Broken/Solid). <b>FOCUS:</b> Introduce art, activating prior knowledge, thematic connections, art history and culture, identifying details, drawing conclusions, compare &amp; contrast, discuss, describe. <b>DIFFERENTIATED INSTRUCTION: (Reteach/Special Needs/EI):</b> P38, 42, 46, 50, 54, 58. <b>ART ACROSS THE CURRICULUM (Writing, Math, Social Studies, Science, Technology):</b> Pg. 39, 43, 47, 51, 55, 59. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 35B, 39B, 47B, 51B, 55B. <b>ASSESSMENT:</b> 39A, 43A, 47A, 51A, 55A, 59A, Unit: p. 62. <b>ARTISTS:</b>Katsushika, Hokusai p.34, Navajo p. 36, Sylvia Long p. 37, Claude Monet p.40, David Hockney p. 41, W.H. Brown p.44, Schoenhut p. 45, William Blake p. 48, Katsushika Hokusai p. 49, Theophile-Alexandre Steinlen p. 52, Currier and Ives p. 53, Louis Comfort Tiffany p. 56, Marc Chagall p. 57, Henri-Charles Manguin p.60.</p>	<p><b>SHAPE:</b> Pg. 64A -64B (Unit Plan Guide), 65B (define) 64-67 (Shape), 69 B (define) Pg. 70-73 (Geometric), 73 B (define) 74-77 (Free-Form), 77B (define) Pg. 78-81 (Geometric and Free Form), 81 B (define) Pg. 82-85 (Body), 85B (define) Pg. 86-89 (People). <b>FOCUS:</b> Introducing art, activating prior knowledge, using literature, thematic connections, comparing &amp; contrasting, geometry, classify, categorize, describe (adjectives &amp; adverbs), discuss, making inferences, main idea &amp; details, body parts, history and culture, art criticism. <b>DIFFERENTIATED INSTRUCTION: (Reteach/Special Needs/EI):</b> Pg. 68, 72, 76, 80, 84, 88. <b>ART ACROSS THE CURRICULUM: (Writing, Math, Science, Social Studies, Technology).</b> Pg. 69, 73, 77, 81, 85, 89. <b>ARTS INTEGRATED:(Theatre, Music, Movement &amp; Dance).</b> 65A, 65B, 69B, 73B, 77B, 81B, 85B. <b>ASSESSMENT:</b> 69A, 73A, 77A, 81A, 85A, 89A, Unit p. 92. <b>ARTISTS:</b> Tana Hoban65A, Grand Wood 64-65, Graeme Base 66, Mercer Mayer 67, Auguste Herbin 70, Wayne Thiebaud 71, David Weisner 74, Georgia O'Keefe 75, Allan Rohan Crite 78, Benshahn 79, William H. Johnson 82, Jacob Lawrence 83, Miriam Schapiro 86, Romare Bearden 87, Leo Twiggs 90.</p>	<p><b>VALUE:</b>  N/A</p>
<p><b>COLOR:</b> 94a-94B (Unit Plan Guide), Pg. 94-95 (Intro. To Color), 95B (define) Pg. 86-89 (Color Names), 99B (define) pg. 100-103 (Recognizing), Pg. 103B (define) Pg. 104-107 (Observing), 107 B (define) Pg. 108-111 (Primary), 111B (define) Pg. 112-115. (Feelings/emotion), 115 B (define) Pg. 116-119 (Light &amp; Dark). <b>FOCUS:</b> Introducing art, activating prior knowledge, using literature, thematic connection, discuss, describe, using adjectives/adverbs, art history &amp; culture, main idea, details, compare/contrast, feelings, making inferences, cause &amp; effect, art criticism. <b>DIFFERENTIATED INSTRUCTION: (Reteach/Special Needs/EI):</b> 98, 102, 106, 110, 114, 118, <b>ART ACROSS THE CURRICULUM:(Writing, Math, Social Studies, Science, Technology):</b>95A, 99, 103, 107, 11, 115,119. <b>ARTS INTEGRATED:(Theatre, Music, Movement &amp; Dance).</b> 95A, 95B, 99B, 103B, 107B, 11B, 115 B. <b>ASSESSMENT:</b> 99A, 103 A, 107 A, 111A, 115A, 119A, Unit p. 122. <b>ARTISTS:</b> Henri Matisse 94-95, 108, David Diaz 95A, Peggy Flora Zalucha 96, Edouard Vuillard 97, Audrey Flack 100, Jacob Lawrence 101, Wayne Thiebaud 104, Marc Chagall 105, Tlingit 109, Janet Fish 112, Pablo Picasso113, John Henry Twachtman116, Katsushika Hokusai 17, Rodney Alan Greenblat 120.</p>	<p><b>SPACE &amp; FORM:</b> Pg. 124A-124B (Unit Plan Guide). 124-125 (Space &amp; Form), 125 B (define) Pg. 126-129 (Space), Pg. 129B (define) Pg. 130-133 (Form), 133B (define) , 134- 137 (Space and Form), 137B (define), 138-141 (Building Forms), 141B(define) Pg. 142-145 (Animal Forms). <b>FOCUS:</b> Introducing art, activating prior knowledge, using literature, thematic connection, visualizing, adjectives &amp; adverbs, art history and culture, body parts, inferences, details, drawing conclusions, art criticism. <b>DIFFERENTIATED INSTRUCTION: (Reteach/Special Needs/EI):</b> Pg. 128, 132, 136, 140, 144, 148. <b>ART ACROSS THE CURRICULUM: (Writing, Math, Social Studies, Science, Technology):</b> Pg. 129, 133, 137, 141, 145, 149. <b>ARTS INTEGRATED:( Theatre, Music, Movement &amp; Dance).</b> Pg. 125A, 125B, 129B, 133B, 137B, 141B, 145B. <b>ASSESSMENT:</b> Pg. 129a, 133A, 137A, 141A, 145A, 149A, Unit: Pg. 152. <b>ARTISTS:</b> Allen Houser 124-125, Mitsumasa Anno125A, Raoul Dufy 126, Edward Hopper 127, Felipa Trujillo 130, Unknown "Camillus" 131, Henry Moore 134, Duane Hanson 135, Frank Lloyd 138, Unknown Taj Mahal 139, Bactrian Camel 142, Ancient Egyptian Hippo "William" 143, Native American Bowl 147, George Segal 150.</p>	<p><b>TEXTURE:</b> Pg. 154a-154B (Unit Plan Guide), pg. 154-155, (Real Texture), 155B (define) Pg. 156-159 (Real Texture), 159B (define) Pg. 160-163 (Visual Texture), 163 B (define) Pg. 164-167 (Design with Texture), 167B (define) Pg. 168-171 (Fiber Texture), 171B (define) Pg. 172-175 (Real Texture on Forms), 175B (define) Pg. 176-179 (Texture on Shape). <b>FOCUS:</b> Introducing art, activate prior knowledge, using literature, thematic connection, drawing conclusions, adjectives and adverbs, art history and culture, making inferences, identifying details, adjectives and adverbs, comparing/contrasting, main idea &amp; details. <b>DIFFERENTIATED INSTRUCTION: (Reteach/Special Needs/EI):</b> Pg. 158, 162, 166, 170, 174, 178. <b>ART ACROSS THE CURRICULUM: (Writing, Math, Social Studies, Science, Technology):</b> Pg. 159, 163, 167, 171, 175, 179. <b>ARTS INTEGRATED: (Theatre, Music, Movement &amp; Dance).</b> Pg. 155A, 155B, 159B, 163B, 167B, 171B, 175B. <b>ASSESSMENT:</b> Pg. 159A, 163A, 167A, 171A, 175A, 179A, Unit: p. 182. <b>ARTISTS:</b> Molly Bang Pg. 155A, Betty Parsons p. 156, John Hoover P. 157, Gabriele Munter p. 160, Jean Etienne Liotard p. 161, Hand Puppets-Unknown Artist p. 164, Conchero Pull Toys –Unknown Artist p. 165, Appalachian Baskets p. 168, Native American, Pomoan Gift Basket p. 169, Ashanti People (Fish) p. 172, Ritual Wine Container 13 century B.C. P. 173, Harriet Powers p. 176, Embroidered Pillow-Artist Unknown p. 177.</p>



## RESOURCES: GRADE K - ORGANIZATIONAL PRINCIPLES OF DESIGN

<p><b><u>PATTERN:</u></b> Pg. 185B (define)Pg. 186-189 (Pattern) <b>FOCUS:</b> Activate prior knowledge, Introduce art, using literature, thematic connection drawing conclusions, historical/cultural connections,, adjectives and adverbs. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> p.188 <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> p. 189 <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> p. 189A <b>ASSESSMENT:</b> 189A</p> <p><b>ARTISTS:</b> Victorian House p. 186, Louis H. Sullivan p. 187.</p>	<p><b><u>BALANCE:</u></b> p. 193B (define), 194-197 (Balance), Pg. 197 B (define), Pg. 198-201 (Balance in sculpture).</p> <p><b>FOCUS:</b> Activate prior knowledge, Introduce art, using literature, thematic connection, main idea and detail, drawing conclusions, history and culture. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> p. 196, 200 <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> p. 197, 201 <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> p. 193 B, 197B <b>ASSESSMENT:</b> p.197A, 201 A.</p> <p><b>ARTISTS:</b> Butterfly (unknown artist) p. 194. John Yeiltatzie p. 195</p>	<p><b><u>RHYTHM &amp; MOVEMENT:</u></b> Pg. 189B (define), Pg. 190-193 (Rhythm and Movement).</p> <p><b>FOCUS:</b> Activate prior knowledge; Introduce the art, using literature, thematic connection, history and culture connections, adjectives and adverbs. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> p. 192 <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> p. 193 <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> p. 189B <b>ASSESSMENT:</b> p. 193A</p> <p><b>ARTISTS:</b> Jack Savitsky p. 190, Currier and Ives. P. 191.</p>
<p><b><u>UNITY:</u></b> P. 201B, (define) 202-203 (Unity), p. 205 (define), 206-209. (Unity in sculpture).</p> <p><b>FOCUS:</b> Activate prior knowledge, Introduce art, art history and culture, using literature, thematic connection, main idea and details, compare/contrast, adjectives and adverbs. <b>DIFFERENTIATED INSTRUCTION(Reteach, Special Need, ELL) :</b> p. 204, 208. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> p. 205, 209. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance) :</b> P. 201B, 205B. <b>ASSESSMENT:</b> p. 205A, 209A.</p> <p><b>ARTISTS:</b> <u>Diego Rivera</u> p. 202. <u>Carmen Lomas Garza</u> p. 203. <u>Sandy Skoglund</u> p. 206.</p>	<p><b><u>VARIETY:</u></b> N/A</p> <p><b><u>EMPHASIS:</u></b> N/A</p> <p><b><u>HARMONY:</u></b> N/A</p> <p><b><u>PROPORTION:</u></b> N/A</p>	<p style="text-align: center;">This space intentionally left blank</p>

