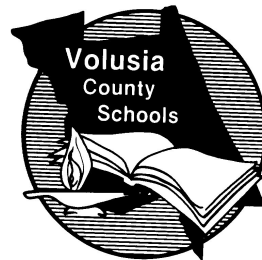




Volusia County Schools ART Curriculum Map

ART: GRADE 2

(5005030)



The School Board of Volusia County

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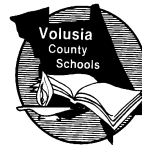
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Phase 4 – Nancy Hatch, Barbara Wells, Richard West, Margaret Williams
Update – June 2015



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 2 (5005030)

VERSION DESCRIPTION

Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.

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 21st –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, 21st-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 2 Visual Art Curriculum Map

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

VISUAL ART - 5001030

Grade 2

2

Q1f

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

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

**1ST QUARTER
INNOVATE ART:
Use the art-making process...
VA.2.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: 5001030 Art – GRADE 2

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

HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.

Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

Recognize that equal shares of identical wholes need not have the same shape.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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, 21st Century Skills

Grades K / 2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
	2D	3D	
LEVEL 3 & 4 *CDE: 81- 100 <u>Grade Range</u> which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 <u>Grade Range</u> which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 <u>Grade Range</u> which defaults to ⓪ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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.
			0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

FOCUS of the Elementary Visual Art Program is to:

- Introduce art and artists (**Vincent Van Gogh** and **Claude Monet**)
 - 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 2, 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 2 art text.



RESOURCES: GRADE 2 - STRUCTURAL ELEMENTS OF ART

<p><u>LINE:</u></p> <p>34A-34B - Unit Plan Guide, Line and Shape 34-35, line direction – define 35B Calm Line 36-39, Active Lines 43-51A, vocab review 59B-63</p> <p>Focus: buildings 36, visualizing 48, Science: Forces in Motion 44, DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): 38, 42., 46, 50, ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: Pg. 39, 43, 47, 51 ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 35A, 35B, 39B, 43B, 47B ASSESSMENT: Pg. 39a, 43A, 47A, 51A, ARTISTS: Jacob Lawrence 34, Mendoza (church) 36, Joseph Stella 37, John T. Scott 40, Franz Kline 41, Richard Diebenkorn 44, Claude Monet 45, , Wassily Kandinsky 48, Leo Twiggs 49,</p>	<p><u>SHAPE:</u></p> <p>Pg. 34A-34B (Unit Plan Guide), Geometric Shapes 51B-55A, Free-Form Shapes 56-59A, vocab review 59B-63</p> <p>Focus: Similar shapes – geometry 52, shadows 56 DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): 