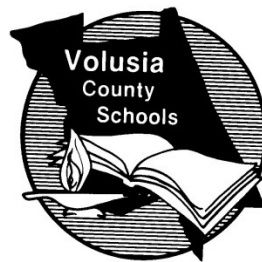




# Volusia County Schools ART Curriculum Map

## **ART: GRADE 1**

**(5001020)**



**The School Board of Volusia County**

Mrs. Linda Costello, Chairman  
Mrs. Ida Wright, Vice-Chairman  
Mrs. Linda Cuthbert  
Dr. John Hill  
Mrs. Melody Johnson

**Superintendent of Schools**

Mr. James T. Russell

**Chief Academic Officer**

Ms. Teresa Marcks

**Director K-12 Curriculum**

Ms. Barbara Head

**K-12 Visual Art Curriculum Specialist**

Ms. Suzi Preston

Contributors: Elementary Art Teachers – Phase 1: Marla Basli, Kathy Biferie, Amy Fernandez, Samantha Hughes, Janice Knestrick, Leslie Sutton-Schmitz  
Phase 2 – NGSSS Visual Art: Janice Knestrick, Catie Tappan, Richard West  
Phase 3 – NGSSS Visual Art & Common Core: Cheryl Gentry-Thomas, Nancy Hatch, Angel Sessoms, Janet Stone, Rose Vannieuwenhoven, Barbara Wells, Richard West, Margaret Williams  
Phase 4 – Nancy Hatch, Barbara Wells, Richard West, Margaret Williams  
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 – GRADE 1 (5001020)

## VERSION DESCRIPTION

Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to 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

### Grade 1 Visual Art Curriculum Map

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

**VISUAL ART - 5011020**

**Grade 1**

**1**

**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 discuss...  
VA.1.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: 5001020 Art – GRADE 1**

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

HE.1.C.1.6. Emphasize the correct names of human body parts.

HE.1.C.2.4 Recognize health consequences for not following rules.

Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

MAFS.1.G.1.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

SC.1.L.14.1 Make observations of living things and their environment using the five senses.

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

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

- Rubric (“*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>		General Visual Arts Rubric	
		<b>2D</b>	<b>3D</b>
<b>LEVEL 3 &amp; 4</b>  * <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 Conventions 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 (**Jacob Lawrence** and **Faith Ringgold**)
  - 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 1, 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 1 art text.



## RESOURCES: GRADE 1 - STRUCTURAL ELEMENTS OF ART

<p><b><u>LINE:</u></b></p> <p>Pg. 34-37, 35B (define), 36, 39B, 40- 43 (Calm), 43B, 44-47 (Diagonal), 47B, 48-51 (Curved), 51B, 52-55 (Buildings Have Line). 55B, 56- 59 (Lines Show Movement),</p> <p><b>FOCUS:</b> Activate prior knowledge, introduce art, using literature, thematic connection, comparing/contrasting, art history/culture, visualizing, classify and categorize, drawing conclusions, making inferences.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 38, 42, 46, 50, 54, 58,</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 39, 43, 47, 51, 55, 59</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> pg. 35B, 39B, 43B, 47B, 51B, 55B,</p> <p><b>ASSESSMENT:</b> 39A, 43A, 47A, 51A, 55A, 59A, Unit 62.</p> <p>Albrecht Durer p. 35, Joaquin Torres-Garcia p. 36, Wassily Kandinsk p. 37, Wof Kahn 40, Piet Mondrain 41, Jasper Johns 44, Sylvia Pilmack Mangold 45, Lawren S. Harris 52, Blanche Lazzell 53, Jacob Lawrence 56, Harrison Begay 57, Joseph Norman 60.</p>	<p><b><u>SHAPE:</u></b></p> <p>Pg. 64,65, 65B (define), pg. 66- 69 (Lines Outline Shape) , pg. 69B (define) 70- 73 (Geometric Shapes), pg. 73B (define) 74- 77, Free-Form Shapes, pg. 77B (define) 78-81 (People Shapes), 81B, 82- 85( Shapes of People in Action), Pg. 85B (define), 86- 89( Still-Life Shape) .</p> <p><b>FOCUS:</b> Activate prior knowledge, introduce art, using literature, thematic connection, comparing and contrasting , summarizing, adjectives and adverbs, art history and culture, making connections, drawing conclusions.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> p. 68, 72, 76, 77, 80, 84, 88.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 69, 73, 77, 81, 85, 89.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 65B, 69B, 73B, 77B, 81B, 85B</p> <p><b>ASSESSMENT:</b> 69A, 73A, 77A, 81A, 85A, 89A, Unit p. 92.</p> <p>Francesca Puruntatameri p. 66, Deborah Butterfield p. 67, Auguste Herbin p.70, Albert Marquet p. 71, Henri Rousseau p. 74, Hung Liu p. 75, Carmen Lomas Garza 78, Isabel Bishop 79, Jacob Lawrence 82, Janet Fish 83, Paul Cezanne p. 86, Pablo Picasso p. 87, Pierre Bonnard 90.</p>	<p><b><u>VALUE:</u></b></p> <p style="text-align: center;">N/A</p>
<p><b><u>COLOR:</u></b></p> <p>pg. 94-95, 95B (define) 96-99 (Rainbow of Colors), 100-103 (Primary), 103B 104-107, (Red &amp; Yellow Make Orange), 107B, 108-111, (Blue and Yellow Make Green), 111B, 112-115, (Using Red and Blue to Make Violet), 113B, 116-119, (Primary &amp; Secondary Colors).</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature thematic connection; introduce art, comparing and contrasting, art history and culture, interpreting, adjectives and adverbs, main ideas and details, drawing conclusions.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> 98, 102, 106, 110, 114, 118,</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> 99, 103, 107, 111, 115, 119</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 95B, 99B, 103B, 107B, 111B, 115B,</p> <p><b>ASSESSMENT:</b> 99A, 103 A, 107A, 111A, 115A, 119A, 122 Unit.</p> <p>Mary Cassatt p. 94, Eric Carle p. 95A, Ellsworth Kelly p.96, David Hockney p. 97, Piet Mondrain p. 100, Selden Connor Gile p. 101, Man's Headband of Toucan Feather p. 104, Ruffino Tamayo p. 105, Ivan Eyre p.108, Georgia O'Keeffe p. 109, Grace Hartigan p. 112, Henri Matisse p. 113, Thomas Hart Benton p. 116, Maurice Prendergast p. 117, Hans, Hofmann p. 120.</p>	<p><b><u>SPACE &amp; FORM:</u></b></p> <p>Pg. 124, pg. 125B (define), 126-129 (Shape &amp; Form), 129B 130-133 (Forms Take Up Space), 133B (define), 134-137 ( Free-Form Forms), pg. 137B (define) 138- 141 ( 3-D Body Form), Pg. 141B (define), 142-145 (Buildings and Space), Pg. 145B (define), 148-151 (Space in Pictures).</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection, comparing &amp; contrasting, art history and culture, main idea &amp; details,</p> <p><b>DIFFERENTIATED INSTRUCTION(Reteach, Special Need, ELL):</b> p. 128, p. 132, p. 136, p. 140, p. 144, p 148,</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> p. 129, p. 133, p. 137, p. 141, p. 145, p. 149,</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 129B, 133B, 137B, 141B,</p> <p><b>ASSESSMENT:</b> 129A, 133A, 137A, 141A. 145A. 149A, Unit p. 152.</p> <p>Claes Oldenburg p. 125, Barbara Cooney p. 125A, Alexander Calder pg. 126, Frank Stella p. 127, George Sugarman p. 130, Jacques Lipchitz p.131, Unknown, China: Standing Youth p. 134. Egypt: Artist Unknown, Ritual Figure p. 138. China: Artist Unknown, Seated Arhat, USA: Artist Unknown, Corn Palace pg. 142, The Dwell House p. 143. Patricia Walker pg. 146, Gabriele Munter p.147, Unknown: The Thinker p. 150.</p>	<p><b><u>TEXTURE</u></b></p> <p>155B (define), pg. 156159 (Real Texture), 159B (define) 160-163 (Visual Texture), 163B (define) 164-167 (Raised Texture),</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection, making inferences, art history &amp; culture, summarizing,</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 158, 162, 168,</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 159, 163, 167,</p> <p><b>ARTS INTEGRATED(Theatre, Music, Movement &amp; Dance):</b> pg. 155B, 159B,</p> <p><b>ASSESSMENT:</b> 159A, 163A, 167A</p> <p>Unknown: Potawatomi Turban pg. 156, Unknown: Letter Holder/Book Cover pg. 157, John Singleton Copley pg. 160, Winslow Homer pg. 161, Unknown, Plaque p. 164, Unknown, Tortilla Molds pg. 165.</p>



## RESOURCES: GRADE 1 - ORGANIZATIONAL PRINCIPLES OF DESIGN

<p><b><u>EMPHASIS:</u></b> 193B (define), 194-197 ( Emphasis in Paintings), 197 B (define), 198-201 ( Emphasis in Forms)</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection introduce the art, making connections, art history and culture, summarizing.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 196, pg. 200.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 197, pg. 201.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 193B, 197B.</p> <p><b>ASSESSMENT:</b> 197A, 201A.</p> <p>Rene Magritte pg. 194, Marc Chagall pg. 195, Unknown artist: Chinese Children's Slippers pg. 198, Unknown artist Sioux Moccasins pg. 199</p>	<p><b><u>PATTERN:</u></b> 167B (define), 168-171 (Pattern), 171B (define), 172-175 (Changing Pattern)</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection, comparing &amp; contrasting, making connections</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 170, 174.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 171, 175.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 167B, 171B,</p> <p><b>ASSESSMENT:</b> 171A, 175A.</p> <p>Harrison Mc Intosh pg. 168, Barbara Zook pg. 169. Unknown: Kente Cloth pg. 172, Martha Berry pg. 173</p>	<p><b><u>RHYTHM:</u></b> 175B (define), 176-179 (Rhythm),</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection, adjectives and adverbs.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 178.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology) :</b> pg. 179.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 175B</p> <p><b>ASSESSMENT:</b> 179A.</p> <p>Harry Fonseca pg. 176, Antonia Ruiz p. 177</p>
<p><b><u>BALANCE:</u></b> Pg. 124-125 (Unit Plan), Pg. 125 B (define) Pg. 126-129 (Formal Balance), Pg. 129B Pg. 184-185 (Unit overview), 185B (Define) 186-189 (Balance of Shape), 189B (define) 190-193 Balance in Masks),</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection, introduce the art, making connections, art history and culture, making inferences.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 188, 192.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 189, 193.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 185B, 189B,</p> <p><b>ASSESSMENT:</b> 189A, 193A.</p> <p>Jose Aruego pg. 185A, Artist Unknown: Mola pg. 186, Artist Unknown: Arapaho Man's Shirt. pg. 187, Artist Unknown: Mweel Mask pg. 190, Joe Seaweed pg 191.</p>	<p><b><u>VARIETY:</u></b> N/A</p> <p><b><u>HARMONY:</u></b> N/A</p> <p><b><u>PROPORTION:</u></b> N/A</p>	<p><b><u>UNITY:</u></b> Pg. 201b (Define) pg.202-205 (Unity with Words ad Symbols). 205B (Define) pg.206-209 (Unity in Sculpture)</p> <p><b>FOCUS:</b> Activate prior knowledge, using literature, thematic connection, introduce the art artist's purpose, art history and culture.</p> <p><b>DIFFERENTIATED INSTRUCTION(Reteach, Special Need, ELL) :</b> Pg 204, 208.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 205, 209.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance) :</b> Pg. 201 B, 205B.</p> <p><b>ASSESSMENT:</b> Pg. 205A, 209A.</p> <p>Stuart Davis pg. 202, Ida Kohlmeyer pg. 203, Gilda Snowden pg. 206, Henry Moore pg. 207, Miriam Schapiro pg. 210 (Unit Balance, Emphasis and Unity wrap up)</p>