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Rough Lines, 234</li> <li>- Unit 1/Lesson 6: Broken Lines, 234</li> <li>- <b>Unit 2/Lesson 1:</b> Shape, 235</li> <li>- Unit 2/Lesson 2: Geometric Shapes, 235</li> <li>- Unit 2/Lesson 3: Free-Form Shapes, 236</li> <li>- Unit 2/Lesson 4: More about Shapes, 236</li> <li>- Unit 2/Lesson 5: Body Shapes, 237</li> <li>- Unit 2/Lesson 6: Shapes of People, 237</li> <li>- <b>Unit 3/Lesson 1:</b> A Garden of Color, 238</li> <li>- Unit 3/Lesson 2: Recognizing Objects by Color, 238</li> <li>- Unit 3/Lesson 3: Looking at Colors, 239</li> <li>- Unit 3/Lesson 4: Primary Colors, 239</li> <li>- Unit 3/Lesson 5: Colors Show Feeling, 240</li> <li>- Unit 3/Lesson 6: Light &amp; Dark Colors 240</li> <li>- <b>Unit 4/Lesson 1:</b> Space in Art, 241</li> <li>- Unit 4/Lesson 2: Form, 241</li> <li>- Unit 4/Lesson 3: Space &amp; Form, 242</li> <li>- Unit 4/Lesson 4: A Building is a Form, 242</li> <li>- Unit 4/Lesson 5: An Animal is a Form, 243</li> <li>- Unit 4/Lesson 6: Forms Can Be Used, 243</li> <li>- <b>Unit 5/Lesson1:</b> Texture You Can Touch, 244</li> <li>- Unit 5/Lesson 2: Texture You Can See, 244</li> <li>- Unit 5/Lesson 3: Designing with Texture, 245</li> <li>- Unit 5/Lesson 4: Fiber Textures, 245</li> <li>- Unit 5/Lesson 5: Real Texture on Forms, 246</li> <li>- Unit 5/Lesson 6: Texture on Shapes, 246</li> <li>- <b>Unit 6/Lesson1:</b> Pattern, 247</li> <li>- Unit 6/Lesson 2: Rhythm &amp; 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# ARTISTS - FIRST SEMESTER

LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, ALWAYS PREVIEW before showing to students).

MONTH	DAY	ARTIST	K	1	2	3	4	5	M/F	Medium	Culture	# grades ARTIST IS FOUND
AUGUST 6	<b>Andy Warhol</b> 8/6/1928 - 2/22/1987					202			M	POP	Amer.	1
	<a href="http://www.warhol.org/">http://www.warhol.org/</a> <a href="http://www.artcyclopedia.com/artists/warhol_andy.html">http://www.artcyclopedia.com/artists/warhol_andy.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/warhol_a.html">http://www.pbs.org/wnet/americanmasters/database/warhol_a.html</a>						<a href="http://www.warhols.com/">http://www.warhols.com/</a> <a href="http://www.warholfoundation.org/">http://www.warholfoundation.org/</a> <a href="http://www.youtube.com/watch?v=NN-9LNI2r7U">http://www.youtube.com/watch?v=NN-9LNI2r7U</a>					
SEPT. 7	<b>Jacob Lawrence</b> 9/ 7/ 1917 - 6/ 9/ 2000		83 101	56 82	35	60 172	180		M	Mixed - stories	African - Amer.	5
	<a href="http://www.artcyclopedia.com/artists/lawrence_jacob.html">http://www.artcyclopedia.com/artists/lawrence_jacob.html</a> <a href="http://books.google.com/books?as_auth=Jacob+Lawrence">http://books.google.com/books?as_auth=Jacob+Lawrence</a>						<a href="http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html">http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html</a> <a href="http://www.youtube.com/watch?v=COw7QOUCIrM">http://www.youtube.com/watch?v=COw7QOUCIrM</a> <a href="http://www.youtube.com/watch?v=-ac6OZkyYxg">http://www.youtube.com/watch?v=-ac6OZkyYxg</a>					
OCTOBER 21	<b>Katshushika Hokusai</b> 10/21/1760 – 5/10/1849		34 35 49 117				53 87		M	painting Edo Period	Asian	2
	<a href="http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm">http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm</a> <a href="http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html">http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html</a> ** Hokusai museum <a href="http://www.book-navi.com/hokusai/hokusai-e.html">http://www.book-navi.com/hokusai/hokusai-e.html</a> ** <a href="http://www.philamuseum.org/booklets/4_25_19_0.html">http://www.philamuseum.org/booklets/4_25_19_0.html</a>						<a href="http://www.andreas.com/hokusai.html">http://www.andreas.com/hokusai.html</a> <a href="http://www.artelino.com/articles/hokusai.asp">http://www.artelino.com/articles/hokusai.asp</a> <a href="http://www.youtube.com/watch?v=lb_k9j7zMjc">http://www.youtube.com/watch?v=lb_k9j7zMjc</a> = New <a href="http://www.youtube.com/watch?v=G2pOatapsIA">http://www.youtube.com/watch?v=G2pOatapsIA</a> = short					
NOVEMBER 15	<b>Georgia O'Keeffe</b> 11/15/1887 – 3/6/1986		75	109	94 95	113	116 202	100	F	Painting Precisionism	Amer. SW	6
	<a href="http://www.georgia-okeeffe.com/precisionism.html">http://www.georgia-okeeffe.com/precisionism.html</a> <a href="http://www.lkwdpl.org/wihohio/okee-geo.htm">http://www.lkwdpl.org/wihohio/okee-geo.htm</a>						<a href="http://www.georgia-okeeffe.com/">http://www.georgia-okeeffe.com/</a> <a href="http://www.youtube.com/watch?v=3AY9rDB-WBk">http://www.youtube.com/watch?v=3AY9rDB-WBk</a> <a href="http://www.youtube.com/watch?v=v71awD38Qy4">http://www.youtube.com/watch?v=v71awD38Qy4</a>					
DEC. 4	<b>Wassily Kandinsky</b> 12/16/1866-12/13/1944			37	48	40	36 37		M	Expressionism German Expression. Der Blaue Reiter	Russian	5
	<a href="http://www.wassilykandinsky.net/">http://www.wassilykandinsky.net/</a> <a href="http://www.guggenheim.org/new-york/exhibitions/past/exhibit/3182">http://www.guggenheim.org/new-york/exhibitions/past/exhibit/3182</a> <a href="http://www.telegraph.co.uk/culture/art/3653012/The-man-who-heard-his-paintbox-hiss.html">http://www.telegraph.co.uk/culture/art/3653012/The-man-who-heard-his-paintbox-hiss.html</a>						<a href="https://www.youtube.com/watch?v=Us-UupN7wHI&amp;safe=active">https://www.youtube.com/watch?v=Us-UupN7wHI&amp;safe=active</a> <a href="https://www.youtube.com/watch?v=TgtR0Q3GKlw&amp;safe=active">https://www.youtube.com/watch?v=TgtR0Q3GKlw&amp;safe=active</a> <a href="https://www.youtube.com/watch?v=T8yk1Z1224o&amp;list=PLuYe9Sr76EV0kFxBvCB3HSGdhF-o0-ed6">https://www.youtube.com/watch?v=T8yk1Z1224o&amp;list=PLuYe9Sr76EV0kFxBvCB3HSGdhF-o0-ed6</a> drawing					
DECEMBER 8	<b>Diego Rivera</b> 12/8/1886 – 11/24/1957		202			94 95		53 169	M	painting muralist	Mexican	3
	<a href="http://www.artcyclopedia.com/artists/rivera_diego.html">http://www.artcyclopedia.com/artists/rivera_diego.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/rivera_d.html">http://www.pbs.org/wnet/americanmasters/database/rivera_d.html</a>						<a href="http://www.diegorivera.com/index.php">http://www.diegorivera.com/index.php</a> <a href="http://www.artchive.com/artchive/R/rivera.html">http://www.artchive.com/artchive/R/rivera.html</a> <a href="http://www.youtube.com/watch?v=PRw3hkaYz80">http://www.youtube.com/watch?v=PRw3hkaYz80</a> = SHORT BIO					
DEC. 18	<b>Paul Klee</b> 12/18/1879-6/29/1940				186	112	108 109		M	Expressionism, Surrealism, German Exp., Der Blaue Reiter, Bauhaus	German Swiss-bom	4
	<a href="http://www.paulklee.net/">http://www.paulklee.net/</a> <a href="http://www.metmuseum.org/toah/hd/klee/hd_klee.htm">http://www.metmuseum.org/toah/hd/klee/hd_klee.htm</a> <a href="http://www.tate.org.uk/art/artists/paul-klee-1417">http://www.tate.org.uk/art/artists/paul-klee-1417</a>						<a href="https://www.youtube.com/watch?v=CzkwPUR2onk&amp;safe=active">https://www.youtube.com/watch?v=CzkwPUR2onk&amp;safe=active</a> <a href="https://www.youtube.com/watch?v=kLbPTI6bfC4&amp;safe=active">https://www.youtube.com/watch?v=kLbPTI6bfC4&amp;safe=active</a> <a href="https://www.youtube.com/playlist?list=PL27BC633667A691A9">https://www.youtube.com/playlist?list=PL27BC633667A691A9</a>					

# ARTISTS - SECOND SEMESTER

LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, *ALWAYS PREVIEW before showing to students*).