50, 54, 58 ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: 51, 55, perimeter 56, 59 ARTS INTEGRATED (Theatre, Music, Movement & Dance): 51B, 55B. ASSESSMENT: 55A, 59A, Pg. 62 (for Unit). ARTISTS: Auguste Herbin 52, Edward Hopper 53, Artist Unknown – Indonesian Shadow Puppet 56, Artist Unknown – Thai Shadow Puppet 57</p>	<p><u>VALUE:</u></p> <p>Pg. 94-95 (Unit Plan), Color & Value 94-95, Value 107B-111A, Light Values 111B-119A, Dark Values 115B, vocab review 119B-123A</p> <p>Focus: Draw Conclusions 108, neighborhoods 108, Expansion-going west/social studies 112, Comprehension Skills, Feelings 116 DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 98, 110, 114, 118 ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: 111, 115, 119 ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 95, 101B, 115B ASSESSMENT: 111A, 115A, 119A ARTISTS: Georgia O’Keeffe 94, Edward Steichen 108, Ansel Adams 109, June Wilson 112, Minerva Teichert 113, Adolph Gottlieb 116, Harold Town 117, Miriam Schapiro 120</p>
<p><u>COLOR:</u></p> <p>Pg. 94A-94B Unit Plan, Color & Value 94-95, Color & Hue 95B-99A, Warm Hues 99B-103A, Cool Hues 103B-107A, vocab review 119B-123A</p> <p>Focus: Compare/Contrast 96, logical reasoning, weather/seasons 100, Environment & Society 104 DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 98, 102, 106, 110, 114, 118. ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: Pg. 99, 103, 107, 111, 115, 119. ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 95A-B, 99B, 103B, 107B, 111B, 115B, ASSESSMENT: 99A, 103A, 107A, 115A, 119A. (Unit pg. 122). ARTISTS: Georgia O’Keeffe 94, Robert Rauschenberg 96, Robert Delaunay 97, Patrick Des Jarlais 100, Tom Thomson 104, John Frederick Kensett 105</p>	<p><u>SPACE:</u></p> <p>Pg. 64A-64B Unit Plan, Space & Form 64-65, People & Space 81B-85A, Objects & Space 85B-89A, vocab review 89B-93</p> <p>Focus: Main Idea & Details 82, classifying-math 86 DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 68, 84, 88 ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: Pg. 69, 85, 89 ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 65A-B, 81B, 85B ASSESSMENT: Pg. 69A, 85A, 89A, Unit 92 ARTISTS: .Henry Moore 64, James J. Shannon 82, Auguste Renoir 83, Louise Moillon (still life) 86, Paul Cézanne 87, Yoruba People 90</p>	<p><u>FORM:</u></p> <p>Pg. 64A-64B Unit Plan, Geometric Form 65A-69A, define 65B, Free-Form Forms 69B-73A, Body Forms 73B-77A, Animal Forms 77B-81A, vocab review 89B-93</p> <p>Focus: ancient civilizations 70, native Americans 74, Science: hypothesizing 78, DIFFERENTIATED INSTRUCTION 68, 72, 76, 80 ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: 69, similarity/math 73, diversity 74, 81, ARTS INTEGRATED (Theatre, Music, Movement & Dance) : 65A-B, 69B, 73B, 77B, 81B, 85B. ASSESSMENT: 69A, 73A, 77A, 81A, 85A, 89A, (Unit pg. 92). INSTRUCTION (Re, 88. ARTISTS: Henry Moore 64, David Smith 66, Jesús Morales 67, Artist Unknown–Plate 70, Artist Unknown–pectoral name 71, Roxanne Swentzell 74, Kiawak Ashoona 75, John Bell 78, Artist Unknown Leopard 79, Yoruba People 90</p>