<p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>• Architect, p.208</li> <li>• Art Teacher 212</li> <li>• Botanical Curator 92</li> <li>• In movies 152</li> </ul> <p><b>Getting Started/Basics/1<sup>st</sup> Day</b>, xvi</p> <p><b>What is Art?</b> 12-25</p> <ul style="list-style-type: none"> <li>• Painting, Drawing, Sculpture, Architecture, Printmaking, Photography, pottery, Mask 12-13</li> <li>• Subject, composition, content 14-16</li> <li>• Still Life, Landscape 16-17</li> <li>• Genre, Nonobjective 18-19</li> <li>• Portrait, Story 20-21</li> <li>• Structural Elements, Organizational Principles 22-23</li> <li>• About Art – Art History/Culture 24-25</li> <li>• About Art – Aesthetic Perception 26-27</li> <li>• About Art – Art Criticism, 28-29</li> <li>• About Art – Expression 30-31</li> </ul> <p><b>Safety 32-3</b></p> <p><b>MEDIA &amp; TECHNIQUES</b></p> <p>Drawing</p> <ul style="list-style-type: none"> <li>○ Pencil, Colored pencil, 214</li> <li>○ Crayon, Marker, 215</li> <li>○ Oil Pastels, Chalk, 216</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>○ Tempera, 218</li> <li>○ Watercolor, 219</li> <li>○ Watercolor Resist, Collage 220</li> </ul> <p>Arrange a Design, Glue, 221</p> <p>Rubbing, 222</p> <p>Printmaking – Stamping, 223-4</p> <p>Sculpture</p> <ul style="list-style-type: none"> <li>○ Clay - Basics, Joining 225-6</li> <li>○ Paper, Paper Mache, 227</li> <li>○ Foil, 228</li> <li>○ Puppets, 229</li> <li>○ Needlework, Sewing a Book, 230-1</li> </ul> <p><b>OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Visual Index of all images in Grade 2 text, p.250-259</li> <li>• Glossary for Grade 2, - 260-271</li> <li>• K-5 Program Index, T40-T48</li> </ul>	<p><b>Activity Tips for Creative Expression, Grade 5</b></p> <ul style="list-style-type: none"> <li>- <b>Unit 1/Lesson 1:</b> Line Direction, 232</li> <li>- Unit 1/Lesson 2: Types of Lines, 232</li> <li>- Unit 1/Lesson 3: Calm Lines, 233</li> <li>- Unit 1/Lesson 4: Active Lines, 233</li> <li>- Unit 1/Lesson 5: Geometric Shapes, 234</li> <li>- Unit 1/Lesson 6: Free-Form Shapes, 234</li> <li>- <b>Unit 2/Lesson 1:</b> Geometric Forms, 235</li> <li>- Unit 2/Lesson 2: Free-Form Forms, 235</li> <li>- Unit 2/Lesson 3: Body Forms, 236</li> <li>- Unit 2/Lesson 4: Animal forms, 236</li> <li>- Unit 2/Lesson 5: People &amp; Space, 237</li> <li>- Unit 2/Lesson 6: Objects &amp; Space, 237</li> <li>- <b>Unit 3/Lesson 1:</b> Color &amp; Hue, 238</li> <li>- Unit 3/Lesson 2: Warm Hues, 238</li> <li>- Unit 3/Lesson 3: Cool Hues, 239</li> <li>- Unit 3/Lesson 4: Value, 239</li> <li>- Unit 3/Lesson 5: Light Values, 240</li> <li>- Unit 3/Lesson 6: Dark Values, 240</li> <li>- <b>Unit 4/Lesson 1:</b> Patterns, 241</li> <li>- Unit 4/Lesson 2: Patterns in Nature, 241</li> <li>- Unit 4/Lesson 3: Rhythm, 242</li> <li>- Unit 4/Lesson 4: Rhythm &amp; Form, 242</li> <li>- Unit 4/Lesson 5: Diagonal Movement, 243</li> <li>- Unit 4/Lesson 6: Curving Movement, 243</li> <li>- <b>Unit 5/Lesson1:</b> Balance, 244</li> <li>- Unit 5/Lesson 2: Balance in People, 244</li> <li>- Unit 5/Lesson 3: Emphasis, 245</li> <li>- Unit 5/Lesson 4: Emphasis Using Contrast, 245</li> <li>- Unit 5/Lesson 5: Tactile Texture, 246</li> <li>- Unit 5/Lesson 6: Visual Texture, 246</li> <li>- <b>Unit 6/Lesson1:</b> Harmony of Color, 247</li> <li>- Unit 6/Lesson 2: Harmony of Shape &amp; Form, 247</li> <li>- Unit 6/Lesson 3: Variety of Color, 248</li> <li>- Unit 6/Lesson 4: Variety of Shape &amp; Form, 248</li> <li>- Unit 6/Lesson 5: Unity in Sculpture, 249</li> <li>- Unit 6/Lesson 6: Unity in Architecture, 249</li> </ul>	<p><b>Teacher's Handbook</b> (end of teacher text after Glossary)</p> <ul style="list-style-type: none"> <li>• Table of Contents – T1</li> <li>• The Elementary Art Curriculum – T2</li> <li>• About Aesthetic Perception – T3</li> <li>• Introductory to Art History – T4-5</li> <li>• Art Criticism – T6</li> <li>• Meeting Standards – T7</li> <li>• Development of Children's Art – T8</li> <li>• Brain-Based learning – T9</li> <li>• Classroom Management/Motivation Strategies - T10</li> <li>• Art Instruction for Students with Disabilities – T11</li> <li>• Safety – T12 More information at the Art &amp; Creative Materials Institute <a href="http://www.acminet.org/index.php?option=com_xmap&amp;Itemid=28">http://www.acminet.org/index.php?option=com_xmap&amp;Itemid=28</a></li> <li>• Community as a Resource for Art Materials – T-13</li> <li>• Displaying student work – T14</li> <li>• Art Assessments – T15</li> <li>• Cross-Curricular Connections – T16</li> <li>• Integrating Four Art Forms – T17</li> <li>• The Creative Process and Problem Solving – T18</li> <li>• Using Writing to Enhance Art Curriculum – T19</li> <li>• Importance of Cultural Diversity through Art – T20</li> <li>• Museum Education – T21</li> <li>• United States Museum Resources – T22-25</li> <li>• World Museum Resources – T26-29</li> <li>• Program Scope and Sequence – T30-33</li> <li>• Program Glossary (K-5) – 34-39</li> <li>• Program Index (K-5) – T40-48</li> </ul> <p><b>Not New NGSSS</b> - Non-updated Florida Sunshine State Standards information</p> <ul style="list-style-type: none"> <li>• Florida Handbook FL1</li> <li>• State of the Arts in Florida – FL2-3</li> <li>• Florida Museum Resources – FL4-5</li> <li>• Correlation to Sunshine State Standards (old) and Grade Level Expectations - FL6-29</li> </ul>
--	--	--

# 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=COw7QOUClrM">http://www.youtube.com/watch?v=COw7QOUClrM</a> <a href="http://www.youtube.com/watch?v=ac6OZkyYxg">http://www.youtube.com/watch?v=ac6OZkyYxg</a>					
OCT. 8		<b>Faith Ringgold</b> 10/8/1930 - present				210			F	Painted Story Quilts	African American	1
	<a href="http://www.faithringgold.com/">www.faithringgold.com/</a> <a href="http://www.brooklynmuseum.org/eascaf/feminist_art_base/gallery/Faith_Ringgold.php">http://www.brooklynmuseum.org/eascaf/feminist_art_base/gallery/Faith_Ringgold.php</a> <a href="http://www.scholastic.com/teachers/contributor/faith-ringgold">http://www.scholastic.com/teachers/contributor/faith-ringgold</a>						<a href="https://www.youtube.com/watch?v=EzEWJUnTik&amp;safe=active">https://www.youtube.com/watch?v=EzEWJUnTik&amp;safe=active</a> <a href="https://www.youtube.com/watch?v=lia6SFTOeu8">https://www.youtube.com/watch?v=lia6SFTOeu8</a> quilting as an art form <a href="https://www.youtube.com/watch?v=794M-mcOJY4">https://www.youtube.com/watch?v=794M-mcOJY4</a> the making of <u>Tar Beach</u>					
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_k9i7zMjc">http://www.youtube.com/watch?v=lb_k9i7zMjc</a> = New <a href="http://www.youtube.com/watch?v=G2pOatapsjA">http://www.youtube.com/watch?v=G2pOatapsjA</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>					
DECEMBER 8		<b>Walt Disney (animators)</b> 12/5/1901 – 12/15/1966	152		152	93			M	animation	Amer. + Orlando	3
	<a href="http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargodal/bio.htm">http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargodal/bio.htm</a> <a href="http://www.brainyquote.com/quotes/authors/w/walt_disney.html">http://www.brainyquote.com/quotes/authors/w/walt_disney.html</a>						<a href="http://www.justdisney.com/walt_disney/">http://www.justdisney.com/walt_disney/</a> <a href="http://www.imdb.com/name/nm0000370/">http://www.imdb.com/name/nm0000370/</a> <a href="http://www.youtube.com/watch?v=aClpDaACJR0">http://www.youtube.com/watch?v=aClpDaACJR0</a> = LONG/COMPLETE					
		<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.archive.com/archive/R/rivera.html">http://www.archive.com/archive/R/rivera.html</a> <a href="http://www.youtube.com/watch?v=PRw3hkaYz80">http://www.youtube.com/watch?v=PRw3hkaYz80</a> = SHORT BIO						