<b>JANUARY</b> <b>19</b>	<b>Paul Cezanne</b> 1/19/1839 – 10/22/1906		86	87		45 120	M	Painting Postimpressionism	French	3	
	<a href="http://www.ibiblio.org/wm/paint/auth/cezanne/">http://www.ibiblio.org/wm/paint/auth/cezanne/</a> <a href="http://www.artcyclopedia.com/artists/cezanne_paul.html">http://www.artcyclopedia.com/artists/cezanne_paul.html</a>						<a href="http://www.paulcezanne.org/index_uk.html">http://www.paulcezanne.org/index_uk.html</a> <a href="http://www.youtube.com/watch?v=mQ-tWz1k7iU">http://www.youtube.com/watch?v=mQ-tWz1k7iU</a> = bio				
<b>FEBRUARY</b> <b>20</b>	<b>Louis Comfort Tiffany</b> 2/18/1848 – 1/17/1933	56					M	Art Nouveau Stained glass	Amer. + Orlando	1	
	<a href="http://www.morsemuseum.org/">http://www.morsemuseum.org/</a> <a href="http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html">http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html</a>						<a href="http://www.louiscomforttiffanyfoundation.org/">http://www.louiscomforttiffanyfoundation.org/</a> <a href="http://www.youtube.com/watch?v=6QxSZVVDVE8">http://www.youtube.com/watch?v=6QxSZVVDVE8</a> = bio				
	<b>Ansel Adams</b> 2/20/1902 – 4/22/1984			109		57	M	Photography B&W	Amer.	2	
<a href="http://www.anseladams.com/">http://www.anseladams.com/</a> <a href="http://www.sfmoma.org/adams/">http://www.sfmoma.org/adams/</a>						<a href="http://www.youtube.com/watch?v=-E0zRwY4pzQ">http://www.youtube.com/watch?v=-E0zRwY4pzQ</a> <a href="http://www.youtube.com/watch?v=ZND3eczqoIA">http://www.youtube.com/watch?v=ZND3eczqoIA</a>					
<b>MARCH</b> <b>14</b>	<b>Jennifer Bartlett</b> 3/14/1941 - today					164	F	Mixed –painting + dots	Amer.	1	
	<a href="http://www.artcyclopedia.com/artists/bartlett_jennifer.html">http://www.artcyclopedia.com/artists/bartlett_jennifer.html</a> <a href="http://www.artnet.com/artist/2040/jennifer-bartlett.html">http://www.artnet.com/artist/2040/jennifer-bartlett.html</a> <a href="http://en.wikipedia.org/wiki/Jennifer_Bartlett">http://en.wikipedia.org/wiki/Jennifer_Bartlett</a>						<a href="http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040">http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040</a> <a href="http://www.youtube.com/watch?v=9vov-PFtAm4">http://www.youtube.com/watch?v=9vov-PFtAm4</a> = studio <a href="http://www.youtube.com/watch?v=aar18PS96mw">http://www.youtube.com/watch?v=aar18PS96mw</a> = work				
	<a href="http://www.guggenheim.org/new-york/collections/collection-online/artists/1024">http://www.guggenheim.org/new-york/collections/collection-online/artists/1024</a>						<a href="http://www.youtube.com/watch?v=gtv-LiftaiA&amp;safe=active">http://www.youtube.com/watch?v=gtv-LiftaiA&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active">http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active</a> fun animation <a href="http://www.youtube.com/watch?v=PtXzmbQ4KKI&amp;safe=active">http://www.youtube.com/watch?v=PtXzmbQ4KKI&amp;safe=active</a>				
<b>MARCH</b> <b>30</b>	<b>Vincent Van Gogh</b> 3/30/18 53 – 7/29/1890	63		146		154 155	M	Postimpressionist	Dutch	1	
	<a href="http://joanmiro.com/">http://joanmiro.com/</a> <a href="http://www.moma.org/collection/artist.php?artist_id=4016">http://www.moma.org/collection/artist.php?artist_id=4016</a> <a href="http://www.guggenheim.org/new-york/collections/collection-online/artists/1024">http://www.guggenheim.org/new-york/collections/collection-online/artists/1024</a>						<a href="http://www.youtube.com/watch?v=gtv-LiftaiA&amp;safe=active">http://www.youtube.com/watch?v=gtv-LiftaiA&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active">http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active</a> fun animation <a href="http://www.youtube.com/watch?v=PtXzmbQ4KKI&amp;safe=active">http://www.youtube.com/watch?v=PtXzmbQ4KKI&amp;safe=active</a>				
<b>MAY</b> <b>22</b>	<b>Marisol Escobar</b> 5/22/1930 - today					90	F	Sculpture mixed	Venezuela	1	
	<a href="http://www.tfaoi.com/aa/2aa/2aa661.htm">http://www.tfaoi.com/aa/2aa/2aa661.htm</a> <a href="http://en.wikipedia.org/wiki/Marisol_Escobar">http://en.wikipedia.org/wiki/Marisol_Escobar</a> <a href="http://www.artcyclopedia.com/artists/marisol.html">http://www.artcyclopedia.com/artists/marisol.html</a>						<a href="http://www.youtube.com/watch?v=zrzHiQjWg7Y">http://www.youtube.com/watch?v=zrzHiQjWg7Y</a> = w/ 3 other women artists <a href="http://www.youtube.com/watch?v=zRFhH0XQypA">http://www.youtube.com/watch?v=zRFhH0XQypA</a> = sculpture in motion				
	<a href="http://www.guggenheim.org/new-york/collections/collection-online/artists/1024">http://www.guggenheim.org/new-york/collections/collection-online/artists/1024</a>						<a href="http://www.youtube.com/watch?v=V3VmhLB7lqM">http://www.youtube.com/watch?v=V3VmhLB7lqM</a> = documentary				
<b>JUNE</b> <b>8</b>	<b>Frank Lloyd Wright</b> 6/8/1867 – 4/9/1959	138					M	Architecture Prairie	Amer.	1	
	<a href="http://www.franklloydwright.org/">http://www.franklloydwright.org/</a> <a href="http://www.delmars.com/wright/flw1.htm">http://www.delmars.com/wright/flw1.htm</a> <a href="http://www.oprf.com/flw/bio/index.html">http://www.oprf.com/flw/bio/index.html</a>						<a href="http://www.taliesinpreservation.org/">http://www.taliesinpreservation.org/</a> <a href="http://www.flsouthern.edu/flwctr/">http://www.flsouthern.edu/flwctr/</a> <a href="http://www.youtube.com/watch?v=V3VmhLB7lqM">http://www.youtube.com/watch?v=V3VmhLB7lqM</a> = documentary				
	<a href="http://www.guggenheim.org/new-york/collections/collection-online/artists/1024">http://www.guggenheim.org/new-york/collections/collection-online/artists/1024</a>						<a href="http://www.youtube.com/watch?v=V3VmhLB7lqM">http://www.youtube.com/watch?v=V3VmhLB7lqM</a> = documentary				
<b>JULY</b> <b>30</b>	<b>Henry Moore</b> 7/30/1898 – 8/31/1986	134	207 208	64 65	126		M	Abstract sculpture	British	4	
	<a href="http://www.henry-moore-fdn.co.uk/">http://www.henry-moore-fdn.co.uk/</a> <a href="http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html">http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html</a> <a href="http://www.artcyclopedia.com/artists/moore_henry.html">http://www.artcyclopedia.com/artists/moore_henry.html</a>						<a href="http://www.nga.gov/exhibitions/mooreintro.shtm">http://www.nga.gov/exhibitions/mooreintro.shtm</a> <a href="http://www.youtube.com/watch?v=IDyjcHb-3bU">http://www.youtube.com/watch?v=IDyjcHb-3bU</a> = sculptures <a href="http://www.youtube.com/watch?v=BZAdE-PBoD8">http://www.youtube.com/watch?v=BZAdE-PBoD8</a> = documentary				
	<a href="http://www.guggenheim.org/new-york/collections/collection-online/artists/1024">http://www.guggenheim.org/new-york/collections/collection-online/artists/1024</a>						<a href="http://www.youtube.com/watch?v=BZAdE-PBoD8">http://www.youtube.com/watch?v=BZAdE-PBoD8</a> = documentary				

**Partnership for 21<sup>st</sup> Century Skills****The 4C's – Communication, Collaboration, Critical Thinking, and Creativity**

Check out “Above & Beyond” animation concerning the 4C's <http://www.p21.org/tools-and-resources/above-aamp-beyond-animation>  
4C's poster <http://www.p21.org/storage/documents/4csposter.pdf>

Core Subjects and 21st Century Themes at [http://www.p21.org/storage/documents/1.\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1._p21_framework_2-pager.pdf)

***21<sup>st</sup> Century Skills are embedded in NGSSS Visual Art***

<http://www.arteducators.org/research/21st-century-skills-arts-map> for general information

The Partnership for 21st Century Skills has worked with professional education associations to create 21st Century Skills Maps in English, Social Studies, Science, and Geography. The 21st Century Skills Maps are posted on the Partnership for 21st Century Skills website ([www.p21.org](http://www.p21.org)).

The Partnership for 21<sup>st</sup> Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum. All of the maps are organized around 13 skills areas, with examples of how each subject can help students build skills in these areas at 4<sup>th</sup> grade, 8<sup>th</sup> grade, and 12<sup>th</sup> grade levels.

[http://www.p21.org/storage/documents/P21\\_arts\\_map\\_final.pdf](http://www.p21.org/storage/documents/P21_arts_map_final.pdf)

**The 21<sup>st</sup>-Century Skill areas are:**

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity
- Innovation
- Information Literacy
- Media Literacy
- Information, Communication, and Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> Organizing Thoughts to Create and Complete Art</p>	<p style="text-align: center;"><b>VISUAL ART – 5001010</b> <b>Kindergarten</b></p>		<p>1<sup>ST</sup> Marking Period/Quarter For Progress Report PACING: WEEK 1-4</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>Q1f</b> Formative</p> </div> <span style="font-size: 2em; font-weight: bold; margin-left: 10px;">K</span>
<p><b>ESSENTIAL QUESTIONS</b></p>				
<ul style="list-style-type: none"> <li>What is art? How are art objects described?</li> <li>What are the uses for art objects?</li> <li>Where is art found?</li> <li>What are sources for art ideas?</li> </ul>		<ul style="list-style-type: none"> <li>How does personal interest affect how or why an artwork is created?</li> <li>What art vocabulary is important to understand to engage in discussion about art?</li> <li>How are art materials and tools used safely?</li> </ul>		
<p>Text: <b>SRA Art Connections:</b> Grade K “Big Book”</p>	<p style="text-align: center;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q1f</b></p> <p><b>WEEK 1-4</b> <b>Innovate Art</b> is the current topic and students are continually assessed on the concepts included below as they create art. NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.</p> <p><b>While creating, Kindergarten art students learn to:</b> Create and share personal works of art with others. Handle art tools and media safely in the art room. Explore everyday objects that have been designed and created by artists. Describe where artwork is displayed in school or other places.</p> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to explain personal work with specific details, knows what artists create, where art can be located, and follows directions for safety in the art room.</b></p>		<p><b>DUE:</b></p> <p><b>September</b></p> <ul style="list-style-type: none"> <li>Art Teachers’ Exhibit/ArtHaus</li> <li>Volusia County Schools – Safety Poster Contest</li> </ul> <p><b>October –</b></p> <ul style="list-style-type: none"> <li>FAEA Conference</li> <li>Volusia County Fair</li> </ul>	
<p><b>TOPICS</b></p>		<p><b>INNOVATE ART:</b> <i>Includes Cognition, Engagement, Persistence, How to Think about, Create, and Reflect on Personal Art</i></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p>		<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> <b>(text pages)</b></p>
<p><b>Unit 1-Line</b> Lesson/Activities:</p> <ul style="list-style-type: none"> <li>Line Quality</li> <li>Line Direction</li> <li>Line Meanings</li> <li>Line Type</li> </ul>	<p><b>Create and share personal works of art with others.</b></p> <ul style="list-style-type: none"> <li>Interpret personal experience; expresses ideas to others using the language of art; structural elements.</li> <li>Art can use senses, touch, sight; listening skills.</li> </ul> <p><b>Assessed Content:</b></p>		<p><b>STANDARDS</b> (* are repeated)</p> <p style="background-color: blue; color: white; padding: 2px;"><b>VA.K.C.1.1</b></p>	<p>Definitions (18-27) Feelings, expression (<i>calm 40-41, busy</i>) Visual story Observation</p>