RESOURCES: GRADE 2 - ORGANIZATIONAL PRINCIPLES OF DESIGN

<p><u>EMPHASIS:</u> 154A-154B Unit Plan, Balance, Emphasis, & Texture 154-155, Emphasis 163B-166A, Emphasis using contrast 167B-171A, vocab review 179B-183</p> <p><u>Focus:</u> point of view, groups 164, making connections, building 168 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 166, 170 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 167, 171 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> 155A-B, 163B, 167B <u>ASSESSMENT:</u> 167A, 171A <u>ARTISTS:</u> .Lorenzo Scott 164, Cecilia Beaux 165, Rembrandt von Rijn 168, Rebe Magritte 169, Rosalind Ragans 180</p>	<p><u>PATTERN:</u> Pg. 124A-124B (Unit Plan), Pattern, Rhythm, & Movement 124-125, Patterns 125B-129B, Patterns in Nature 129B-133A, vocab review 149B-153</p> <p><u>Focus:</u> Main Idea & details, cultural diversity 126, finding a pattern, living things 130 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 128, 132 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 129, 133 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> 133B <u>ASSESSMENT:</u> 129A, 133A <u>ARTISTS:</u> Artist Unknown/bag 126, Artist unknown/quilt 127, Marie Sibylia Merian 130, John James Audubon 131</p>	<p><u>RHYTHM:</u> Pattern, Rhythm, & Movement 124-125, Rhythm 133B-137A, Rhythm & Form 137B, Diagonal Movement 141B-144A, Curving Movement 145B-149A, vocab review 149B-153</p> <p><u>Focus:</u> similarity/math, plants 134, predicting outcomes, storytelling 138, asking questions, dancing 142, forces & motion, journeys 146 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 136, 140, 144, 148 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 137, 141, 145, 149 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> , 133B, 137B, 141B, 145B <u>ASSESSMENT:</u> 137A, 141A, 145A, 149A <u>ARTISTS:</u> Louise Nevelson 124, Peggy Flora Zalucha 134, Helen Cordero 138, Vigil Family 139, Thomas Hart Benson 142, Edgar Degas 143, Van Gogh146, David Hockney 147, Grandma Moses 150</p>
<p><u>BALANCE:</u> 154A-154B Unit Plan, Balance, Emphasis, & Texture 154-155, Balance 155B-159A, balance in People 159B, vocab review 179B-183</p> <p><u>Focus:</u> human systems, containers/social studies 156, citizen responsibility, heroes 160, <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 158, 162 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 159, 163 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> 155A-B, 159B <u>ASSESSMENT:</u> 159A, 163A <u>ARTISTS:</u> Artist unknown /container 156, Greek flask 157, Duane Hanson 160, James Peale 161, Rosalind Ragans 180</p>	<p><u>Texture:</u> 154A-154B Unit Plan, Balance, Emphasis, & Texture 154-155, Tactile Texture 171B-175A, Visual Texture 175B, vocab review 179B-183</p> <p><u>Focus:</u> map scales 172, environment & society, communications 176 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 174, 178 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 175, 179 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> 155A-B, 171B, 175B <u>ASSESSMENT:</u> 175A, 179A <u>ARTISTS:</u> Jacob Gay 172, Artist unknown 173, Jan Vermeer 176, George Catlin 177, Rosalind Ragans 180</p>	<p><u>HARMONY:</u> 184A-184B Unit Plan, Harmony, Variety, & Unity 184-185, Harmony of Color 185B-189A, harmony of Shape & Form 189B-192A, vocab review 209B-213</p> <p><u>Focus:</u> environment , sharing stories 186, similar figures, animals 190 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 186, 192 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 187, 193 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> 185A-B <u>ASSESSMENT:</u> 189A, 189B, 193A <u>ARTISTS:</u> . Diego Velázquez 184, Paul Klee 186, Ivan Erye 187, Taqialuk Nuna 190, Paul Brach 191, Yvonne Jacqueline 210</p>
<p><u>UNITY:</u> 184A-184B Unit Plan, Harmony, Variety, & Unity 184-185, Unity in Sculpture 201B-205A, Unity in Architecture 205B-209A, vocab review 209B-213</p> <p><u>Focus:</u> making connections, recreation 202, human settlement, society 206 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> :204, 208 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u>: 205, 209 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> : 185A, 201B, 205B <u>ASSESSMENT:</u> 205A, 209A <u>ARTISTS:</u> Diego Velázquez 184, Dentzel Company 202 & 203, Artist unknown Maison Carrée 206, Simon Rodia 207, Yvonne Jacqueline 210</p>	<p><u>VARIETY:</u> 184A-184B Unit Plan, Harmony, Variety, & Unity 184-185, Variety of Color 193B-196A, Variety of Shape & Form 197B-201A, vocab review 209B-213</p> <p><u>Focus:</u> Fact & opinion, ocean life 194, spatial visualization, birds 198 <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 196, 200 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> 197, 201 <u>ARTS INTEGRATED (Theatre, Music, Movement & Dance):</u> 185A, 196B, 197B <u>ASSESSMENT:</u> 197A, 201A <u>ARTISTS:</u> Diego Velázquez 184, Leo Lionni 194, Claude Monet 195, John James Audubon 198, Wilhelm Schimmel 199, Yvonne Jacqueline 210</p>	<p><u>PROPORTION:</u></p> <p style="text-align: center;">NA</p>