# ARTISTS - SECOND SEMESTER

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

JANUARY 19	<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					
FEBRUARY 20	<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>						
MARCH 14	<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=aarI8PS96mw">http://www.youtube.com/watch?v=aarI8PS96mw</a> = work					
MARCH 30	<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>					
MAY 22	<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					
JUNE 8	<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					
JULY 30	<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=IDyicHb-3bU">http://www.youtube.com/watch?v=IDyicHb-3bU</a> = sculptures <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 skills 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 – 5001020</b> <b>Art - Grade 1</b></p>	<p>1<sup>ST</sup> Marking Period/Quarter For Progress Report PACING: WEEK 1-4</p>	<p style="text-align: center;"><b>Q1f</b> Formative</p>	<p style="font-size: 2em;"><b>1</b></p>
---	---	---	---	---

**ESSENTIAL QUESTIONS**

<ul style="list-style-type: none"> <li>• How are art objects described?</li> <li>• Where is art found?</li> <li>• What are the uses of everyday art and/or objects?</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 for discussion of personal art?</li> <li>• How is understanding procedures for use of tools and materials needed to improve artwork and/or increase skill and safety?</li> </ul>
---	---

<p>Text: <b>SRA Art Connections</b> Grade 1</p>	<p style="text-align: center; background-color: yellow;"><b>Overview of Curriculum – Narratives for Grade 1: Q1f</b></p> <p><b>WEEK 1-4</b></p> <p><b>Innovate</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, art students learn to:</b></p> <ul style="list-style-type: none"> <li>• Create and discuss works of art that convey personal interests.</li> <li>• Use accurate art vocabulary to communicate ideas about art.</li> <li>• Demonstrate safety procedures for using art tools and materials.</li> <li>• Identify objects of art that are used every day for utilitarian purposes.</li> <li>• Identify places in which artworks may be viewed by others.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> describe personally created work using art terms and specific details; knows where art or utilitarian objects can be viewed; and follows directions for safely using tools and materials 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>
---	---	---

<p style="text-align: center;"><b>TOPICS</b></p>	<p><b>INNOVATE ART:</b> <i>Includes Cognition, Engagement, Persistence, How to Think About Art</i></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p>	<p style="text-align: center;"><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> <b>(text pages)</b></p>
--	---	--

<p><b>Unit 1-Line</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Line             <ol style="list-style-type: none"> <li>1. Movement</li> <li>2. Architecture</li> </ol> </li> <li>• Calm Lines             <ol style="list-style-type: none"> <li>1. Painting of a quiet</li> </ol> </li> </ul>	<p style="background-color: yellow;"><b>Create and discuss works of art that convey personal interests.</b></p> <ul style="list-style-type: none"> <li>• Discuss what interests students have.</li> <li>• Discuss how students can include their ideas in art.</li> <li>• Draw details to show personal ideas.</li> <li>• Know and describe techniques and materials used to create artwork.</li> </ul>	<p style="background-color: yellow;"><b>VA.1.C.1.1</b></p>	<p>Imagination Communication Art Process <i>Where we live</i></p>
--	---	--	---

**Q1f**  
Formative

<p>place</p> <ul style="list-style-type: none"> <li>• Diagonal Lines             <ol style="list-style-type: none"> <li>1. Torn Paper tree</li> </ol> </li> <li>• Curved Lines             <ol style="list-style-type: none"> <li>1. Mono Print</li> </ol> </li> </ul> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Albrecht Durer</li> <li>• Wassily Kandinsky</li> <li>• Piet Mondrian</li> <li>• Wolf Kahn</li> <li>• Jasper Johns</li> <li>• Lawren Harris</li> <li>• <b>Jacob Lawrence</b></li> </ul>	<p><b>Assessed Content:</b> 1-26 Demonstrates art knowledge that represents specific cultures, time periods &amp; place</p> <p><b>Florida Standards</b> LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>		
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Addition and Subtraction strategies</li> <li>• Addition and Subtraction equations to 12</li> <li>• Addition and Subtraction equations to 20</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Practice of Science</li> <li>• Data Collection/ record keeping</li> <li>• Stars and sun</li> <li>• Gravity</li> <li>• Earth surface</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Civics and Government</li> <li>• Geography</li> <li>• Economics</li> </ul>	<p><b>Identify objects of art that are used every day for utilitarian purposes.</b></p> <ul style="list-style-type: none"> <li>• Knows difference between art and objects.</li> <li>• What objects are useful? When do we use them?</li> <li>• How are they used? What is their function?</li> <li>• Why do we like to look at pictures that are non-utilitarian?</li> </ul> <p><b>Assessed Content:</b> 1-29 Distinguishes between functional and non-functional art 1-31 Associates artists' careers w/ their artworks such as illustrator w/ picture books 1-34 Compares works of art w/ non-art objects using appropriate vocabulary</p> <p><b>Florida Standards</b> SC.1.L.14.1 Make observations of living things and their environment using the five senses.</p>	<p><b>VA.1.H.2.2</b></p>	<p>Attribute Function Artworks</p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Non-utilitarian</li> </ul> <p>Utilitarian objects</p> <ul style="list-style-type: none"> <li>• Useful</li> <li>• Functional</li> </ul>
	<p><b>Identify places in which artworks may be viewed by others.</b></p> <ul style="list-style-type: none"> <li>• Make connection between place and type of art viewed.</li> <li>• Know architecture is an art form.</li> <li>• Know art is seen at museums, galleries, and art studios.</li> </ul> <p><b>Assessed Content:</b> 1-30 Understands that artists' creations influence home, school, and work life</p> <p><b>Florida Standards</b> LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>VA.1.H.2.3</b></p>	<p><i>Where We Live</i> Bulletin boards Exhibits Museums Festivals Statue Decoration City Church <i>Speedway</i></p>

	<p><b>Use accurate art vocabulary to communicate ideas about art.</b></p> <ul style="list-style-type: none"> <li>Name and describe structural elements of art in artworks.</li> <li>Know the language of art used in current activity.</li> <li>Describe the art terms used to create objects in artworks.</li> </ul> <p>Assessed Content: 1-35 Describes artworks using art elements &amp; design principles</p> <p><b>Florida Standards</b> HE.1.C.1.6. Emphasize the correct names of human body parts.</p>	<p><b>*VA.1.S.1.4</b></p>	<p>Vocabulary (24-9) Subject Composition Content Structural Elements of Art <i>Describe</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q1f</b> Formative</p> </div>
	<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>Know safety and rules at school are important.</li> <li>Repeat established safety procedures to ensure appropriate use of tools and materials.</li> </ul> <p>Assessed Content: 1-10 Works w/ tools &amp; materials safely &amp; appropriately 1-15 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.1.C.2.4 Recognize health consequences for not following rules. Remarks/Examples: Injuries, arguments, hurt feelings, and pollution. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>Guidelines</li> <li>Procedures,</li> <li>Process</li> <li>Techniques</li> <li>Responsibility</li> <li>Meaning of safety in art</li> <li>Care of tools</li> </ul>



<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></b> which defaults to <b>+</b> (PLUS) on report card</p> <p>The student describes personally created work using art terms and specific details, knows where art or utilitarian objects can be viewed, and follows directions for safely using tools and materials in the art room.</p>	<p><b>Course Number: 5001020 Art – GRADE 1 K</b> (Highlighted are Included with visual art standards in Q1f)</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.1.C.1.6.</b> Emphasize the correct names of human body parts.</p> <p><b>HE.1.C.2.4</b> Recognize health consequences for not following rules. Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.</p>	
<p><b><u>DEV: 61 – 80 Grade Range</u></b> which defaults to <b>✓</b> (CHECK) on report card</p> <p>The student provides a limited or incomplete explanation of personal work with few details and/or art terms, recognizes differences between art and non-art objects in various locations; follows safety procedures.</p>	<p><b>LAFS.1.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>LAFS.1.SL.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.1.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.1.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>LAFS.1.SL.2.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	
<p><b><u>NDE: 0 – 60 Grade Range</u></b> which defaults to <b>⊘</b> (NULL) on report card</p> <p>The student struggles to remember art terms and/or details that describe personal interests, confuses differences between art and non-art objects and/or where they are located, and may ignore some safety directions.</p>	<p><b>MAFS.1.G.1.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><b>MAFS.1.G.1.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p><b>SC.1.L.14.1</b> Make observations of living things and their environment using the five senses.</p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</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>MAFS.K12.MP.6.1: Attend to precision.</p> <p>MAFS.K12.MP.7.1: 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 ⓪ (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> The response exhibits many flaws or may be incomplete. 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 Conventions 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>	<b>VISUAL ART – 5001020</b> <b>Art - Grade 1</b>		<b>1<sup>st</sup> Marking Period/Quarter</b> <b>END of Marking Period Grade</b> <b>PACING: WEEK 5-9</b>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Q1s</b>  Summative </div> <span style="font-size: 2em; font-weight: bold; margin-left: 10px;">1</span>
<b>ESSENTIAL QUESTIONS</b>				
<ul style="list-style-type: none"> <li>• How does self-expression contribute to visual communication?</li> <li>• How does art reflect human experiences and surroundings?</li> <li>• How are observational skills used to create art?</li> </ul>		<ul style="list-style-type: none"> <li>• How is understanding procedures for use of tools and materials needed to improve artwork and/or increase skill and safety?</li> <li>• What 21<sup>st</sup> Century Skills are used in creating art?</li> </ul>		
Text: <b>SRA Art Connections:</b> Grade 1	<b>Overview of Curriculum – Narratives for Grade 1: Q1s</b>  <b>WEEK 5-9</b> <b>Innovate</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. <b>While creating, art students learn to:</b> Describe visual imagery used to complete artwork. Demonstrate safety procedures for using art tools and materials. Use personal symbols in artwork to document surroundings and community. Use various art media and real or imaginary choices to create artwork. Follow directions for completing classroom tasks in a specified timeframe to show early development of 21 <sup>st</sup> -century skills. <b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> describe/draw symbols and real or imaginary images that reflect self-expression and/or human experience use various tools and materials to create artworks, and practice safety procedures in the art room.		<b>DUE:</b>  <b>September</b> <ul style="list-style-type: none"> <li>• Art Teachers' Exhibit/ArtHaus</li> <li>• Volusia County Schools – Safety Poster Contest</li> </ul> <b>October –</b> <ul style="list-style-type: none"> <li>• FAEA Conference</li> <li>• Volusia County Fair</li> </ul>	
<b>TOPICS</b>		<b>INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art</b>  <b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>		<b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> <b>(text pages)</b>
<b>Unit 2- Shape</b>  Lesson/ Activities <ul style="list-style-type: none"> <li>• Shape <ol style="list-style-type: none"> <li>1. Lines outline shapes</li> <li>2. Geometric Shapes</li> <li>3. Free Form Shapes</li> <li>4. People Shapes</li> </ol> </li> </ul>	<b>Describe visual imagery used to complete artwork</b> <ul style="list-style-type: none"> <li>• Show examples of a variety of objects, people, places, and ideas that are seen in artworks, i.e., paintings, drawings, sculpture, pottery, photography, etc.</li> <li>• Discuss how objects are used in artwork, i.e., main focus, filling up the space, illustration, etc..</li> </ul>		<b>VA.1.C.2.1</b>	Visual ideas Objective Outcome Process Imagery Artwork <ul style="list-style-type: none"> <li>• Painting</li> <li>• Drawing</li> </ul>