<p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Wassily Kandinsky</li> <li>Claude Monet</li> <li>David Hockney</li> <li>Currier and Ives</li> <li>Marc Chagall</li> <li>Piet Mondrian</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Geometry</li> <li>Counting</li> </ul> <p>English/Language arts</p> <ul style="list-style-type: none"> <li>Main Idea/Point of View</li> <li>Fluency and Comprehension of Art</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Science Process</li> <li>Five Senses Matter</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> <li>Civics</li> </ul>	<p>K-25 Views and discusses art from various cultures, time periods &amp; places</p> <p><b>Florida Standards:</b> LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p> <p><b>Explore everyday objects that have been designed and created by artists.</b></p> <ul style="list-style-type: none"> <li>Artists create works on various surfaces from various materials.</li> <li>Recognize between non-art objects (tree) and art objects (painting).</li> </ul> <p><b>Assessed Content:</b> K-27 Examines examples of everyday objects designed by artists K-29 Identifies an art career such as artists, designers, architects, teachers K-31 Distinguishes between non-art objects and works of art (tree vs. painting)</p> <p><b>Florida Standards:</b> MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>Describe where artwork is displayed in school or other places.</b></p> <ul style="list-style-type: none"> <li>Understand that people create for a reason.</li> <li>Identifies art in places.</li> </ul> <p><b>Assessed Content:</b> K-3 Know that a picture tells a story K-28 Understands that artists' creations influence home, school, work life</p> <p><b>Florida Standards:</b> LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>Identify and name tools used to create art.</li> <li>Follows directions for cleanup.</li> </ul> <p><b>Assessed Content:</b> K-10 Works w/ tools &amp; materials safely &amp; appropriately K-15 Follows clean up directions</p> <p><b>Florida Standards:</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p></p> <p><b>VA.K.H.2.2</b></p> <p><b>VA.K.H.2.3</b></p> <p><b>*VA.K.S.3.3</b></p>	<p>Landscape <i>Concepts of self, family, school, Community</i></p> <p><b>Q1f</b> Formative</p> <p>Useful/utilitarian objects Aesthetic/non-utilitarian objects <i>Opposites: smooth/rough</i> <i>Describe, main idea, details, pattern,</i></p> <p><b>Close Reading :FCAT Prep, Unit 1 Task 4 p.10-11, painting</b></p> <p>Bulletin boards, school display Exhibits, festivals Buildings: offices, church, museums, airport</p> <p>Safety (32-3) Follow <i>directions</i> for tools, media, cleanup (FYI: District School Safety Initiative – poster, anim., etc.)</p>
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<b>Special Area Grading - INNOVATE ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b>	<b>Q1f</b> Formative
<p><b><u>CDE: 81- 100 Grade Range</u> which defaults to + (PLUS) on report card</b></p> <p>The student describes choices made in using various media for the creation of works documenting self and/or community experiences and practices safety procedures in the art room.</p>	<p><b>Course Number: 5001010 Art – GRADE K</b> (Highlighted are Included with visual art standards in Q1f)</p> <p><b>ELD.K.12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.  <b>LAFS.K.RL.1.2</b> With prompting and support, retell familiar stories, including key details.  <b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.  <b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  <b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.  <b>MAFS.K.G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.  <b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).  <b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).  <b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.  <b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.  <b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	
<p><b><u>DEV: 61 – 80 Grade Range</u> which defaults to ✓ (CHECK) on report card</b></p> <p>The student uses various media to complete works with little thought to choices made, self-expression, or documentation of local/global ideas, but follows safety procedures.</p>	<p><b>MAFS.K.G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.  <b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).  <b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).  <b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.  <b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.  <b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	
<p><b><u>NDE: 0 – 60 Grade Range</u> which defaults to ⓪ (NULL) on report card</b></p> <p>The student struggles to complete works or works hastily, not understanding how to use various media and/or how to incorporate and describe personal interests and choices for self-expression and/or community experiences to meet objectives; ignores some safety procedures.</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b>  <b>MAFS.K.12.MP.5.1:</b> Use appropriate tools strategically.  <b>MAFS.K.12.MP.6.1:</b> Attend to precision.  <b>MAFS.K.12.MP.7.1:</b> Look for and make use of structure.</p>	



Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  * <b>CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  * <b>DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  * <b>NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<b>UNIT/ORGANIZING PRINCIPLE:</b> <b>Organizing Thoughts to Create and Complete Art</b>	<h1 style="margin:0;">VISUAL ART – 5001010</h1> <h2 style="margin:0;">Kindergarten</h2>	1 <sup>st</sup> Marking Period/Quarter END of Marking Period Grade PACING: WEEK 5-9	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <b>Q1s</b>                      Summative                 </div>	K
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**ESSENTIAL QUESTIONS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• How does self-expression and individual choices contribute to visual communication and personal satisfaction?</li> </ul> | <ul style="list-style-type: none"> <li>• How does art reflect human experience?</li> <li>• How are art materials and tools used safely?</li> </ul> |
|---|--|

Text: <b>SRA Art Connections:</b> Grade K “Big Book”	<p style="background-color: yellow;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q1s</b></p> <p><b>WEEK 5-9</b></p> <p><b>Innovate Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.</p> <p><b>While creating, Kindergarten art students learn to:</b></p> <ul style="list-style-type: none"> <li>Describe personal choices made in the creation of artwork.</li> <li>Handle art tools and media safely in the art room.</li> <li>Create works of art to document experiences of self and community.</li> <li>Experiment with art media for personal satisfaction and perceptual awareness.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> describe/show choices made in using various media to create works based on self and/or community experiences and practice safety procedures in the art room.</p>	<p><b>DUE:</b></p> <p><b>September</b></p> <ul style="list-style-type: none"> <li>• Art Teachers’ Exhibit/ArtHaus</li> <li>• Volusia County Schools – Safety Poster Contest</li> </ul> <p><b>October</b></p> <ul style="list-style-type: none"> <li>• FAEA Conference</li> <li>• Volusia County Fair</li> </ul>
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TOPICS	<p style="background-color: yellow;"><b>INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think about, Create, and Reflect on Personal Art</b></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b></p> <p style="text-align: center;"><b>Unpacking - Learning Targets</b></p>	STANDARDS (* are repeated)	<b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)
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<p><b>Unit 2- Shape</b></p> <p>Lesson/ Activities</p> <ul style="list-style-type: none"> <li>• Outline</li> <li>• Geometric</li> <li>• Free-Form</li> <li>• Body Shapes</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Grant Wood</li> <li>• Jacob Lawrence</li> <li>• Auguste Herbin</li> <li>• Henri Matisse</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Counting</li> </ul>	<p style="background-color: blue; color: white;"><b>Describe personal choices made in the creation of artwork.</b></p> <ul style="list-style-type: none"> <li>• Visual Experience.</li> <li>• Engages in a variety of explorations to inform, support, revise and reflect on personal ideas for the creation of artwork.</li> <li>• Problem solving skills influence the results.</li> <li>• Uses symbols in a pattern to represents beats, sounds, or rhythms.</li> <li>• Select personal art work for display.</li> </ul> <p><b>Assessed Content:</b></p> <p style="background-color: yellow;">K-2 Knows that visual symbols are used to convey meaning</p> <p style="background-color: yellow;">K-5 Interprets personal experiences visually using selected media</p> <p style="background-color: yellow;">K-6 Describes choices made in his/her artwork</p> <p style="background-color: yellow;">K-7 Artwork created for specific purposes, i.e., storybook, illustrations, stained glass</p>	<p style="background-color: blue; color: white;"><b>VA.K.C.2.1</b></p>	<p><i>Describe, Main Idea</i></p> <p>Create visual ideas spontaneously or through planning/<i>sequence</i> of steps</p> <p>Color (94-5)</p> <p><i>Patterns: relationship of size and distance; night vs. day; sky; time/day/season</i></p>
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**Q1s**  
Summative

<p>English/Language arts</p> <ul style="list-style-type: none"> <li>Main Idea/Point of View</li> <li>Fluency and Comprehension of Art</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Science Process</li> <li>Five Senses Matter</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> <li>Civics</li> </ul>	<p>K-11 Creates personal meaning drawn from experience, observation or imagination</p> <p><b>Florida Standards:</b> LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p>		
	<p><b>Experiment with art media for personal satisfaction and perceptual awareness.</b></p> <ul style="list-style-type: none"> <li>Understand that others can create art differently.</li> <li>Perceives art through the senses.</li> <li>Artwork can have more than one solution.</li> </ul> <p><b>Assessed Content:</b> K-11 Creates personal meaning drawn from experience, observation or imagination K-1 Knows subject matter can be real or imaginary</p> <p><b>Florida Standards</b> SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	<p><b>VA.K.F.1.1</b></p>	<p>Visual communication <i>Add, delete, illustrate</i> Exhibit, school display (FYI: Volusia Students Create Exhibit adjudication early February)</p>
	<p><b>Create works of art to document experiences of self and community.</b></p> <ul style="list-style-type: none"> <li>Identify physical characteristics of places (38).</li> <li>Self-expression.</li> <li>Engages in a variety of explorations to inform, support, revise and reflect personal ideas in the creation of artwork.</li> <li>Decide reason for selecting work for display.</li> </ul> <p><b>Assessed Content:</b> K-5 Interprets personal experiences visually using selected media K-11 Creates personal meaning drawn from experience, observation or imagination</p> <p><b>Florida Standards</b> LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p>	<p><b>VA.K.O.3.1</b></p>	<p>Document Imagery from life experiences <i>Community, Family and Friends</i> Body Shapes (82-9, 90-91) <i>Front, back, top, bottom</i></p>
	<p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>Identify and name tools.</li> <li>Follows directions for cleanup.</li> </ul> <p><b>Assessed Content:</b> K-10 Works w/ tools &amp; materials safely &amp; appropriately K-15 Follows clean up directions</p> <p><b>Florida Standards:</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.K.S.3.3</b></p>	<p>Safety (32-3) Follow <i>directions</i> for tools, media, cleanup</p>

Special Area Grading - **INNOVATE ART****Florida Standards Required by  
Florida DOE for this Course****Q1s**  
Summative**CDE: 81- 100 Grade Range which defaults to **+** (PLUS) on report card**

The student describes choices made in using various media for the creation of works documenting self and/or community experiences and practices safety procedures in the art room.