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

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

MONTH	DAY	ARTIST	K	1	2	3	4	5	M/F	Medium	Culture	# grades ARTIST IS FOUND
AUGUST	6	Andy Warhol 8/6/1928 - 2/22/1987				202			M	POP	Amer.	1
		http://www.warhol.org/ http://www.artcyclopedia.com/artists/warhol_andy.html http://www.pbs.org/wnet/americanmasters/database/warhol_a.html	http://www.warhols.com/ http://www.warholfoundation.org/ http://www.youtube.com/watch?v=NN-9LNI2r7U									
SEPTEMBER	7	Jacob Lawrence 9/ 7/ 1917 - 6/ 9/ 2000	83 101	56 82	35	60 172	180		M	Mixed - stories	African - Amer.	5
		http://www.artcyclopedia.com/artists/lawrence_jacob.html http://books.google.com/books?as_auth=Jacob+Lawrence	http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html http://www.youtube.com/watch?v=COw7QOUClrM http://www.youtube.com/watch?v=-ac6OZkyYxg									
OCTOBER	21	Katshushika Hokusai 10/21/1760 – 5/10/1849	34 35 49 117				53 87		M	painting Edo Period	Asian	2
		http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html ** Hokusai museum http://www.book-navi.com/hokusai/hokusai-e.html ** http://www.philamuseum.org/booklets/4_25_19_0.html	http://www.andreas.com/hokusai.html http://www.artelino.com/articles/hokusai.asp http://www.youtube.com/watch?v=lb_k9j7zMjc = New http://www.youtube.com/watch?v=G2pOatapsjA = short									
NOVEMBER	14	Claude Monet 11/14/1840 – 12/5/1926	40		45 195	36			M	Impressionism Plein-air landscape	French	
		http://www.metmuseum.org/toah/hd/cmon/hd_cmon.htm http://www.claude-monet.com/ http://www.claudemonetgallery.org/biography.html	http://www.youtube.com/watch?v=OsUOTrFgaVQ&safe=active http://www.youtube.com/watch?v=98Nr49sSymk&safe=active https://www.youtube.com/watch?v=Nfx1o-6UqzI long 1 hr. + -just paintings									
NOVEMBER	15	Georgia O'Keeffe 11/15/1887 – 3/6/1986	75	109	94 95	113	116 202	100	F	Painting Precisionism	Amer. SW	6
		http://www.georgia-okeeffe.com/precisionism.html http://www.lkwdpl.org/wihohio/okee-geo.htm	http://www.georgia-okeeffe.com/ http://www.youtube.com/watch?v=3AY9rDB-WBk http://www.youtube.com/watch?v=v71awD38Qy4									
DECEMBER	8	Walt Disney (animators) 12/5/1901 – 12/15/1966	152		152	93			M	animation	Amer. + Orlando	3
		http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm http://www.brainyquote.com/quotes/authors/w/walt_disney.html	http://www.justdisney.com/walt_disney/ http://www.imdb.com/name/nm0000370/ http://www.youtube.com/watch?v=aClpDaACJr0 = LONG/COMPLETE									
		Diego Rivera 12/8/1886 – 11/24/1957	202			94 95		53 169	M	painting muralist	Mexican	3
		http://www.artcyclopedia.com/artists/rivera_diego.html http://www.pbs.org/wnet/americanmasters/database/rivera_d.html	http://www.diegorivera.com/index.php http://www.artchive.com/artchive/R/rivera.html http://www.youtube.com/watch?v=PRw3hkaYz80 = SHORT BIO									

ARTISTS - SECOND SEMESTER

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

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

Partnership for 21st 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

21st 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).

The Partnership for 21st 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 4th grade, 8th grade, and 12th grade levels.

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

UNIT/ORGANIZING PRINCIPLE: Organizing Thoughts to Create and Complete Art	<h1 style="text-align: center;">VISUAL ART – 5001030</h1> <h2 style="text-align: center;">Art - Grade 2</h2>	1ST QUARTER <i>For Progress report</i> PACING: WEEK 1-4	Q1f Formative	2
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ESSENTIAL QUESTIONS

- | | |
|---|---|
| <ul style="list-style-type: none"> • What is art? How are art objects described? What are the uses? • Where is art found? • What are sources for art ideas? • How does personal interest affect how or why an artwork is created? | <ul style="list-style-type: none"> • What art vocabulary is important to understand for art criticism? • How is that understanding used to improve artwork or skill safely? • How are art materials and tools used in a safe manner? |
|---|---|