<p>5. Still Life Shapes 6. Shapes in Movement</p> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• <b>Jacob Lawrence</b></li> <li>• Janet Fish</li> <li>• Deborah Butterfield</li> <li>• Auguste Herbin</li> <li>• Paul Cezanne</li> <li>• Pablo Picasso</li> </ul> <p>See Art Standards with accompanying Common Core Standards for grade 1 curriculum Integration</p>	<ul style="list-style-type: none"> <li>• Describe using senses.</li> <li>• Select imagery to create art.</li> <li>• Use structural elements of art in details.</li> </ul> <p><b>Assessed Content:</b></p> <p>1-2 Interprets visual symbols in the environment</p> <p>1-5 Interprets personal ideas, feelings, and experiences using various media</p> <p>1-6 Describes choices made in his/her artwork</p> <p>1-7 Examines a variety of artwork that is created for a varied, specific purpose such as advertisements, cartoons</p> <p><b>Florida Standards</b></p> <p>LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>		<ul style="list-style-type: none"> <li>• Photography</li> <li>• Sculpture</li> <li>• Pottery</li> <li>• Digital image</li> <li>• Etc.</li> </ul> <div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>Q1s</b> Summative</p> </div>
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Addition and Subtraction strategies</li> <li>• Addition and Subtraction equations to 12</li> <li>• Addition and Subtraction equations to 20</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Practice of Science</li> <li>• Data Collection/ record keeping</li> <li>• Stars and sun</li> <li>• Gravity</li> <li>• Earth surface</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Civics and Government</li> <li>• Geography</li> <li>• Economics</li> </ul>	<p><b>Use various art media and real or imaginary choices to create artwork.</b></p> <ul style="list-style-type: none"> <li>• Experiment with media and be able to name media used in artwork.</li> <li>• Add choice of imagery for personal satisfaction and / or lesson objective.</li> <li>• Decide reason for including images and/or media in artwork.</li> <li>• Discuss reasons artwork is displayed when completed.</li> </ul> <p><b>Assessed Content:</b></p> <p>1-11 Creates personally meaningful works drawn from experience, observation or imagination</p> <p><b>Florida Standards</b></p> <p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>VA.1.F.1.1</b></p>	<p>Real Fantasy Innovation – 21<sup>st</sup> Century Skill Multiple solutions</p> <p>Exhibit School display</p>
	<p><b>Follow directions for completing classroom tasks in a specified timeframe to show early development of 21<sup>st</sup>-century skills.</b></p> <ul style="list-style-type: none"> <li>• Meet objectives of lesson.</li> </ul> <p><b>Florida Standards</b></p> <p>HE.1.C.2.4 Recognize health consequences for not following rules. Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.</p>	<p><b>VA.1.F.3.2</b></p>	<p><i>World of work</i> 21<sup>st</sup> Century Skills; view list in Appendix</p> <ul style="list-style-type: none"> <li>• Patience</li> <li>• Perseverance</li> <li>• Practice</li> <li>• Problem-solving</li> <li>• Innovation</li> </ul>

	<p><b>Use personal symbols in artwork to document surroundings and community.</b></p> <ul style="list-style-type: none"> <li>- Discuss the meaning of personal symbols.</li> <li>- Show examples of personal symbols.</li> <li>- Interpret visual symbols in the environment</li> <li>- Discuss symbols for directions, safety</li> <li>• Stop sign</li> <li>• Walk sign</li> </ul> <p><b>Assessed Content:</b> 1-5 Interprets personal ideas, feelings, and experiences using various media</p> <p><b>Florida Standards</b> <u>LAFS.1.RL.1.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>VA.1.O.3.1</b></p>	<p style="text-align: right;"><b>Q1s</b> Summative</p> <p><i>People everywhere</i></p> <p>Visual communication 21<sup>st</sup> Century Skills</p> <ul style="list-style-type: none"> <li>• Safety signs for following directions</li> </ul>
	<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>• Repeat established safety procedures to ensure appropriate use of tools and materials.</li> </ul> <p><b>Assessed Content:</b> 1-10 Works w/ tools &amp; materials safely &amp; appropriately 1-15 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.1.C.2.4</u> Recognize health consequences for not following rules. Remarks/Examples: Injuries, arguments, hurt feelings, and pollution. <u>MAFS.K12.MP.5.1</u>: Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> <li>• Meaning of safety in art</li> <li>• Care of tools</li> </ul>

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

The student describes symbols and real or imaginary images that reflect self-expression and/or human experience while using various tools and materials to complete objectives and create artworks while practicing 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 using real or imaginary images and/or symbols following safety procedures, but may have difficulty explaining how choices made reflect self-expression or the human experience.

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

The student struggles to complete objectives or works hastily not understanding how to use or describe the real or imaginary images and/or symbols in artwork; may ignore some safety procedures.

**Course Number: 5001020 Art – GRADE 1**  
**(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.1.C.1.6.** Emphasize the correct names of human body parts.

**HE.1.C.2.4** Recognize health consequences for not following rules.

Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.

**LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**SC.1.L.14.1** Make observations of living things and their environment using the five senses.

**SS.1.A.2.1** Understand history tells the story of people and events of other times and places.

**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> The response exhibits many flaws or may be incomplete. 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 Conventions 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><i>UNIT/ORGANIZING PRINCIPLE:</i> <b>Creating Art for a Purpose</b></p>	<p style="text-align: center;"><b>VISUAL ART – 5001020</b> <b>Art - Grade 1</b></p>	<p>2<sup>nd</sup> Marking Period/Quarter For Progress Report PACING: WEEK 10 -13</p>	<p style="text-align: center;"><b>Q2f</b> Formative</p>	<p style="font-size: 2em;"><b>1</b></p>
--	---	--	---	---

**ESSENTIAL QUESTIONS**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• How are geometric and free-form shapes organized using various processes and media in art production?</li> <li>• What are the primary colors and what happens when they are mixed together?</li> </ul> | <ul style="list-style-type: none"> <li>• How are art materials and tools used in a safe manner?</li> <li>• What structural elements of art are used to attract a buyer’s attention in stores or on TV?</li> <li>• Why does the color wheel look like rainbow colors?</li> </ul> |
|---|---|

<p>Text: <b><u>SRA Art Connections</u></b> Grade 1</p>	<p style="background-color: yellow;"><b>Overview of Curriculum – Narratives for Grade 1: 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>Experiment with art processes and media to express ideas.</li> <li>Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences</li> <li>Describe the steps used in art production.</li> <li>Demonstrate safety procedures for using art tools and materials</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> experiment in the creation of art that reveals an understanding of geometric/free-form shapes and/or color; describe how those structural elements are used 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 (East side)</li> <li>• Volusia County Fair</li> <li>• DeLand Fall Festival (West side)</li> </ul>
--	---	--

TOPICS	<p><b>DEVELOP ART:</b> <i>Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</i></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p>	<p><b>STANDARDS</b> (* are repeated)</p>	<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> <b>(text pages)</b></p>
<p><b><u>Unit 3.- Color</u></b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Color Wheel</li> <li>• Rainbow of Colors</li> <li>• Primary Colors</li> </ul>	<p><b><u>Explain how artists impact the appearance of items for sale in stores.</u></b></p> <ul style="list-style-type: none"> <li>- Use shapes and colors to sell products.</li> </ul> <p>Assessed Content: 1-30 Understands that artists’ creations influence home, school, and work life</p> <hr/> <p><b><u>Experiment with art processes and media to express ideas.</u></b></p> <ul style="list-style-type: none"> <li>- Use outlines to make shapes.</li> <li>- Use geometric shapes in creating art.</li> </ul>	<p><b><u>VA.1.F.2.1</u></b></p> <hr/> <p><b><u>VA.1.S.1.1</u></b></p>	<p>Art locations</p> <ul style="list-style-type: none"> <li>• Galleries, museums, festivals, outdoor installations</li> <li>• Art objects,</li> </ul> <p>Art-related informational media, illustrators/authors.</p> <hr/> <p>Dry Media:</p> <ul style="list-style-type: none"> <li>• drawing media - pencil, crayon, colored pencil, chalk, oil pastels</li> </ul>