**DEV: 61 – 80 Grade Range which defaults to **✓** (CHECK) on report card**

The student uses various media to complete works with little thought to choices made, self-expression, or documentation of local/global ideas, but follows safety procedures.

**NDE: 0 – 60 Grade Range which defaults to **⊘** (NULL) on report card**

The student struggles to complete works or works hastily not understanding how to use various media and/or how to incorporate and describe personal interests and choices for self-expression and/or community experiences to meet objectives; ignores some safety procedures.

**Course Number: 5001010 Art – GRADE K (Highlighted are Included with visual art standards in Q1s)**

**ELD.K.12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.

**LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.

**LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

**LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).

**MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).

**MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.

**SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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

**MAFS.K.12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K.12.MP.6.1:** Attend to precision.

**MAFS.K.12.MP.7.1:** Look for and make use of structure.

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  * <b>CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  * <b>DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  * <b>NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Creating Art for A Purpose	<h1 style="margin: 0;">VISUAL ART – 5001010</h1> <h2 style="margin: 0;">Kindergarten</h2>	2 <sup>nd</sup> Marking Period/Quarter For Progress Report PACING: WEEK 10 -13	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Q2f</b>                      Formative                 </div>	K
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**ESSENTIAL QUESTIONS**

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| <ul style="list-style-type: none"> <li>What is the language of art? How is space used?</li> <li>What are similarities and differences in various media, techniques and processes?</li> </ul> | <ul style="list-style-type: none"> <li>Where is art found outside of school? How are art materials and tools used safely?</li> </ul> |
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Text: <b>SRA Art Connections:</b> Grade K “Big Book”	<p style="background-color: yellow; margin: 0;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q2f</b></p> <p><b>WEEK 10-13</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Explore art processes and media to produce artworks.</li> <li>Produce artwork influenced by personal decisions and ideas.</li> <li>Handle art tools and media safely in the art room.</li> <li>Describe where art ideas or products can be found in stores.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> create art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community; and follows safety procedures.</p>	<p><b>DUE:</b></p> <p><b>November:</b></p> <ul style="list-style-type: none"> <li>Halifax Art Festival</li> <li>Volusia County Fair (East side)</li> <li>DeLand Fall Festival (West side)</li> </ul>
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TOPICS	<p style="background-color: yellow; margin: 0;"><b>DEVELOP ART: Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design) Proficiency in Skill, Media, Technique, Safety</b></p> <p style="background-color: yellow; margin: 0;"><b>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</b></p>	<p style="background-color: black; color: white; margin: 0;"><b>ACADEMIC LANGUAGE</b></p> <p style="font-size: 0.8em; margin: 0;"><i>italics = integration (text pages)</i></p>
	<p style="background-color: yellow; margin: 0;"><b>STANDARDS</b></p> <p style="font-size: 0.8em; margin: 0;">(* are repeated)</p>	

Unit 3 – Color  Lesson/Activities <ul style="list-style-type: none"> <li>Color Names</li> <li>Color Recognition</li> <li>Primary Colors</li> <li>Colors and Feelings</li> </ul>	<p style="background-color: yellow; margin: 0;"><b>Describe where art ideas or products can be found in stores.</b></p> <ul style="list-style-type: none"> <li>Make art connections outside of school.</li> </ul> <p style="background-color: yellow; margin: 0;"><b>Assessed Content:</b></p> <p style="background-color: yellow; margin: 0;">K-28 Understands that artists’ creations influence home, school, work life</p> <p style="background-color: yellow; margin: 0;"><b>Explore art processes and media to produce artworks.</b></p> <ul style="list-style-type: none"> <li>Identify structural elements &amp; organizational principles of design.</li> <li>Recognize shapes by colors and colors by objects (102).</li> <li>Use dry media - pencil, crayon, colored pencil, chalk, oil pastels <b>and/or</b> wet media – tempera, watercolor, printmaking and/or construction media – paper/glue, weaving/yarn, clay, and</li> </ul>	<p style="background-color: yellow; margin: 0;"><b>VA.K.F.2.1</b></p> <p>Observation, Recall/Recollection Forms (146-7)                      Architecture: Building is an Art Form                      3-D Shapes, Sculpture</p> <p style="background-color: yellow; margin: 0;"><b>VA.K.S.1.1</b></p> <p>Structural Elements &amp; Organizational Principles (see resources)                      Mark-Making: Qualities of Lines,                      Tools for creating art wet/ dry media                      Dry Media: drawing media                      Wet media : painting media</p>
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<ul style="list-style-type: none"> <li>Color Value</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Jacob Lawrence</li> <li>Wayne Thiebaud</li> <li>Marc Chagall</li> <li>Henri Matisse</li> <li>Pablo Picasso</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Counting by Tens</li> </ul> <p>English/Language Arts</p> <ul style="list-style-type: none"> <li>Prior Knowledge</li> <li>Fact/Opinion</li> <li>Compare/Contrast</li> <li>Vocabulary/Processes/Concepts</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Light</li> <li>Heat</li> <li>Sound Energy</li> <li>Motion of Objects</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> </ul>	<p>miscellaneous objects to create art.</p> <p><b>Assessed Content:</b></p> <p>K-12 Recognizes differences among materials and processes(unique to S.1.1) 2D (Drawing – Painting - Printmaking)</p> <p>K-16 Draws with chalk crayon, marker, pencil on large paper</p> <p>K-17 X-ray drawings</p> <p>K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers</p> <p>K-19 Paints with tempera, watercolor &amp; fingerpaint on large paper</p> <p>K-20 Prints by stamping one surface against another3D (Sculpture - Clay - Paper)</p> <p>K-21 Uses forming techniques such as clay and paper</p> <p>K-22 Uses gluing and pasting</p> <p>K-23 Uses tearing, cutting and folding techniques</p> <p><b>Florida Standards:</b></p> <p>SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.</p> <p>MAFS.K12.MP.6.1: Attend to precision.</p> <p>MAFS.K12.MP.7.1: Look for and make use of structure.</p>		<p>Construction media – 3D assemblage, sculpture</p> <p>2- or 3-Dimensional Shapes, Geometry</p> <p><b>SHAPE</b></p> <p>*Wassily Kandinsky/ Squares with Concentric Circles</p> <p>*Paul Klee/ Red Balloon</p>
	<p><b>Produce artwork influenced by personal decisions and ideas.</b></p> <ul style="list-style-type: none"> <li>Visualize stories, characters or objects to be included in artwork i.e., narrative art, geometric art/shapes (attributes-height/width).</li> </ul> <p><b>Assessed Content:</b></p> <p>K-11 Creates personal meaning drawn from experience, observation or imagination</p> <p>K-5 Interprets personal experiences visually using selected media</p>	<p><b>VA.K.S.1.2</b></p>	<p>Familiar experience, memory, Details</p> <p>Illustrate</p> <p>*Paul Klee Goldfish Cat and Bird</p>
	<p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>Know purpose of tool(s) and media in art activity.</li> </ul> <p><b>Assessed Content:</b></p> <p>K-10 Works w/ tools &amp; materials safely &amp; appropriately</p> <p>K-15 Follows clean up directions</p> <p><b>Florida Standards:</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p><b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.K.S.3.3</b></p>	<p>Safety (32-3); Follow <i>Direction</i></p> <p>Tools, Media, Cleanup, Care of Tools</p>

Special Area Grading - **DEVELOP ART****Florida Standards Required by Florida DOE for this Course****Q2f**

Formative

**CDE: 81- 100 Grade Range** which defaults to **+** (PLUS) on report card

The student creates art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community, and follows safety procedures.

**DEV: 61 – 80 Grade Range** which defaults to **✓** (CHECK) on report card

The student uses available media and processes with limited experimentation and ideation to create art; identifies where art is located in the community; and follows safety procedures.

**NDE: 0 – 60 Grade Range** which defaults to **⊘** (NULL) on report card

The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of art in community; ignores some safety procedures.

**Course Number: 5001010 Art – GRADE K** (Highlighted are Included with visual art standards in Q2f)

**ELD.K.12.ELL.SL.1** English language learners communicate for social and instructional purposes within the school setting.

**HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.

**LAFS.K.SL.1.1**: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

**LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.

**LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).

**MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).

**MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.

**SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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

**MAFS.K.12.MP.5.1**: Use appropriate tools strategically.

**MAFS.K.12.MP.6.1**: Attend to precision.

**MAFS.K.12.MP.7.1**: Look for and make use of structure.

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  * <b>CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  * <b>DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  * <b>NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose	<h1 style="text-align: center;">VISUAL ART – 5001010</h1> <h2 style="text-align: center;">Kindergarten</h2>	2 <sup>nd</sup> Marking Period/Quarter END of Marking Period Grade PACING: WEEK 14-18	Q2s Summative	K
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**ESSENTIAL QUESTIONS**

- What 2D and/or 3D media, techniques and processes are recognized for creating art?
- How does the student control wet media?
- How are art materials and tools used safely?