Text: SRA Art Connections Grade 2	<p style="text-align: center;"><i>Overview of Curriculum – Narrative for Grade 2 –Q1f</i></p> <p>WEEK 1-4 Innovate 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>While creating, art students learn to: Use the art-making process to communicate personal interests and self-expression Use accurate art vocabulary to discuss art. Follow directions for safety procedures and explain their importance in the art room. Identify objects from everyday life that have been designed and created using artistic skills. Identify the physical features or characteristics of artworks displayed in the community.</p> <p>A student producing work assessed as proficient would be able to demonstrate the ability to explain personal work with accurate art terms; identify objects that use art skills; explain where artworks are viewed; and follow directions for safety in the art room.</p>	DUE: September <ul style="list-style-type: none"> • Art Teachers' Exhibit/ArtHaus • Volusia County Schools – Safety Poster Contest October – <ul style="list-style-type: none"> • FAEA Conference • Volusia County Fair
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TOPICS	<p>INNOVATE ART: <i>Includes Cognition, Engagement, Persistence, How to Think About Art</i></p> <p style="text-align: center;">NGSSS Visual Art STANDARDS Unpacking - Learning Targets</p>	ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)
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Unit 1-Line and Shape Lesson/Activities: <ul style="list-style-type: none"> • Types of Lines • Line Meanings • Shapes <ol style="list-style-type: none"> 1. Free Form 2. Geometric 	<p>Use the art-making process to communicate personal interests and self-expression.</p> <ul style="list-style-type: none"> • Know art-making steps (31). • Know how personal interested can be documented through creative use of media. <p>Assessed Content: 2-24 Groups similar artworks based on specific cultures, time periods & places 2-25 Compares historical and cultural works of art that have the same theme but use different styles, processes or techniques such as van Gogh's <i>The Starry Night</i>/p. 146 & Hockney's <i>Garrowby Hill</i>/p.147</p>	<p style="background-color: yellow;">VA.2.C.1.1</p>	Art vocabulary (22-3, 59B) Language of art Inventory Description Main idea
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	<p>Florida Standards LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>		<div style="background-color: black; color: white; padding: 5px; display: inline-block;">Q1f</div> Formative
<p>Suggested Artists:</p> <ul style="list-style-type: none"> • Wassily Kandinsky • Henri Matisse • Jacob Lawrence • Edward Hopper • William Johnson • Piet Mondrian 	<p>Identify objects from everyday life that have been designed and created using artistic skills.</p> <ul style="list-style-type: none"> - Identify artistic skill used to create artwork. - Identify items at school, home and community that have been designed by an artist. <p>Assessed Content: 2-28 Compares and contrasts functional & non-functional works of art 2-29 Discusses why people create art 2-31 Discuss diverse careers available to artists such as animator, museum curator, fashion designer, etc. 2-33 makes & supports judgments about works of art using specific criteria and appropriate vocabulary</p> <p>Florida Standards LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small</p>	<p>VA.2.H.2.2</p>	<p>Attribute Function Artworks</p> <ul style="list-style-type: none"> • Aesthetic • Non-utilitarian <p>Utilitarian objects</p> <ul style="list-style-type: none"> • Useful • Functional
<p>Math</p> <ul style="list-style-type: none"> • Basic Facts • Place Value <p>English/Language Arts</p> <ul style="list-style-type: none"> • Main Idea/Point of View • Fluency and Comprehension of Art • Reading for Text Complexity <p>Science</p> <ul style="list-style-type: none"> • Science Process • Rocks • Soil <p>Social Studies</p> <ul style="list-style-type: none"> • History • Geography • Civics 	<p>Identify the physical features or characteristics of artworks displayed in the community.</p> <ul style="list-style-type: none"> - Know reason artwork is displayed at venue in community. - Discuss the kinds of art is visible in the community - <i>What does student observe?</i> - <i>What does student infer?</i> <p>Assesse d Content: 2-30 Understands that artists' creations influence home, school, work life</p> <p>Florida Standards SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p>	<p>VA.2.H.2.3</p>	<p>Bulletin boards Exhibits Museums Festivals Statue Decoration City Speedway</p>
	<p>Use accurate art vocabulary to discuss art.</p> <ul style="list-style-type: none"> - Review Grade1 terms when viewing personal art work or works by others. <p>Assessed Content: 2-33 makes & supports judgments about works of art using specific criteria and appropriate vocabulary</p>	<p>*VA.2.S.1.4</p>	<p>Vocabulary (24-9)</p>