<p>1. Red, Yellow and Blue</p> <ul style="list-style-type: none"> <li>Primary and Secondary colors</li> </ul> <p>1. Red + Yellow= Orange</p> <p>2. Blue + Yellow= Green</p> <p>3. Red + Blue= Violet</p> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>David Hockney</li> <li>Piet Mondrian</li> <li>Georgia O'Keefe</li> <li>Grace Hartigan</li> <li>Henri Matisse</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Addition and Subtraction equations to 20</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>	<p>- Use free-form shapes to create art.</p> <p>- Mix primary colors to create secondary colors.</p> <p>- Know purpose of tool(s), processes, and media in art activity.</p> <p><b>Assessed Content:</b></p> <p>1-12 Applies different materials, techniques &amp; processes on a variety of surfaces</p> <p>1-17 Draws with chalk, crayon, marker, pencil on a variety of surfaces</p> <p>1-18 Uses variety of painting tools and techniques (brush size, stroke pressure)</p> <p>1-19 Paints with tempera, watercolor &amp; fingerpaint on a variety of surfaces</p> <p>1-20 Demonstrates printmaking process through monoprints &amp; stamping</p> <p>1-22 Demonstrates additive and subtractive forming techniques</p> <p>1-23 Uses gluing and pasting to assemble 2D &amp; 3D art works</p> <p>1-24 Uses tearing, cutting, folding &amp; fringe techniques</p> <p><b>Florida Standards</b></p> <p>MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>MAFS.1.G.1.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>SC.1.L.14.1 Make observations of living things and their environment using the five senses.</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>Wet media –</p> <ul style="list-style-type: none"> <li>tempera, watercolor</li> <li>Color Wheel</li> </ul> <p>Construction media – 3D assemblage, sculpture</p> <p><i>Geometry: 2- or 3-Dimensional Shapes,</i></p> <p><i>Primary and Secondary color review:</i></p> <p><a href="https://www.youtube.com/watch?v=N8yuyekPSo">https://www.youtube.com/watch?v=N8yuyekPSo</a></p>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Stars and sun</li> <li>Gravity</li> <li>Changes to Earth Surface</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> </ul>	<p><b>Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.</b></p> <p>- Use color to express feelings and illustrate ideas.</p> <p><b>Assessed Content:</b></p> <p>1-11 Creates personally meaningful works drawn from experience, observation or imagination</p> <p><b>Florida Standards</b></p> <p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>VA.1.S.1.2</b></p>	<p>Mark-making: qualities of lines: vertical, horizontal (4-3), diagonal</p> <p><i>Details</i></p> <p>Illustrate</p>

**Q2f**  
Formative

	<p><b>Describe the steps used in art production</b> - Repeat steps to produce desired results.</p> <p>Assessed Content: Describe steps in art production</p>	<p><b>VA.1.S.2.2</b></p>	<div style="text-align: right; background-color: black; color: white; padding: 5px; border: 1px solid black;"> <b>Q2f</b> Formative         </div> <p>Describe, sequence, additive, subtractive</p> <p><b>Close Reading</b> :SRA/FCAT Prep, Unit 1 Task 4 p.10-11, drawing</p>
	<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>• Know safety and rules at school are important.</li> <li>• Repeat established safety procedures to ensure appropriate use of tools and materials.</li> </ul> <p>Assessed Content: 1-10 Works w/ tools &amp; materials safely &amp; appropriately 1-15 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.1.C.2.4</b> Recognize health consequences for not following rules. Remarks/Examples: Injuries, arguments, hurt feelings, and pollution. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> <li>• Meaning of safety in art</li> <li>• Care of tools</li> </ul>

**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 experiments to creates art that reveals an understanding of geometric/free-form shapes and/or color, describes how structural elements are used in community and locate art, and follows safety procedures.

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

The student follows safety procedures to use available media and processes with limited experimentation to create images containing geometric/free-form shapes and colors, but may not include art to reflect expressive qualities of structural elements or be able to identify how shapes or colors are used in the community.

**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 geometric/free-from shapes or expressive qualities to meet objectives, has limited recall of structural elements in the community, and ignores some safety procedures.

**Course Number: 5001020 Art – GRADE 1  
(Highlighted are Included with visual art standards in Q2f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**HE.1.C.1.6.** Emphasize the correct names of human body parts.

**HE.1.C.2.4** Recognize health consequences for not following rules.

Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.

**LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**SC.1.L.14.1** Make observations of living things and their environment using the five senses.

**SS.1.A.2.1** Understand history tells the story of people and events of other times and places.

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

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

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 Conventions 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>Creating Art for a Purpose</b>	<b>VISUAL ART - 5001020</b> Art – Grade 1	2 <sup>nd</sup> Marking Period/Quarter END of Marking Period Grade PACING: WEEK 14-18	Q2s Summative	<b>1</b>
---	--	---	------------------	----------

**ESSENTIAL QUESTIONS**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• How are art materials and tools used in a correct and safe and manner?</li> <li>• How are lines and/or various shapes organized to create images of people in action or at rest?</li> </ul> | <ul style="list-style-type: none"> <li>• What shapes are organized to show objects in a still life image?</li> <li>• How is good craftsmanship defined?</li> </ul> |
|--|--|

Text: <b>SRA Art Connections</b> Grade 1	<p style="text-align: center;"><b>Overview of Curriculum – Narratives for Grade 1: Q2s</b></p> <p><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>Practice correct use of tools with various art media, techniques, and processes.</li> <li>Practice skills and techniques to create with two- and/or three-dimensional media.</li> <li>Discuss the qualities of good craftsmanship.</li> <li>Demonstrate safety procedures for using art tools and materials.</li> <li>Identify and use the structural elements of art and organizational principles of design to support artistic development.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> organize structural elements in 2D and/or 3D artwork, advance art skills, and describe craftsmanship that is improved through repeated, varied, correct, and safe use of tools and processes.</p>	<p><b>DUE:</b></p> <p><b>December:</b> Opening <i>Wee Creates</i></p> <p><b>January</b> <b>End of month – 10 works due for Volusia Students Create Exhibit adjudication</b></p>
--	--	---

<b>TOPICS</b>	<b>DEVELOP ART:</b> <i>Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</i>	<b>STANDARDS</b> (* are repeated)	<b>ACADEMIC LANGUAGE</b> <i>italics = integration (text pages)</i>
---------------	---	--------------------------------------	---

<p><b>Unit 3- Color</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Color Wheel                             <ol style="list-style-type: none"> <li>1. Design a color wheel</li> <li>2. Experiment</li> </ol> </li> </ul>	<p><b>Identify and use the structural elements of art and organizational principles of design to support artistic development.</b></p> <ul style="list-style-type: none"> <li>• Know uses for structural elements and organizational principles to create art.</li> </ul> <p>Assessed Content:                  1-13 Identifies and uses art elements and design principles</p> <p><b>Florida Standards</b></p>	<p><b>VA.1.O.1.1</b></p>	Recognizes objects by color Primary colors identified by name Opposites: light/dark colors Art criticism: describe, analyze, interpret, describe <i>Primary and Secondary color review:</i> <a href="https://www.youtube.com/watch?v=N8yuyekP_So">https://www.youtube.com/watch?v=N8yuyekP_So</a>
---	---	--------------------------	--



<p>with food coloring</p> <p>3. Create a primary color design</p> <p>4. Secondary color painting</p> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Maurice Prendergast</li> <li>• Hans Hofmann</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Addition and Subtraction equations to 20</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Stars and sun</li> <li>• Gravity</li> <li>• Changes to Earth Surface</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Economics</li> </ul>	<p>MAFS.K.12.MP.7.1: Look for and make use of structure</p>		<p><b>Q2s</b></p> <p>Summative</p>
	<p><b>Practice correct use of tools with various art media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>• Know purpose of tool(s) and media in art activity.</li> </ul> <p>Assessed Content:</p> <p>1-10 Works w/ tools &amp; materials safely &amp; appropriately</p> <p>1-15 Follows clean up directions</p> <p><b>Florida Standards</b></p> <p>MAFS.K.12.MP.5.1: Use appropriate tools strategically.</p> <p>MAFS.K.12.MP.6.1: Attend to precision.</p>	<p>VA.1.S.2.1</p>	
	<p><b>Practice skills and techniques to create with two- and/or three-dimensional media.</b></p> <ul style="list-style-type: none"> <li>• <i>Know that line and color can express mood.</i></li> <li>• Use a variety of surfaces.</li> <li>• Use free-form shapes to create people.</li> </ul> <p>Assessed Content:</p> <p>1-14 Identifies and uses good craftsmanship</p> <p><b>Florida Standards</b></p> <p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>MAFS.1.G.1.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>VA.1.S.3.1</p>	<p>Primary and secondary colors</p> <p>Dry media: drawing media</p> <p>Wet media: pressure, brush stroke</p> <p>Textile/stitchery/weaving</p> <p>Construction media – 3D assemblage, sculpture</p> <p>2- Dimensional figures and/or 3-dimensional solids, geometry; volume; measurement</p>
	<p><b>Discuss the qualities of good craftsmanship.</b></p> <ul style="list-style-type: none"> <li>• Know qualities needed for finished product.</li> <li>• Concentrate on details that improve skill and workmanship.</li> </ul>	<p>VA.1.S.3.2</p>	<p>Craftsmanship Practice</p> <p>Repeat drawing of <i>plants, animals, objects</i></p>

	<p><b>Florida Standards</b>                  MAFS.K12.MP.6.1: Attend to precision</p>		<p><b>Q2s</b>                  Summative</p>
	<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>Repeat established safety procedures to ensure appropriate use of tools and materials</li> </ul> <p>Assessed Content:                  1-10 Works w/ tools &amp; materials safely &amp; appropriately                  1-15 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.                  MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>	<p>Safety directions (32-3)                  Safety procedures                  Care of art tools; art materials</p>

## Special Area Grading - **DEVELOP ART**

## Florida Standards Required by Florida DOE for this Course

Q2s

Summative

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

The student advances art skills and improves craftsmanship through repeated, varied, correct, and safe use of tools, processes, and media to create 2D and/or 3D works.

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

The student develops skills and craftsmanship through repeated, varied, correct, and safe use of tools, processes, and media to create art, but with limited organization or expression of the structural elements.

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

The student struggles to improve 2D and/or 3D skills and craftsmanship due to limited repetition and/or correct and safe use of tools, processes, and media showing little knowledge of how the structural elements are organized.

### **Course Number: 5001020 Art – GRADE 1** (Highlighted are Included with visual art standards in Q2s)

- ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- HE.1.C.1.6** Emphasize the correct names of human body parts.
- HE.1.C.2.4** Recognize health consequences for not following rules.  
Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.
- LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- LAFS.1.SL.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
- SC.1.L.14.1** Make observations of living things and their environment using the five senses.
- SS.1.A.2.1** Understand history tells the story of people and events of other times and places.