Text: <b>SRA Art Connections</b> Grade K “Big Book”	<p style="text-align: center;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q2s</b></p> <p style="text-align: center;"><b>WEEK 14-18</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Develop artistic skills through the repeated use of tools, processes, and media.</li> <li>Practice skills to develop craftsmanship.</li> <li>Handle art tools and media safely in the art room.</li> <li>Explore the placement of the structural elements of art in personal works of art.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> organize structural elements in artwork, advance art skills, and improve craftsmanship through repeated, varied, and safe use of tools.</p>	DUE:  <b>December:</b> Opening <i>Wee Creates</i>  <b>January:</b> End of month – 10 unmatted works due for Volusia Students Create Exhibit adjudication
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TOPICS	<p style="text-align: center;"><b>DEVELOP ART: Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design) Proficiency in Skill, Media, Technique, Safety</b></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b></p> <p style="text-align: center;"><b>Unpacking - Learning Targets</b></p>	ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)
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Unit 4 – Space and Form  Lesson/Activities: <ul style="list-style-type: none"> <li>• Space</li> <li>• Form                         <ol style="list-style-type: none"> <li>1. Architecture</li> <li>2. Animal</li> <li>3. Utilitarian</li> </ol> </li> </ul> Suggested Artists: <ul style="list-style-type: none"> <li>• Edward Hopper</li> <li>• Henry Moore</li> <li>• Duane Hanson</li> <li>• Frank Lloyd Wright</li> <li>• George Segal</li> </ul>	<p style="background-color: blue; color: white; padding: 2px;"><b>Explore the placement of the structural elements of art in personal works of art.</b></p> <ul style="list-style-type: none"> <li>• Experiment with dry/wet media to create art and complete objectives.</li> <li>• Recognizes objects by color</li> <li>• Primary colors identified by name</li> </ul> <p><b>Assessed Content:</b></p> <ul style="list-style-type: none"> <li>K-13 Identifies art elements and design principles 2D (<i>Drawing – Painting - Printmaking</i>)</li> <li>K-16 Draws with chalk crayon, marker, pencil on large paper</li> <li><del>K-17 X-ray drawings</del></li> <li>K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers K-19 Paints with tempera, watercolor &amp; fingerpaint on large paper</li> <li>K-20 Prints by stamping one surface against another 3D (<i>Sculpture - Clay - Paper</i>)</li> <li>K-21 Uses forming techniques such as clay and paper</li> </ul>	<p style="background-color: blue; color: white; padding: 2px;"><b>VA.K.O.1.1</b></p>	Opposites: light/dark colors Art Criticism: Describe, Analyze
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<p>Math</p> <ul style="list-style-type: none"> <li>Counting by Tens</li> </ul> <p>English/Language Arts</p> <ul style="list-style-type: none"> <li>Prior Knowledge</li> <li>Fact/Opinion</li> <li>Compare/Contrast</li> <li>Vocabulary/Processes/Concepts</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Light</li> <li>Heat</li> <li>Sound Energy</li> <li>Motion of Objects</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> </ul>	<p>K-22 Uses gluing and pasting          K-23 Uses tearing, cutting and folding techniques          Technology K-24 Uses basic computer technology related to visual arts</p> <p><b>Florida Standards:</b>          MAFS.K.12.MP.7.1: Look for and make use of structure</p>		<div style="background-color: black; color: white; padding: 5px; display: inline-block;"><b>Q2s</b></div> Summative
	<p><b>Develop artistic skills through the repeated use of tools, processes, and media.</b></p> <ul style="list-style-type: none"> <li>Identify expressive/emotional qualities of line, color.</li> <li>Use dry media, wet media, and/or construction media to create art.</li> <li>Tear, glue, cut, paste, fold, fringe, paint, and/or print.</li> <li>Identify wet and dry media in artworks.</li> <li>Identify 2D vs. 3D.</li> <li>Use height and width in shapes; height, width, and depth in forms.</li> </ul> <p><b>Assessed Content:</b>          K-14 Identifies good craftsmanship</p> <p><b>Florida Standards:</b>          LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.          MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.          MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).          MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).          SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	<p><b>VA.K.S.3.1</b></p>	<p>Structural Elements &amp; Organizational Principles (see Preface)</p> <p>Mark-Making:          Quality/emotion of Lines,          Tools to create art: wet/dry media          Dry Media: drawing media          Wet media : painting media          Construction media –          3D assemblage          Sculpture - forming techniques:  <i>2- or 3-Dimensional Shapes</i>  <i>Geometry</i>  <i>Height, width, depth; space</i>  <i>x-ray drawings, under/over</i></p>
	<p><b>Practice skills to develop craftsmanship.</b></p> <ul style="list-style-type: none"> <li>Motor skills are developed through practice.</li> <li>Trace (95B)</li> </ul> <p><b>Assessed Content:</b>          K-12 Recognizes differences among materials and processes(unique to S.1.1) 2D (Drawing – Painting - Printmaking)          K-16 Draws with chalk crayon, marker, pencil on large paper          K-17 X-ray drawings          K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers          K-19 Paints with tempera, watercolor &amp; fingerpaint on large paper          K-20 Prints by stamping one surface against another 3D (Sculpture - Clay - Paper)          K-21 Uses forming techniques such as clay and paper</p>	<p><b>VA.K.S.3.2</b></p>	<p>Craftsmanship Practice; repeat drawing of <i>plants, animals, objects</i></p>

	<p>K-22 Uses gluing and pasting                  K-23 Uses tearing, cutting and folding techniques                  Technology K-24 Uses basic computer technology related to visual arts</p> <p><b>Florida Standards:</b>                  MAFS.K12.MP.6.1: Attend to precision</p>		<div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center;"> <b>Q2s</b>                      Summative                 </div>
	<p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>Know purpose of tool(s) and media in art activity.</li> </ul> <p><b>Assessed Content:</b>                  K-10 Works w/ tools &amp; materials safely &amp; appropriately                  K-15 Follows clean up directions</p> <p><b>Florida Standards:</b>  <u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting.  <u>HE.K.B.5.3</u> Recognize the consequences of not following rules/practices when making healthy and safe decisions.                  MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.K.S.3.3</b></p>	<p>Safety (32-3); Follow <i>Direction</i>                  Tools , Media, Cleanup, Care of                  Tools</p>

<b>Special Area Grading - DEVELOP ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b>	<b>Q2s</b> Summative
<p><b>CDE: 81- 100 Grade Range</b> which defaults to <b>+</b> (PLUS) on report card</p> <p>The student advances art skills and improves craftsmanship through repeated, varied, and safe use of tools, processes, and media to organize the structural elements in artwork.</p>	<p><b>Course Number: 5001010 Art – GRADE K</b> (Highlighted are Included with visual art standards in Q2s)</p> <p><b>ELD.K.12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</p> <p><b>LAFS.K.RL.1.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>MAFS.K.G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).</p> <p><b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</p> <p><b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.</p> <p><b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	
<p><b>DEV: 61 – 80 Grade Range</b> which defaults to <b>✓</b> (CHECK) on report card</p> <p>The student develops skills and craftsmanship through repeated, varied, and safe use of tools, processes, and media to create art and shows some organization of the structural elements.</p>		
<p><b>NDE: 0 – 60 Grade Range</b> which defaults to <b>⊘</b> (NULL) on report card</p> <p>The student struggles to improve skills and craftsmanship without repeated, varied, or safe use of tools, processes, and media and/or improvement in organizing the structural elements.</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b></p> <p><b>MAFS.K.12.MP.5.1:</b> Use appropriate tools strategically.</p> <p><b>MAFS.K.12.MP.6.1:</b> Attend to precision.</p> <p><b>MAFS.K.12.MP.7.1:</b> Look for and make use of structure.</p>	



Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  * <b>CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  * <b>DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  * <b>NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

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### Principles of Design:

- Balance (symmetry)
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- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

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### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p>UNIT/ORGANIZING PRINCIPLE: <b>Art in Context – Past and Present</b></p>	<p style="text-align: center;"><b>VISUAL ART – 5001010 Kindergarten</b></p>	<p>3<sup>rd</sup> Marking Period/Quarter For Progress Report PACING: WEEK 19-22</p>	<p><b>Q3f</b> Formative</p>	<p><b>K</b></p>
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**ESSENTIAL QUESTIONS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>What makes an object look real or imaginary? How have artists used fantasy and realism in their works?</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>How is following directions for art or safety in the classroom suitable behavior in an art audience?</b></li> <li>• <b>What is the student’s relationship to the community?</b></li> </ul> |
|---|--|

<p>Text:</p> <p><b><u>SRA Art Connections</u></b></p> <p>Grade K “Big Book”</p>	<p style="background-color: yellow; text-align: center;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q3f</b></p> <p><b>WEEK 19-22</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills and time for students to respond creatively to the lesson and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Handle art tools and media safely in the art room.</li> <li>Follow directions for suitable behavior as an art audience.</li> <li>Identify real and imaginary subject matter in works of art.</li> <li>Create artwork that communicates a personal awareness as part of the community.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> explain the differences between imaginary and real objects in artworks, make connections to the home and community, and identify suitable audience and safety behaviors.</p>	<p>Due:</p> <p><b>January</b></p> <ul style="list-style-type: none"> <li>• <b>End of month – 10 unmatted works due for Volusia Students Create Exhibit adjudication</b></li> <li>• <i>1<sup>st</sup> Language Exhibit /ArtHaus– alternate (even) years</i></li> </ul> <p><b>February:</b> ATC’s</p>
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<p><b>Recommended TOPICS</b></p>	<p><b>CONNECT With ART</b> <i>Context In Art – to Past, Present Art, Styles; Artist Integrity; Copyright</i></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</b></p>	<p>ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)</p>
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<p>Unit 5 - Texture Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Real</li> <li>• Visual</li> <li>• Natural</li> <li>• Textures on Forms 1. Clay</li> <li>• Textures on Shapes 1. Textile</li> </ul>	<p style="background-color: blue; color: white;"><b>Identify real and imaginary subject matter in works of art.</b></p> <ul style="list-style-type: none"> <li>• Look 3D and more real.</li> <li>• Exaggerate parts in imaginary objects.</li> </ul> <p><b>Assessed Content:</b></p> <ul style="list-style-type: none"> <li>K-1 Knows subject matter can be real or imaginary</li> <li>K-11 Creates personal meaning drawn from experience, observation or imagination</li> </ul> <p><b>Florida Standards:</b></p> <p style="background-color: yellow;"><b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p style="background-color: blue; color: white;"><b>VA.K.F.1.2</b></p> <p><i>Identify Fantasy/Imaginary vs. Realism in works of art, justify Photographic Exaggeration Art Criticism: Interpret; Critical Thinking (197)</i></p>
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<p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Betty Parsons</li> <li>Gabriele Munter</li> <li>Harriet Powers</li> <li>Wassily Kandinsky</li> <li>Paul Klee</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Numbers 1 – 100</li> <li>Base Ten</li> </ul> <p>English/ Language Arts:</p> <ul style="list-style-type: none"> <li>Communicate ideas/experiences in creating visual art</li> <li>Context clues to determine meaning in artworks</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>Forces in Motion</li> <li>Gravity</li> <li>Day and Night Sky</li> <li>Size and Distance</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>History</li> </ul>	<p><b>Create artwork that communicates an awareness of self as part of the community.</b></p> <ul style="list-style-type: none"> <li>Create art that connects student with where he/she lives in the community.</li> <li>Draw objects observed on way to school, home, store, etc.</li> <li>Include people known in the community and how they look which may resemble why they are dressed in a uniform, suit, etc.</li> </ul> <p><b>Assessed Content:</b> K-8 Knows that works of art express an idea</p>	<p><b>VA.K.F.3.1</b></p>	<p>Citizen Observation Main idea Details</p> <p><i>Our Country, It's A Great Place</i></p> <p><b>Close Reading :FCAT Prep. Unit 2 Task 1 p.10-11, architecture</b></p>	<p><b>Q3f</b> Formative</p>
	<p><b>Follow directions for suitable behavior in an art audience.</b></p> <p><b>Assessed Content:</b> K-30 Uses good observation &amp; listening skills in museum &amp;/or presentation</p> <p><b>Florida Standards:</b> HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p>	<p><b>VA.K.H.1.2</b></p>	<p>Audience; respecting works</p>	
	<p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>Respect tool care and usage.</li> <li>Use media without waste and mess.</li> </ul> <p><b>Assessed Content:</b> K-10 Works w/ tools &amp; materials safely &amp; appropriately K-15 Follows clean up directions</p> <p><b>Florida Standards:</b> ELD.K.12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions. MAFS.K.12.MP.5.1: Use appropriate tools strategically</p>	<p><b>VA.K.S.3.3</b></p>	<p>Safety (32-3); Follow <i>Direction</i> Tools , Media, Cleanup, Care of Tools</p>	