	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <ul style="list-style-type: none"> • Know safety and rules at school are important. • Repeat established safety procedures to ensure appropriate use of tools and materials. <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards <u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting. <u>HE.2.C.2.4</u> Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. <u>MAFS.K12.MP.5.1</u>: Use appropriate tools strategically</p>	<p>*VA.2.S.3.3</p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> • Guidelines • Procedures, • Process • Techniques • Responsibility • Meaning of safety in art • Care of tools
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Special Area Grading - **INNOVATE ART**

Florida Standards Required by Florida DOE for this Course

Q1f
Formative

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

The student explains personal work with accurate art terms; identifies objects that use art skills and where works are viewed; and follows directions for safety in the art room.

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

The student provides an incomplete explanation of what personal work communicates using limited art vocabulary; identifies some objects that use art skills and where they are viewed in the community; and follows safety procedures.

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

The student struggles to remember art terms to describe personal images; may confuses person-created/designed objects with machine-designed objects and/or does not know that works can be viewed in the community; may ignore some safety directions

Course Number: 5001030 Art – GRADE 2

Highlighted are Included with visual art standards in Q1f

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

HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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 http://www.faea.org/InnerPage.aspx?id=8			General Visual Arts Rubric
	2D	3D	
LEVEL 3 (3 & 4) * CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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.
			0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

<p>UNIT/ORGANIZING PRINCIPLE: Organizing Thoughts to Create and Complete Art</p>	<p style="text-align: center;">VISUAL ART – 5001030 Art - Grade 2</p>	<p>1st QUARTER <i>For Marking Period</i> <i>Grade</i> PACING: WEEK 5-9</p>	<p style="text-align: center;">Q1s Summative</p> <p style="font-size: 2em; text-align: center;">2</p>
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ESSENTIAL QUESTIONS

- | | |
|---|--|
| <ul style="list-style-type: none"> What decision-making skills are needed to meet intended objectives and/or document community ideas? How is art criticism and collaboration used in group situations? | <ul style="list-style-type: none"> How do self-expression, media usage, and imagery contribute to visual communication? How are art materials and tools used in a safe manner? |
|---|--|

<p>Text: <u>SRA Art Connections</u> Grade 2</p>	<p style="text-align: center; background-color: yellow;">Overview of Curriculum – Narratives for Grade 2: Q1s</p> <p>WEEK 5-9</p> <p>Innovate 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>While creating, art students learn to:</p> <ul style="list-style-type: none"> Use appropriate decision-making skills to meet intended artistic objectives. Use suggestions from others to modify the structural elements of art. Follow directions for safety procedures and explain their importance in the art room. Create personally meaningful works of art to document and explain ideas about local and global communities. Use imagination to create unique artwork incorporating personal ideas and selected media. Work with peers to complete a task in art. <p>A student producing work assessed as proficient would be able to demonstrate the ability to describe choices made in media and imagination to meet objectives; document community ideas; work with peers to complete a task in art, use their suggestions to improve works; and practice safety procedures in the art room.</p>	<p>DUE:</p> <p>September</p> <ul style="list-style-type: none"> Art Teachers' Exhibit/ArtHaus Volusia County Schools – Safety Poster Contest <p>October –</p> <ul style="list-style-type: none"> FAEA Conference Volusia County Fair
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TOPICS	<p>INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art</p> <p style="text-align: center;">NGSSS Visual Art STANDARDS Unpacking - Learning Targets</p>	<p>STANDARDS (* are repeated)</p>	<p>ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)</p>
<p><u>Unit 2- Shape and Form</u> Lesson/ Activities</p> <ul style="list-style-type: none"> Geometric Form Free Form Body/Animal Form <ol style="list-style-type: none"> 1. Ceramics <p>Suggested Artists:</p> <ul style="list-style-type: none"> Paul Cezanne Louise Moillon 	<p style="background-color: yellow;">Use appropriate decision-making skills to meet intended artistic objectives.</p> <ul style="list-style-type: none"> - Know procedure for art objective. - Consider choices for innovation. - Practice decision-making when sketching ideas for an image. <p>Assessed Content:</p> <p style="background-color: yellow;">2-2 Uses a variety of thematic subject matter and visual symbols to create works of art</p>	<p style="background-color: yellow;">VA.2.C.2.1</p>	<p>Critical thinking Describe Visual ideas Objective</p>