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

**MAFS.K12.MP.5.1**: Use appropriate tools strategically.

**MAFS.K12.MP.6.1**: Attend to precision.

**MAFS.K12.MP.7.1**: Look for and make use of structure.

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> The response exhibits many flaws or may be incomplete. 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 Conventions 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><i>UNIT/ORGANIZING PRINCIPLE:</i>  <b>Art in Context – Past and Present</b></p>	<p style="text-align: center;"><b>VISUAL ART - 5001020</b>  <b>Art – Grade 1</b></p>		<p><b>3<sup>rd</sup> Marking Period/Quarter</b>  <b>For Progress Report</b>  <b>PACING: WEEK 19-22</b></p>	<p><b>Q3f</b>          Formative</p>	<p><b>1</b></p>
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>• How is art vocabulary used to discuss other students' works?</li> <li>• What defines respect for other's artwork?</li> </ul>		<ul style="list-style-type: none"> <li>• How does following directions for art and/or safety in the classroom represent suitable behavior in an art audience?</li> <li>• How does artwork communicate ideas?</li> </ul>			
<p>Text:  <b>SRA Art Connections</b>          Grade 1</p>	<p><b><i>Overview of Curriculum – Narratives for Grade 1: Q3f</i></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, 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>Use accurate art vocabulary to communicate ideas about art.</li> <li>Demonstrate safety procedures for using art tools and materials.</li> <li>Identify and be respectful of artwork that belongs to others and represents their ideas.</li> <li>Discuss suitable behavior expected of audience members.</li> <li>Identify how classmates solve artistic problems.</li> <li>Describe the use of art to share community information.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to use art vocabulary to correctly, identify and communicate about student and/or community art solutions; and show appropriate safety, audience behavior, and respect for another's work.</b></p>			<p>Due:</p> <p><b>January</b></p> <ul style="list-style-type: none"> <li>• <b>End of month – 10 works due for Volusia Students Create Exhibit adjudication</b></li> <li>• 1<sup>st</sup> Languages Exhibit /ArtHaus (even years)</li> </ul> <p><b>February: ATC's</b></p>	
<b>Recommended TOPICs</b>	<p><b>CONNECT w/ ART: <i>Context In Art Past to Present; Art Styles; Artist Integrity Copyright</i></b></p>			<b>ACADEMIC LANGUAGE</b>	
<p>Unit 4-Form and Space</p> <p><b>Lesson/Activities</b></p> <ul style="list-style-type: none"> <li>• Forms             <ol style="list-style-type: none"> <li>1. 3-D</li> <li>2. Forms take up space</li> <li>3. Free-Forms</li> </ol> </li> <li>• Space</li> </ul>	<p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b>  <b>Topics - Unpacking - Learning Targets</b></p> <p><b>Identify how classmates solve artistic problems.</b></p> <ul style="list-style-type: none"> <li>- Identify art vocabulary in work to know how ideas are communicated.</li> <li>- Talk about art work</li> </ul> <p><b>Assessed Content:</b></p> <p>1-11 Creates personally meaningful works drawn from experience, observation or imagination</p> <p>1-1 Creates works that celebrate, record, communicate cultural heritage &amp; personal events</p>	<p style="text-align: center;"><b>NGSSS ART STANDARDS</b>          (* are repeated)</p> <p style="text-align: center;"><b>VA.1.F.1.2</b></p>	<p><i>italics = integration (text pages)</i></p> <p>Art Criticism: critical thinking (197)</p> <p>Art Festivals</p>		

<p>1. Space in pictures 2. Buildings and spaces</p>	<p><b>Florida Standards</b> LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		<div style="background-color: black; color: white; padding: 5px; display: inline-block;"><b>Q3f</b></div> Formative
<p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Alexander Calder</li> <li>• Jacques Lipchitz</li> <li>• Frank Lloyd Wright</li> <li>• Patricia Walker</li> <li>• Jacob Lawrence</li> <li>• Faith Ringgold</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Data</li> <li>• Algebraic probabilities</li> <li>• Measurement</li> <li>• Geometry</li> </ul> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Light and Heat</li> <li>• Plants</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Civics</li> <li>• Government</li> </ul>	<p><b>Describe the use of art to share community information</b></p> <ul style="list-style-type: none"> <li>- Select art work for local festivals.</li> <li>- Define items that communicate information in the community</li> </ul> <p>Assessed Content: 1-8 Knows that artists employ art elements &amp; design principles to express an idea</p> <p><b>Florida Standards</b> LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>- <i>Select and send 10 art works to District Art Office for Adjudication into annual K-12 Volusia Students Create, Exhibit - DUE end January</i></p>	<p><b>VA.1.F.3.1</b></p>	<p><i>Concept of print</i> Posters, flyers, brochures Invitations, programs Details</p>
	<p><b>Discuss suitable behavior expected of audience members.</b></p> <ul style="list-style-type: none"> <li>- Identify differences in audience behavior in the classroom, school and community.</li> </ul> <p>Assessed Content: 1-32 Uses good observation and listening skills during guest artist visit and/or classroom art</p> <p><b>Florida Standards</b> HE.1.C.2.4 Recognize health consequences for not following rules. Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.</p>	<p><b>VA.1.H.1.2</b></p>	<p>Good Citizenship</p> <ul style="list-style-type: none"> <li>• Personal responsibility</li> <li>• Respect</li> </ul> <p>Value works, i.e., art festivals, art museums, school hallways, etc.</p>
	<p><b>Use accurate art vocabulary to communicate ideas about art.</b></p> <ul style="list-style-type: none"> <li>- Know and discuss structural elements of art.</li> <li>- Structural Elements of Art</li> <li>- Organizational Principles of Design</li> <li>- Art Criticism: Describe, Analyze, Interpret, Judge</li> </ul> <p>Assessed Content: 1-35 Describes artworks using art elements and design principles.</p> <p><b>Florida Standards</b></p>	<p><b>*VA.1.S.1.4</b></p>	<p>Structural elements of art</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Color</li> <li>• Value</li> <li>• Space</li> <li>• Texture</li> <li>• Form</li> </ul> <p>Organizational principles of design</p> <ul style="list-style-type: none"> <li>• Emphasis, focal point</li> <li>• Repetition</li> </ul>

<p><b>LAFS.1.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>			<ul style="list-style-type: none"> <li>Variety</li> </ul> <p><b>Close Reading, FCAT Prep.</b> <i>Unit 1 Task 1 p. 4-5, sculpture</i></p>
<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>Repeat established safety procedures to ensure appropriate use of tools and materials</li> <li>Know use and care of tools and materials.</li> <li>Demonstrate ongoing responsible use of tools and materials.</li> <li>Review class procedures/notes on safety Q1 through Q4 and when necessary</li> <li>MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> <p>Assessed Content: 1-10 Works w/ tools &amp; materials safely &amp; appropriately 1-15 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>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>		<p>Safety (32-3) Procedure Process Guidelines Techniques</p> <p>Responsibility</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q3f</b> Formative</p> </div>
<p><b>Identify and be respectful of artwork that belongs to others and represents their ideas.</b></p> <ul style="list-style-type: none"> <li>Know artwork is created individually or in collaboration when more than one student adds to one work.</li> </ul> <p>Assessed Content: 1-32 Uses good observation and listening skills during guest artist visit and/or classroom art</p>		<p><b>VA.1.S.3.4</b></p>	<p><i>Good citizenship</i> Copyright Value</p>



Special Area Grading - <b>CONNECT WITH ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b>	<b>Q3f</b> Formative
<p><b><u>CDE: 81- 100 Grade Range</u> which defaults to + (PLUS) on report card</b></p> <p>The student uses art vocabulary to correctly identify and communicate about personal, other student and/or community art solutions; demonstrates appropriate safety, audience behaviors and respect for another’s work.</p>	<p><b>Course Number: 5001020 Art – GRADE 1</b> <b>(Highlighted are Included with visual art standards in Q3f)</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>HE.1.C.1.6.</b> Emphasize the correct names of human body parts.  <b>HE.1.C.2.4</b> Recognize health consequences for not following rules.  Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.  <b>LAFS.1.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>LAFS.1.SL.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <b>LAFS.1.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>LAFS.1.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>LAFS.1.SL.2.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <b>MAFS.1.G.1.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  <b>MAFS.1.G.1.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  <b>SC.1.L.14.1</b> Make observations of living things and their environment using the five senses.  <b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</p>	
<p><b><u>DEV: 61 – 80 Grade Range</u> which defaults to ✓ (CHECK) on report card</b></p> <p>The student uses limited art vocabulary and solutions to complete personal art or identify art in community information; knows how to respect the work of others and use appropriate audience and safety behaviors,</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b>  <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically.  MAFS.K12.MP.6.1: Attend to precision.  MAFS.K12.MP.7.1: Look for and make use of structure.</p>	
<p><b><u>NDE: 0 – 60 Grade Range</u> which defaults to ☐ (NULL) on report card</b></p> <p>The student struggles to complete works or works hastily not understanding how to find solutions for personal art; may know art safety, but may not understand the concept of audience behavior or respect for another’s work.</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 Conventions 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><b>UNIT/ORGANIZING PRINCIPLE:</b> Art in Context – Past and Present</p>	<p align="center"><b>VISUAL ART - 5001020</b> Art – Grade 1</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 style="font-size: 2em; font-weight: bold;">1</p>
--	---	---	---

**ESSENTIAL QUESTIONS**

- How does imagery and symbols express ideas to share knowledge and create a personal story?
- How are art materials and tools used in a safe manner?
- How do people create and communicate information about their culture?