<p style="text-align: center;"><b>Special Area Grading</b> <b>CONNECT WITH ART</b></p>	<p style="text-align: center;"><b>Florida Standards Required by Florida DOE for this Course</b></p>	<p><b>Q3f</b> Formative</p>
<p><b>CDE: 81- 100 Grade Range</b> which defaults to <b>+</b> (PLUS) on report card</p> <p>The student explains the differences between imaginary and real objects in artworks, the connections to the home/community, and suitable audience, and safety behaviors.</p>	<p><b>Course Number: 5001010 Art – GRADE K</b> (Highlighted are Included with visual art standards in Q3f)</p> <p><b>ELD.K.12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</p> <p><b>LAFS.K.RL.1.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>MAFS.K.G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).</p> <p><b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</p> <p><b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.</p> <p><b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p> <p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b></p> <p><b>MAFS.K.12.MP.5.1:</b> Use appropriate tools strategically.</p> <p>MAFS.K.12.MP.6.1: Attend to precision.</p> <p>MAFS.K.12.MP.7.1: Look for and make use of structure.</p>	
<p><b>DEV: 61 – 80 Grade Range</b> which defaults to <b>✓</b> (CHECK) on report card</p> <p>The student differentiates between imaginary and real objects in artworks, identifies connections to the home/community, and defines suitable audience and safety behaviors.</p>		
<p><b>NDE: 0 – 60 Grade Range</b> which defaults to <b>⊘</b> (NULL) on report card</p> <p>The student has difficulty in identifying differences between imaginary and real objects in artworks, may not be able to recognize connections to the home/community; usually practices suitable audience and/or safety behaviors.</p>		

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  <b>*CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults to + (PLUS) on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>* DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults to ✓ (CHECK) on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>* NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults to ☐ (NULL) on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p>UNIT/ORGANIZING PRINCIPLE: <b>Art in Context – Past and Present</b></p>	<p style="text-align: center;"><b>VISUAL ART – 5001010</b> <b>Kindergarten</b></p>	<p>3<sup>rd</sup> Marking Period/Quarter END of Marking Period Grade PACING: WEEK 23-27</p>	<p><b>Q3s</b> Summative</p>	<p>K</p>
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ESSENTIAL QUESTIONS

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| <ul style="list-style-type: none"> <li>• How are personal ideas used in the creative process?</li> <li>• What similarities or differences are recognized in art from different cultures or places?</li> </ul> | <ul style="list-style-type: none"> <li>• What ideas/feelings are recognized in art and what are differences between ideas and feelings?</li> <li>• How are art materials and tools used safely?</li> </ul> |
|---|--|

<p>Text: <b>SRA Art Connections</b> Grade K “Big Book”</p>	<p style="text-align: center; background-color: yellow;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q3s</b></p> <p><b>WEEK 23-27</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p style="margin-left: 20px;">NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills; time for students to respond creatively to the lesson; and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Handle art tools and media safely in the art room.</li> <li>Generate ideas and images for artworks based on memory, imagination, and experiences.</li> <li>Describe art from selected cultures and places.</li> <li>Explain how art-making can help people express ideas and feelings.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> create art based on personal ideas using art materials safely and to explain how people in other cultures and places express their ideas through art.</p>	<p><b>DUE:</b></p> <p>March:</p> <ul style="list-style-type: none"> <li>• Volusia Students Create Exhibit (March/April)</li> <li>• Youth Art Month Proclamation Display of ATCs</li> <li>• DeBary: Youth Celebration of the Arts</li> <li>• CrimeStoppers Posters due to Art Office, Brewster</li> </ul>
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<p>TOPICS</p>	<p><b>CONNECT With ART: Context In Art – to Past, Present Art, Styles; Artist Integrity; Copyright</b></p> <p style="font-weight: bold;">NGSSS Visual Art STANDARDS Unpacking - Learning Targets</p>	<p>ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)</p>
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<p>Unit 6 – Principles of Art Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Repetition</li> <li>• Rhythm</li> <li>• Repetition</li> <li>• Movement</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Currier and Ives</li> <li>• Jack Savitsky</li> <li>• Wassily Kandinsky</li> <li>• Paul Klee</li> </ul>	<p style="background-color: yellow;"><b>Describe art from selected cultures and places</b></p> <ul style="list-style-type: none"> <li>• Compare similar items from different cultures.</li> <li>• Know where the culture is located geographically.</li> <li>• Understand some cultures or places no longer exist and why.</li> <li>• Can identify the purpose of the cultural art work.</li> <li>• Knows works express and communicate ideas.</li> <li>• Identifies work and names the artist.</li> </ul> <p style="background-color: yellow;"><b>Assessed Content:</b></p> <ul style="list-style-type: none"> <li>K-25 Views and discusses art from various cultures, time periods &amp; places</li> <li>K-26 Identifies 1 or more well-known artists and their artwork</li> </ul> <p style="background-color: yellow;"><b>Florida Standards:</b></p>	<p style="background-color: yellow;"><b>VA.K.H.1.1</b></p> <p>Visual texture/pattern/weaving Repetition: Rhythm/Movement (190) Real texture, attributes (154) Balance in Sculpture (198) <i>Even balance</i> (194-5) <i>Map: geography</i> <i>Long Ago vs. today</i></p>
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<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Numbers 1 – 100</li> <li>Base Ten</li> </ul> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>Communicate ideas/experiences in creating visual art</li> <li>Context clues to determine meaning in artworks</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Forces in Motion</li> <li>Gravity</li> <li>Day and Night Sky</li> <li>Size and Distance</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> </ul>	<p><b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>		<p><b>Q3s</b> Summative</p>
	<p><b>Explain how art-making can help people express ideas and feelings.</b></p> <ul style="list-style-type: none"> <li>Identify art that expresses ideas/feelings and can tell why.</li> </ul> <p><b>Assessed Content:</b> K-4 Knows that people can express themselves visually</p> <p><b>Florida Standards:</b> LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p>	<p><b>VA.K.H.1.3</b></p>	<p>Reflection; Communicate through art Art Criticism: Write/Discuss (Describe, Analyze, Interpret, Decide) about visual ideas in artwork</p>
	<p><b>Generate ideas and images for artworks based on memory, imagination, and experiences.</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-motivation in selecting images for personal art.</li> </ul> <p><b>Assessed Content:</b> K-11 Creates personal meaning drawn from experience, observation or imagination K-5 Interprets personal experiences visually using selected media</p>	<p><b>VA.K.O.2.1</b></p>	<p>Subjects i.e., self-portrait, landscape, animal/creature, my town,</p>
	<p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>Respect tool care and usage.</li> </ul> <p><b>Assessed Content:</b> K-10 Works w/ tools &amp; materials safely &amp; appropriately K-15 Follows clean up directions</p> <p><b>Florida Standards:</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>VA.K.S.3.3</b></p>	<p>Safety (32-3); Follow <i>Direction</i> Tools Media Cleanup Care of Tools</p>

<b>Special Area Grading - CONNECT WITH ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b>	<b>Q3s</b> Summative
<p><b><u>CDE: 81- 100 Grade Range</u> which defaults to + (PLUS) on report card</b></p> <p>The student creates art based on personal ideas using art materials safely and explains how people in other cultures and places express their ideas through art.</p>	<p><b>Course Number: 5001010 Art – GRADE K</b> (Highlighted are Included with visual art standards in Q3s)</p> <p><b>ELD.K.12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</p> <p><b>LAFS.K.RL.1.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>MAFS.K.G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).</p> <p><b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</p> <p><b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.</p> <p><b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	
<p><b><u>DEV: 61 – 80 Grade Range</u> which defaults to ✓ (CHECK) on report card</b></p> <p>The student creates art based on incomplete ideas, but uses art materials safely and/or recognizes how people in other cultures and places express their ideas through art.</p>		
<p><b><u>NDE: 0 – 60 Grade Range</u> which defaults to ☐ (NULL) on report card</b></p> <p>The student struggles to create and/or complete art based on personal ideas with little attention to safety and/or misunderstands how people in other cultures/places express their ideas through art.</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b></p> <p><b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically.</p> <p><b>MAFS.K12.MP.6.1:</b> Attend to precision.</p> <p><b>MAFS.K12.MP.7.1:</b> Look for and make use of structure.</p>	

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  <b>*CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>* DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>* NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: <b>Analysis and Evaluation</b>	<b>VISUAL ART – 5001010 Kindergarten</b>	4 <sup>th</sup> Marking Period/ QUARTER <i>For Progress Report</i>  PACING: WEEK 28-31	<b>Q4f</b> Formative	<b>K</b>
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**ESSENTIAL QUESTIONS**

- What safety guidelines are followed?
- How are ideas and/or visual differences in the artwork discussed using compare/contrast

Text: <b>SRA Art Connections</b> Grade K “Big Book”	<b><u>Overview of Curriculum – Narratives for Grade Kindergarten: Q4f</u></b>  <b>WEEK 28-31</b> <b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art. NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on understanding how to compare art works and talk about personal art or art created by artists, time for students to respond creatively to the lesson, and for clean-up. <b>While creating, art students learn to:</b> Handle art tools and media safely in the art room. Compare selected artworks from various cultures to find differences and similarities, for example, identify visual texture or pattern/repetition in various artworks including their own work. <b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> use art materials safely while creating art and compare artworks for details in similarities and differences.	REVIEW: <ul style="list-style-type: none"> <li>• Wassily Kandinsky</li> <li>• Paul Klee</li> </ul>
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TOPICS	<b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</b>  <b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>	<b>STANDARDS</b> (* are repeated)	<b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)
<b>Unit 6 (cont.)- Balance</b> Lesson/Activities: <ul style="list-style-type: none"> <li>• Symmetrical (Even)</li> </ul> Suggested Artists: <ul style="list-style-type: none"> <li>• Joseph Stella</li> <li>• John Yeiltatzie</li> <li style="background-color: #ffff00;">• Wassily Kandinsky</li> <li style="background-color: #ffff00;">• Paul Klee</li> </ul> Math: <ul style="list-style-type: none"> <li>• Base Ten</li> <li>• Geometry</li> <li>• Measurement</li> </ul> English/Language Arts:	<b>Compare selected artworks from various cultures to find differences and similarities.</b> <ul style="list-style-type: none"> <li>• Identify visual texture or pattern/repetition in various artworks.</li> </ul> Assessed Content: K-25 Views and discusses art from various cultures, time periods & places K-34 Identifies original artworks	<b>VA.K.H.2.1</b>	<i>Describe, compare/contrast</i> difference, similarity Use of Structural Elements Art Criticism Method: Describe, Analyze
Math: <ul style="list-style-type: none"> <li>• Base Ten</li> <li>• Geometry</li> <li>• Measurement</li> </ul> English/Language Arts:	<b>Handle art tools and media safely in the art room.</b> <ul style="list-style-type: none"> <li>• Explain the term “safety” as used in the art room.</li> <li>• Knows how to use tools and media safely.</li> </ul> Assessed Content: K-10 Works w/ tools & materials safely & appropriately	<b>*VA.K.S.3.3</b>	Safety (32-3); Follow <i>Direction</i> Tools , Media, Cleanup, Care of Tools