<p>Math</p> <ul style="list-style-type: none"> • Basic Facts • Place Value <p>English/Language Arts</p> <ul style="list-style-type: none"> • Main Idea/Point of View • Fluency and Comprehension of Art • Reading for Text Complexity <p>Science</p> <ul style="list-style-type: none"> • Science Process • Rocks • Soil <p>Social Studies</p> <ul style="list-style-type: none"> • History • Geography • Civics 	<p>2-5 Explains choices made in her/his artwork</p> <p>2-6 Identifies purposes for creating specific artwork such as Peale's <i>George Washington</i>/p.161</p> <p>2-7 Identifies which art elements & design principles are used by an artist to express and idea</p> <p>Florida Standards</p> <p>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>		<div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p>Q1s</p> <p>Summative</p> </div>
	<p>Use suggestions from others to modify the structural elements of art.</p> <ul style="list-style-type: none"> • Know artwork can have more than one solution. • Listen to comments of others and use ideas to change the image in progress. <p>Assessed Content:</p> <p>2-5 Explains choices made in her/his artwork</p>	<p>VA.2.C.2.3</p>	<p>Solution</p> <p>Speaking and Listening Skills</p> <p>Critical thinking</p> <p>Sharing</p> <p>Observing</p>
	<p>Use imagination to create unique artwork incorporating personal ideas and selected media.</p> <ul style="list-style-type: none"> - Create unique art. - Use personal ideas and expand upon them to use be more creative and innovative.. <p>Assessed Content</p> <p>2-10 Creates personally meaningful works drawn from experience, observation or imagination</p> <p>Florida Standards</p> <p>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>VA.2.F.1.1</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> ❖ Innovation
	<p>Work with peers to complete a task in art.</p> <ul style="list-style-type: none"> - Collaborate in a group to develop a single solution for an artistic problem. - Develop a rubric, clean up and or organize the art room, etc. with others as a beginning to learn how to collaborate within the short art period - Practice 21st Century Skills <p>Assessed Content</p> <p>2-5 Explains choices made in her/his artwork</p> <p>2-3 Compares works of art based on similar themes and interprets how choice of media, technique and processes can communicate an idea visually</p>	<p>VA.2.F.3.2</p>	<p>21st Century Skills; view list in Appendix</p> <ul style="list-style-type: none"> ❖ Collaboration ❖ Patience ❖ Perseverance ❖ Practice ❖ Problem-solving ❖ Innovation.

	<p>Florida Standards LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small</p>		<p>Q1s Summative</p>
<p>Create personally meaningful works of art to document and explain ideas about local and global communities. - Know local concerns may contain ideas about safety, respect and/or beauty/aesthetics. - Follow directions to document community concerns. - Create art as an illustration of community concerns.</p> <p>Assessed Content 2-5 Explains choices made in her/his artwork 2-26 Understands that artists create works based on culture and life experiences such as urban and rural environment</p>	<p>VA.2.O.3.1</p>	<p>Visual communication 21st Century Skills</p> <ul style="list-style-type: none"> • Following directions 	
<p>Follow directions for safety procedures and explain their importance in the art room. - Repeat established safety procedures to ensure appropriate use of tools and materials.</p> <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p>*VA.2.S.3.3</p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> • Guidelines • Procedures, • Process • Techniques • Responsibility • Meaning of safety in art • Care of tools 	

Special Area Grading - **INNOVATE ART**

Florida Standards Required by Florida DOE for this Course

Q1s

Summative

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

The student describes choices made for media and imagination to meet objectives; meaningfully documents community ideas; works with peers to complete a task in art; uses their suggestions to improve works; and practices safety procedures in the art room.

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

The student has difficulty incorporating suggestions from others or completing an art task with others; uses various media to complete works with little thought to choices made; self-expression, or documentation of local/global ideas, but follows safety procedures.

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

The student ignores suggestions from others or opportunity to work with others on an art task; struggles to complete works or works hastily not understanding how to incorporate choices for media; imagination, personal interests and/or community ideas to meet objectives; may ignore some safety procedures.