<p>Text: <b>SRA Art Connections</b> Grade 1</p>	<p align="center"><b>Overview of Curriculum – Narratives for Grade 1: 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>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 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>Create works of art to tell a personal story.</li> <li>Demonstrate safety procedures for using art tools and materials.</li> <li>Create imagery and symbols to express thoughts and feelings.</li> <li>Discuss how different works of art communicate information about a particular culture.</li> <li>Describe ways in which artists use their work to share knowledge and life experiences.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> create narrative art (personal story) to express thoughts, feelings, and ideas using art materials safely and can explain how artists and people of other cultures use their work to communicate knowledge and information about their thoughts, feelings, and ideas.</p>	<p><b>DUE:</b> March:</p> <ul style="list-style-type: none"> <li>• Volusia Students Create Exhibit</li> <li>• Youth Art Month Proclamation ATCs Display</li> <li>• DeBary: Youth Celebration of the Arts</li> <li>• CrimeStoppers Posters due to Art Office, Brewster</li> </ul>
---	--	--

<p><b>TOPICS</b></p>	<p align="center"><b>CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity</b> <i>Copyright</i></p>		<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration (text pages)</i></p>
	<p align="center"><b>NGSSS Visual Art STANDARDS</b> Unpacking - Learning Targets</p>	<p align="center"><b>STANDARDS</b> (* are repeated)</p>	
<p><b>Unit 5- Texture, Pattern and Rhythm</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Changing Pattern- created by repetition of line, color and</li> </ul>	<p><b>Discuss how different works of art communicate information about a particular culture.</b></p> <ul style="list-style-type: none"> <li>- Identify balance in masks that express cultural ideas.</li> <li>- Identify visual texture vs. raised texture.</li> <li>- Identify a motif as a changing pattern.</li> </ul> <p><b>Assessed Content:</b> 1-26 Demonstrates art knowledge that represents specific cultures, time periods &amp; places 1-27 Knows that artists create works based on life experiences</p>	<p align="center"><b>VA.1.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 (194-5)</i> <i>Map: geography</i> <i>Long ago vs. today</i></p>

<p>shape</p> <ul style="list-style-type: none"> <li>Rhythm- a feeling of movement through repetition</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Martha Berry</li> <li>Harry Fonseca</li> <li>Jacob Lawrence</li> <li>Faith Ringgold</li> </ul>	<p><b>*Jacob Lawrence/ Harlem * Faith Ringgold/ story Quilts</b></p> <p>1-28 views and listens to informational and literary text, multimedia and/or Internet sources to learn about artists, various cultures and time periods</p> <p><b>Florida Standards</b></p> <p>LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SS.1.A.2.1 Understand history tells the story of people and events of other times and places.</p>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Q3</b>  Summative </div>
<ul style="list-style-type: none"> <li>Cultural motifs</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Fractions</li> <li>Data</li> <li>Algebraic probabilities</li> <li>Measurement</li> <li>Geometry</li> </ul> <p><b>English/ Language</b></p> <p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Energy</li> <li>Light and Heat</li> <li>Plants</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Civics</li> <li>Government</li> </ul>	<p><b>Describe ways in which artists use their work to share knowledge and life experiences.</b></p> <ul style="list-style-type: none"> <li>Illustrations of plants, and living and non-living things (i.e., Audubon, Hokusai, O’Keeffe).</li> </ul> <p>Assessed Content:</p> <p>1-4 Knows that people can visually express ideas in different ways</p> <p><b>*Jacob Lawrence/ Harlem * Faith Ringgold/ story Quilts</b></p> <p><b>Florida Standards</b></p> <p>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SC.1.L.14.1 Make observations of living things and their environment using the five senses.</p>	<p><b>VA.1.H.1.3</b></p>	<p><i>Living and non-living things</i></p> <p>Reflection; communication through art</p> <p>Art criticism: write/discuss (describe, analyze, interpret, decide) about visual ideas in artwork</p>
	<p><b>Create imagery and symbols to express thoughts and feelings.</b></p> <ul style="list-style-type: none"> <li>Brainstorm ideas to include in artwork.</li> <li>Discuss where ideas originate</li> </ul> <p>Assessed Content:</p> <p>1-5 Interprets personal ideas, feelings, and experiences using various media</p> <p><b>Florida Standards</b></p> <p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>VA.1.O.2.1</b></p>	<p>Subjects</p> <ul style="list-style-type: none"> <li>Self-portrait</li> <li>Landscape</li> <li>Animal/creature</li> <li>My town</li> <li>Time, day, season</li> </ul>
	<p><b>Create works of art to tell a personal story.</b></p> <ul style="list-style-type: none"> <li>Gathers information.</li> <li>Ask family questions for ideas to include in story.</li> </ul>	<p><b>VA.1.S.1.3</b></p>	<p>Story</p> <p>Narrative art</p> <p>Sequence: beginning, middle,</p>

	<p>Assessed Content: 1-3 Creates works that tell a story</p> <p><b>Florida Standards</b> LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		<p>end</p> <div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center;"> <b>Q3</b> Summative     </div>
	<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>- Repeat established safety procedures to ensure appropriate use of tools and materials.</li> <li>- Repeat established safety procedures to ensure appropriate use of tools and materials</li> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary</li> <li>• MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>• Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>• The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>• Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> <p>Assessed Content: 1-10 Works w/ tools &amp; materials safely &amp; appropriately 1-15 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. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>	<p>Safety (32-3) Procedure Process Guidelines Techniques</p> <p>Responsibility</p>

**Special Area Grade - CONNECT WITH ART**
**Florida Standards Required by Florida DOE for this Course**
**Q3s**  
 Summative

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

The student continues to use art materials safely while creating unique artworks that reflect personal thoughts, feelings, or stories; respects the art of others; knows how art is used in non-art content areas, and effectively uses art vocabulary to compare artwork from different cultures.

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

The student follows safety procedures during the creative process that involves cultures or personal stories while respecting the work of others; and identifies some relationships between art and non-art content areas and/or differences in styles and media of various cultures.

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

The student usually follows safety procedures during the creation process that may or may not be complete or include all objectives; usually respect others' works; may lack understanding in knowing that art vocabulary can be used in both art and non-art content areas, and/or lacks understanding in how to find similarities or differences in two cultures.

**Course Number: 5001020 Art – GRADE 1**  
**(Highlighted are Included with visual art standards in Q3s)**

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

**HE.1.C.1.6.** Emphasize the correct names of human body parts.

**HE.1.C.2.4** Recognize health consequences for not following rules.

Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.

**LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**SC.1.L.14.1** Make observations of living things and their environment using the five senses.

**SS.1.A.2.1** Understand history tells the story of people and events of other times and places.

**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> The response exhibits many flaws or may be incomplete. 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 Conventions 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: Analysis and Evaluation</p>	<p><b>VISUAL ART – 5001020</b> <b>Art - Grade 1</b></p>	<p>4<sup>th</sup> Marking Period/ QUARTER For Progress Report PACING: WEEK 28-31</p>	<p style="font-size: 2em; font-weight: bold; text-align: center;">4</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q4f</b> Formative</p> </div>
---	---	--	---

**ESSENTIAL QUESTIONS**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>What art vocabulary is used in non-art content subjects?</li> <li>What safety guidelines need to be followed in the art room</li> </ul> | <ul style="list-style-type: none"> <li>What differences or similarities are found in artworks from two or more cultures over time?</li> </ul> |
|--|---|

<p>Text: <b>SRA Art Connections:</b> Grade 1</p>	<p style="background-color: yellow; text-align: center;"><b>Overview of Curriculum – Narratives for Grade 1: Q4f</b></p> <p><b>WEEK 28-31</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 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 others, 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>Identify vocabulary that is used in both visual art and other contexts.</li> <li>Demonstrate safety procedures for using art tools and materials.</li> <li>Compare artworks from different cultures, created over time, to identify differences in style and media.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> use art materials safely while creating art, respect the art of others, know how art is used in non-art content; effectively compare artwork from different cultures for similarities and differences; and follows safety procedures.</p>	<p>REVIEW:</p> <ul style="list-style-type: none"> <li>Jacob Lawrence</li> <li>Faith Ringgold</li> </ul>
--	---	---

<b>TOPICS</b>	<p><b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</b></p>		<p>ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)</p>
<p><b>Unit 5- Texture, Pattern and Rhythm</b></p> <p><b>Lesson/Activities:</b> Texture</p> <ul style="list-style-type: none"> <li>Real texture</li> <li>Texture you can feel</li> <li>Visual texture</li> <li>Texture you can see</li> <li>Raised Texture</li> </ul>	<p style="background-color: blue; color: white;"><b>Identify vocabulary that is used in both visual art and other contexts.</b></p> <ul style="list-style-type: none"> <li>- Identify math concepts that are art concepts.</li> <li>- Identify illustrations as part of a visual story.</li> </ul> <p><b>Assessed Content:</b> 1-36 Groups works of art that are realistic or abstract</p> <p><b>Florida Standards</b> LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>NGSSS Visual Art STANDARDS Topics - Unpacking - Learning Targets</p> <p>NGSSS ART STANDARDS (* are repeated)</p> <p style="background-color: blue; color: white;"><b>VA.1.C.3.1</b></p>	<p>Geometric shape, space, color, big/little, over/under, top/bottom/middle, story, beginning middle, end, direction, feelings</p>

<ul style="list-style-type: none"> <li>• Carvings</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• John Singleton Copley</li> <li>• Jesus Morales</li> <li>• Winslow Homer</li> <li>• <b>Jacob Lawrence</b></li> <li>• <b>Faith Ringgold</b></li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Measurement</li> <li>• Data</li> <li>• Time</li> <li>• Addition and Subtraction-2 digit numbers</li> <li>• Geometry</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Earth's Surface- Changes to Earth's surface</li> <li>• Properties of Matter</li> <li>• Motion of objects- Forces and changes in motion</li> <li>• Living and non-living things</li> <li>• Process of living things</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Civics &amp; Government</li> </ul>	<p><b>Compare artworks from different cultures, created over time, to identify differences in style and media.</b></p> <ul style="list-style-type: none"> <li>- Identify drawing, painting, sculpture, and ceramics.</li> <li>- Recognize difference in way a style looks from another.</li> <li>- Recognize the difference between form and shape.</li> </ul> <p><b>Assessed Content:</b></p> <p>1-26 Demonstrates art knowledge that represents specific cultures, time periods &amp; places</p> <p>1-38 Identifies original artworks and reproductions</p> <p><b>Florida Standards</b></p> <p>SS.1.A.2.1 Understand history tells the story of people and events of other times and places.</p>	<p><b>VA.1.H.2.1</b></p>	<p>Describe, <i>compare/contrast</i> difference, similarity</p> <p>Media Style</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>Q4f</b> Formative</p> </div> <p>Use of structural elements of art Art criticism method: describe, analyze, interpret, decide</p>
	<p><b>Demonstrate safety procedures for using art tools and materials.</b></p> <ul style="list-style-type: none"> <li>- Repeat established safety procedures to ensure appropriate use of tools and materials.</li> <li>- Know some materials are not suitable, by law, for K-8</li> <li>- Know use and care of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary</li> </ul> <ul style="list-style-type: none"> <li>❖ MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>❖ Art Safety Guide, <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>❖ The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>❖ Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> <p><b>Assessed Content:</b></p> <p>1-10 Works w/ tools &amp; materials safely &amp; appropriately</p> <p>1-15 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>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.1.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> <li>• Meaning of safety in art</li> <li>• Care of tools</li> </ul>