<ul style="list-style-type: none"> <li>Recognize tone and mood in artwork</li> <li>Recall, interpret, summarize, evaluate</li> <li>Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Plants</li> <li>Animals</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul>	<p>K-15 Follows clean up directions</p> <p><b>Florida Standards:</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p><b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>		
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<b>Special Area Grading - ASSESS ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b> <div style="float: right; border: 1px solid black; padding: 2px;"> <b>Q4f</b> Formative         </div>
<p><b><u>CDE: 81- 100 Grade Range</u> which defaults to <b>+</b> (PLUS) on report card</b></p> <p>The student continues to use art materials safely while creating art and compares artworks in details for similarities and differences.</p>	<p><b>Course Number: 5001010 Art – GRADE K</b> (Highlighted are Included with visual art standards in Q4f)</p> <p><b>ELD.K.12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</p> <p><b>LAFS.K.RL.1.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>MAFS.K.G.1.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).</p> <p><b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</p> <p><b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.</p> <p><b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>
<p><b><u>DEV: 61 – 80 Grade Range</u> which defaults to <b>✓</b> (CHECK) on report card</b></p> <p>The student follows safety procedures during the creation process and can identify artworks that are similar or different.</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b></p> <p><b>MAFS.K.12.MP.5.1:</b> Use appropriate tools strategically.</p> <p><b>MAFS.K.12.MP.6.1:</b> Attend to precision.</p> <p><b>MAFS.K.12.MP.7.1:</b> Look for and make use of structure.</p>
<p><b><u>NDE: 0 – 60 Grade Range</u> which defaults to <b>☐</b> (NULL) on report card</b></p> <p>The student usually follows safety procedures during the creative process and has difficulty in distinguishing what is similar or different in artworks.</p>	

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  * <b>CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  * <b>DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  * <b>NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards



## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: <b>Analysis and Evaluation</b>	<b>VISUAL ART – 5001010</b> <b>Kindergarten</b>	4 <sup>th</sup> Marking Period/Quarter END of Marking Period Grade PACING: WEEK 32-36	<b>Q4s</b> Summative	<b>K</b>
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**ESSENTIAL QUESTIONS**

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|--|--|
| <ul style="list-style-type: none"> <li>• What differences in media are recognized, distinguished and discussed?</li> </ul> | <ul style="list-style-type: none"> <li>• How is art integrated into another subject?</li> <li>• What safety guidelines are remembered and followed?</li> </ul> |
|--|--|

Text: <b>SRA Art Connections:</b> Grade K “Big Book”	<p style="text-align: center;"><b>Overview of Curriculum – Narratives for Grade Kindergarten: Q4s</b></p> <p><b>WEEK 32-36</b></p> <p><b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction on how to compare art works and talk about personal art, art created by artists and /or connections between the visual arts and other content areas; time for students to respond creatively to the lesson; and time for clean-up.</p> <p><b>While creating, art students learn to:</b>                  Identify media used by self or peers.                  Handle art tools and media safely in the art room.                  Express ideas related to non-art content areas through personal artworks.</p> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> differentiate and explain how various media are used to express ideas in creating and/or integrating non-art content while handling art materials safety.</p>	REVIEW: <ul style="list-style-type: none"> <li>• Wassily Kandinsky</li> <li>• Paul Klee</li> </ul>
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<b>TOPICS</b>	<b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</b>  <b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>	<b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)
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<p><b>Unit 6 (cont.)- Unity</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Unity</li> <li>• Unity in Sculpture</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Diego Rivera</li> <li>• Carmen Lomas Garza</li> <li>• Sandy Skoglund</li> <li>• Wassily Kandinsky</li> <li>• Paul Klee</li> </ul> <p>Math:</p>	<p><b>Identify media used by self or peers.</b></p> <ul style="list-style-type: none"> <li>• Know difference between 2D/3D; pencil/paint; yarn lines/glue lines; etc.</li> <li>• Identify qualities of various media.</li> </ul> <p><b>Assessed Content:</b>                  2D (Drawing – Painting – Printmaking)                  K-16 Draws with chalk crayon, marker, pencil on large paper                  K-17 X-ray drawings                  K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers                  K-19 Paints with tempera, watercolor &amp; fingerpaint on large paper                  K-20 Prints by stamping one surface against another 3D (Sculpture - Clay - Paper)                  K-21 Uses forming techniques such as clay and paper                  K-22 Uses gluing and pasting                  K-23 Uses tearing, cutting and folding techniques                  K-32 Makes observations about artworks using elements and principles</p>	<p style="background-color: yellow; color: blue; text-align: center;"><b>VA.K.C.2.2</b></p>	Observation Reflection
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<ul style="list-style-type: none"> <li>• Base Ten</li> <li>• Geometry</li> <li>• Measurement</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Recognize tone and mood in artwork</li> <li>• Recall, interpret, summarize, evaluate</li> <li>• Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Plants and Animals</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<p><b>Florida Standards:</b></p> <p><b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</p> <p><b>MAFS.K12.MP.7.1:</b> Look for and make use of structure.</p> <p><b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups</p>		<div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>Q4s</b></p> <p>Summative</p> </div>
	<p><b>Express ideas related to non-art content areas through personal artworks.</b></p> <ul style="list-style-type: none"> <li>• Integrate artwork with science, language arts, social studies, or math using art ideas or personal images.</li> <li>• Evaluate results through Art Criticism process.</li> </ul> <p><b>Assessed Content:</b></p> <p>K-9 Uses specific art elements &amp; design principles to communicate an idea</p> <p>K-32 Makes observations about artworks using elements and principles</p>	<p><b>VA.K.H.3.1</b></p>	<p>Integrate Art Criticism Method (Describe, Analyze, Interpret, Decide)</p>
	<p><b>Handle art tools and media safely in the art room.</b></p> <ul style="list-style-type: none"> <li>• Explain the term “safety” as used in the art room.</li> <li>• Knows how to use tools and media safely.</li> </ul> <p><b>Assessed Content:</b></p> <p>K-10 Works w/ tools &amp; materials safely &amp; appropriately</p> <p>K-15 Follows clean up directions</p> <p><b>Florida Standards:</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p><b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.K.S.3.3</b></p>	<p>Safety (32-3); Follow <i>Direction</i> Tools , Media, Cleanup, Care of Tools</p>

<b>Special Area Grading - ASSESS ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b>	<b>Q4s</b> Summative
<p><b><u>CDE: 81- 100 Grade Range</u></b> which defaults to <b>+</b> (PLUS) on report card</p> <p>The student differentiates and explains how various media are used and expresses ideas in creating and/or integrating non-art content while handling art materials safety.</p>	<p><b>Course Number: 5001010 Art – GRADE K</b> (Highlighted are Included with visual art standards in Q4s)</p> <p><b>ELD.K.12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</p> <p><b>LAFS.K.RL.1.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>LAFS.K.SL.1.1</b>: Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>LAFS.K.SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>LAFS.K.SL.2.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>MAFS.K.G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>MAFS.K.G.1.3</b> Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).</p> <p><b>MAFS.K.G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</p> <p><b>MAFS.K.MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>SC.K.N.1.4</b> Observe and create a visual representation of an object which includes its major features.</p> <p><b>SC.K.P.9.1</b> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	
<p><b><u>DEV: 61 – 80 Grade Range</u></b> which defaults to <b>✓</b> (CHECK) on report card</p> <p>The student identifies various media without comparing them and/or uses limited thought to create and/or integrate non-art content while following art safety guidelines.</p>		
<p><b><u>NDE: 0 – 60 Grade Range</u></b> which defaults to <b>⊘</b> (NULL) on report card</p> <p>The student recognizes different media without explanation or description and includes incomplete personal ideas in works created and/or integrated non-art content while following art safety.</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b></p> <p><b>MAFS.K.12.MP.5.1</b>: Use appropriate tools strategically.</p> <p><b>MAFS.K.12.MP.6.1</b>: Attend to precision.</p> <p><b>MAFS.K.12.MP.7.1</b>: Look for and make use of structure.</p>	

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 3</b> (3 & 4)  * <b>CDE: 81- 100</b> <b>Grade Range</b> <b>which defaults</b> <b>to + (PLUS)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects appear integrated with the picture plane</li> <li>- Represents distance and direction pictorially</li> <li>- Places shapes/objects higher and lower on the picture plane</li> <li>- Makes shapes which vary in height and width</li> <li>- Places objects appropriately with meaning</li> <li>- Provides good details in objects</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which vary in height and width</li> <li>- Provides recognizable detail(s)</li> <li>- Shows variety in surface(s)</li> <li>- Shows evidence of thought in developing form(s)</li> </ul>	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
	<ul style="list-style-type: none"> <li>- Shows arrangement of objects on the picture plane</li> <li>- Shows some evidence of thought in placing shapes</li> <li>- Uses different size shapes</li> <li>- Provides moderate details in objects</li> <li>- Shows moderate variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) that vary in height and width</li> <li>- Provides some recognizable detail(s).</li> <li>- Shows some variety in surface(s).</li> <li>- Shows some evidence of thought in developing form(s)</li> </ul>	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  * <b>DEV: 61 – 80</b> <b>Grade Range</b> <b>which defaults</b> <b>to ✓ (CHECK)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Positions objects unrelated to their environments</li> <li>- Makes few variable shapes</li> <li>- Shows some recognizable objects</li> <li>- Provides some details in objects</li> <li>- Shows some variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes some variable form(s).</li> <li>- Provides few recognizable detail(s)</li> <li>- Shows little variety in surface(s)</li> <li>- Shows little evidence of thought in developing form(s)</li> </ul>	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  * <b>NDE: 0 – 60</b> <b>Grade Range</b> <b>which defaults</b> <b>to ☐ (NULL)</b> <b>on report card</b>	<ul style="list-style-type: none"> <li>- Objects or shapes appear isolated</li> <li>- Makes shapes which generally lack structure</li> <li>- Makes forms which lack recognition</li> <li>- Provides little or no detail</li> <li>- Shows little or no variety in surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Makes form(s) which generally lack structure</li> <li>- Provides no recognizable detail(s)</li> <li>- Shows little or no variety in surface(s)</li> <li>- Shows little or no thought in developing form(s)</li> </ul>	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete. <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

\* Denotes Volusia County Schools Grade Scale for Report Cards

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**