Special Area Grading - <b>ASSESS ART</b>	<b>Florida Standards Required by Florida DOE for this Course</b>	<b>Q4f</b> Formative
<p><b><u>CDE: 81- 100 Grade Range</u></b> which defaults to <b>+</b> (PLUS) on report card</p> <p>The student continues to use art materials safely while creating art, knows how art is used in non-art content, and effectively compares artwork from different cultures for similarities and differences.</p>	<p><b>Course Number: 5001020 Art – GRADE 1</b> <b>(Highlighted are Included with visual art standards in Q4f)</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>HE.1.C.1.6.</b> Emphasize the correct names of human body parts.  <b>HE.1.C.2.4</b> Recognize health consequences for not following rules.            Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.  <b>LAFS.1.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>LAFS.1.SL.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <b>LAFS.1.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>LAFS.1.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>LAFS.1.SL.2.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <b>MAFS.1.G.1.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  <b>MAFS.1.G.1.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  <b>SC.1.L.14.1</b> Make observations of living things and their environment using the five senses.  <b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</p>	
<p><b><u>DEV: 61 – 80 Grade Range</u></b> which defaults to <b>✓</b> (CHECK) on report card</p> <p>The student follows safety procedures during the creative process, has some understanding that art and non-art content can be related through art vocabulary, and identifies differences in styles and media of two cultures.</p>	<p><b>MAFS.1.G.1.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	
<p><b><u>NDE: 0 – 60 Grade Range</u></b> which defaults to <b>⊘</b> (NULL) on report card</p> <p>The student usually follows safety procedures during the creative process, but struggles to identify similarities or differences in two cultures or to know what vocabulary can be used in both art and non-art content.</p>	<p><b>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</b>  <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically.  <b>MAFS.K12.MP.6.1:</b> Attend to precision.  <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. <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 Conventions 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>Analysis and Evaluation</b></p>	<p><b>VISUAL ART – 5001020</b> <b>Art - Grade 1</b></p>	<p>4<sup>th</sup> Marking Period/Quarter END of Marking Period Grade PACING: WEEK 32-36</p>	<p><b>Q4s</b> Summative</p> <p style="font-size: 2em; font-weight: bold;">1</p>
--	---	---	---

**ESSENTIAL QUESTIONS**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• What information is used to analyze art work using accurate art vocabulary?</li> <li>• How do changes in application of media and/or techniques affect the art outcome?</li> </ul> | <ul style="list-style-type: none"> <li>• What safety guidelines need to be followed in the art room?</li> <li>• What are the differences and/or similarities between art work, utilitarian objects and objects in nature?</li> <li>• How are art ideas and/or media used in non-art content areas?</li> </ul> |
|---|---|

<p>Text: <b>SRA Art Connections</b> Grade 1</p>	<p><b>Overview of Curriculum – Narratives for Grade 1: 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></p> <ul style="list-style-type: none"> <li>Gather clues to help interpret and reflect on works of art.</li> <li>Use various media or techniques to learn how changes affect the completed artwork.</li> <li>Distinguish between artwork, utilitarian objects, and objects from nature.</li> <li>Use accurate art vocabulary to communicate ideas about art.</li> <li>Demonstrate safety procedures for using art tools and materials.</li> <li>Identify connections between visual art and other content areas.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability</b> to differentiate and explain, using correct art vocabulary, the differences among art and objects and how various media contribute to the creative process; apply art materials safely; and identify connections between art and non-art content areas.</p>	<p>REVIEW:</p> <ul style="list-style-type: none"> <li>• Jacob Lawrence</li> <li>• Faith Ringgold</li> </ul>
---	--	---

<p><b>TOPICS</b></p>	<p><b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</b></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 6- Balance, Emphasis and Unity</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Balance - masks</li> <li>• Emphasis -paintings and in forms</li> <li>• Unity -through word and</li> </ul>	<p><b>Gather clues to help interpret and reflect on works of art.</b></p> <ul style="list-style-type: none"> <li>- Take inventory of objects, people or things in art work.</li> <li>- Describe relation of objects, people or things to decide what is happening in the artwork</li> </ul> <p><b>Assessed Content:</b> 1-37 Identifies examples of art that are symbolic</p>	<p><b>VA.1.C.1.2</b></p>	<p><i>Writes to explain and share Information</i> <i>Gathers information</i> Art criticism method: describe, analyze, interpret, decide</p>
--	---	--------------------------	---

<p>symbols; sculpture</p> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Leonardo DaVinci</li> <li>• Joe Seaweed</li> <li>• Rene Magritte</li> <li>• Marc Chagall</li> <li>• Cultural Motifs</li> <li>• Stuart Davis</li> <li>• Henry Moore</li> <li>• Miriam Schapiro</li> <li>• <b>Jacob Lawrence</b></li> <li>• <b>Faith Ringgold</b></li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Measurement</li> <li>• Data</li> <li>• Time</li> <li>• Addition and Subtraction-2 digit numbers</li> <li>• Geometry</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Earth's Surface- Changes to Earth's surface</li> <li>• Properties of Matter</li> <li>• Motion of objects- Forces and changes in motion</li> <li>• Living and non-living things</li> <li>• Process of living things</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Civics and Government</li> </ul>	<p><b>Florida Standards</b></p> <p><b>LAFS.1.SL.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p><b>LAFS.1.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		<p><b>Q4s</b></p> <p>Summative</p>
	<p><b>Use various media or techniques to learn how changes affect the completed artwork.</b></p> <ul style="list-style-type: none"> <li>- Use different media, sequence of procedures or layering.</li> <li>- Alter placement of imagery and size relationships with different emphasis.</li> </ul> <p><b>Assessed Content:</b></p> <p>1-12 Applies different materials, techniques &amp; processes on a variety of surfaces</p> <p>1-16 Knows what materials, techniques, processes are used to create 2D &amp; 3D art</p> <p>1-17 Draws with chalk, crayon, marker, pencil on a variety of surfaces</p> <p>1-18 Uses variety of painting tools and techniques (brush size, stroke pressure)</p> <p>1-19 Paints with tempera, watercolor &amp; fingerpaint on a variety of surfaces</p> <p>1-20 Demonstrates printmaking process through monoprints &amp; stamping</p> <p>1-22 Demonstrates additive and subtractive forming techniques</p> <p>1-23 Uses gluing and pasting to assemble 2D &amp; 3D art works</p> <p>1-24 Uses tearing, cutting, folding &amp; fringe techniques</p>	<b>VA.1.C.2.2</b>	<p>Observation</p> <p>Reflection</p> <p>Experiment</p>
	<p><b>Florida Standards</b></p> <p><b>LAFS.1.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>MAFS.K12.MP.7.1:</b> Look for and make use of structure.</p>		
	<p><b>Distinguish between artwork, utilitarian objects, and objects from nature.</b></p> <ul style="list-style-type: none"> <li>- Recognize difference in use between artwork and utilitarian object.</li> </ul> <p><b>Assessed Content:</b></p> <p>1-29 Distinguishes between functional and non-functional art</p> <p>1-34 Compares works of art w/ non-art objects using appropriate vocabulary</p> <p><b>Florida Standards</b></p> <p><b>SC.1.L.14.1</b> Make observations of living things and their environment using the five senses.</p>	<b>VA.1.C.3.2</b>	<p>Aesthetic vs. useful/functional vs. natural or living organisms</p> <p><i>Parts of plants</i></p>
<p><b>Identify connections between visual art and other content areas.</b></p> <ul style="list-style-type: none"> <li>- Explain how art can be used in another subject in the grade-level classroom.</li> </ul>	<b>VA.1.H.3.1</b>	<p>Integrate, illustrate Art history/social studies, math, language arts, and /or science</p>	



	<p><b>Assessed Content:</b>  1-9 Combines specific art elements &amp; design principles to communicate an idea  1-35 Describes artworks using art elements &amp; design principles  1-1Creates works that celebrate and record communicate cultural heritage and personal events</p>		<div style="background-color: black; color: white; padding: 5px; border: 1px solid gray;"> <b>Q4s</b>  Summative </div>
	<p><b>Use accurate art vocabulary to communicate ideas about art.</b>  - Know structural elements of art and organizational principles of design used in selected works.</p> <p><b>Assessed Content:</b>  1-35 Describes artworks using art elements &amp; design principles</p> <p><b>Florida Standards</b>  LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups  MAFS.K12.MP.7.1: Look for and make use of structure.</p>	<b>*VA.1.S.1.4</b>	Purpose of art
	<p><b>Demonstrate safety procedures for using art tools and materials.</b>  - Repeat established safety procedures to ensure appropriate use of tools and materials.  - Know some materials are not suitable, by law, for K-8  - Know use and care of tools and materials.  - Review class procedures/notes on safety Q1 through Q4 and when necessary</p> <ul style="list-style-type: none"> <li>❖ MSDS Sheet info  <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>❖ Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>❖ The Art &amp; Creative Materials Institute, Inc.  <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>❖ Safety Tips  <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> <p><b>Assessed Content:</b>  1-10 Works w/ tools &amp; materials safely &amp; appropriately  1-15 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>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<b>*VA.1.S.3.3</b>	Safety (32-33, T12) <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> <li>• Meaning of safety in art</li> <li>• Care of tools</li> </ul>

Special Area Grading - **ASSESS ART****Florida Standards Required by Florida DOE for this Course****Q4s**

Summative

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

The student differentiates and explains, using correct art vocabulary, the differences among art and objects and how various media contribute to the creative process, applies art materials safely, and identifies connections between art and non-art content areas.

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

The student identifies differences among art and utilitarian objects, uses limited art vocabulary to identify media changes or ideas communicated in outcome; knows that art and non-art content can be related; follows art safety guidelines.

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

The student recognizes media usage without description, explanation, or analysis of art process and outcome, identifies some non-art content as connecting to art, struggles to differentiate between art and objects; follows most art safety guidelines.

**Course Number: 5001020 Art – GRADE 1**  
**(Highlighted are Included with visual art standards in Q4s)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**HE.1.C.1.6.** Emphasize the correct names of human body parts.

**HE.1.C.2.4** Recognize health consequences for not following rules.

Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.

**LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**SC.1.L.14.1** Make observations of living things and their environment using the five senses.

**SS.1.A.2.1** Understand history tells the story of people and events of other times and places.

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

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

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 Conventions 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.**