Course Number: 5001030 Art – GRADE 2
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.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.

Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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 http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
	2D	3D	
LEVEL 3 (3 & 4) * CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

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Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

<p>UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose</p>	<p>VISUAL ART – 5001030 Art - Grade 2</p>	<p>2nd QUARTER For Progress Report PACING: WEEK 10 -13</p>	<p>Q2f Formative</p>	<p>2</p>
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ESSENTIAL QUESTIONS

- | | |
|---|---|
| <ul style="list-style-type: none"> • What resources and experimentation are needed in the art-making process to focus on art production? | <ul style="list-style-type: none"> • How are art materials and tools used in a safe manner? • What type of artwork do artists and designers create? |
|---|---|

<p>Text: SRA Art Connections Grade 2</p>	<p style="background-color: yellow;">Overview of Curriculum – Narratives for Grade 2: Q2f</p> <p>WEEK 10-13</p> <p>Develop Art 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>While creating, art students learn to:</p> <ul style="list-style-type: none"> Experiment with tools and techniques as part of art-making processes. Use diverse resources to inspire expression of personal ideas and experiences in works of art. Follow sequential procedures focused on art production. Follow directions for safety procedures and explain their importance in the art room. Identify the work created by artists and designers. <p>A student producing work assessed as proficient would be able to demonstrate the ability to experiment throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identify works using art skills of artists /designers; and practice safety procedures in the art room.</p>	<p>DUE:</p> <p>November:</p> <ul style="list-style-type: none"> • Halifax Art Festival (East side) • Volusia County Fair • DeLand Fall Festival (West side)
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<p>TOPICS</p>	<p>DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</p> <p style="text-align: center;">NGSSS Visual Art STANDARDS Unpacking - Learning Targets</p>	<p style="text-align: center;">ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)</p>
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<p>Unit 2 Continued: Space Space</p> <ol style="list-style-type: none"> 1. People in Space 2. Objects in Space/Still Life 	<p>Identify the work created by artists and designers.</p> <ul style="list-style-type: none"> - Examine art works that contain pattern. - Associate artist’s careers with their work. <p>Assessed Content: 1-30 Understands that artists’ creations influence home, school, and work life</p>	<p>STANDARDS (* are repeated)</p> <p style="background-color: yellow;">VA.2.F.2.1</p>	<p>Pattern, motif, Rhythm, movement, Printmaking,</p> <ul style="list-style-type: none"> • Positive, • Negative space
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<p>Suggested Artists:</p> <ul style="list-style-type: none"> • Edgar Degas • Pierre Auguste Renoir <p>Math</p> <ul style="list-style-type: none"> • Addition • Subtraction <p>English/Language Arts</p> <ul style="list-style-type: none"> • Prior Knowledge • Fact/Opinion • Compare/Contrast • Vocabulary/Processes/Concepts • Reading for Text Complexity <p>Science</p> <ul style="list-style-type: none"> • Weather • Sun's Energy • Wind/Severe Weather <p>Social Studies</p> <ul style="list-style-type: none"> • Civics and government • History 	<p>Experiment with tools and techniques as part of art-making processes.</p> <ul style="list-style-type: none"> - Know the purpose of tool(s) and media in art activity. - Know how to mix colors and values. <p>Assessed Content: 2-12 Experiments with a variety of materials, techniques and processes</p> <p>Florida Standards</p> <p>MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</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>VA.2.S.1.1</p>	<p><i>Measurement;</i> Hue, spectrum, (94);</p> <ul style="list-style-type: none"> • warm (99B) or cool (103B); <p>Value</p> <ul style="list-style-type: none"> • light/dark –(111B-119A) • tint/shade <p>Photography (109)</p>
	<p>Use diverse resources to inspire expression of personal ideas and experiences in works of art.</p> <ul style="list-style-type: none"> - Use ideas to inspire the use of line and color. - Know media and technique can change emotion or meaning in work, i.e., Monet's "Palazzo da Mula, Venice" (45) vs. Eyre's "Valleyridge" (187). Van Gogh "The Yellow House" 1888) <p>Assessed Content: 2-10 Creates personally meaningful works drawn from experience, observation or imagination</p>	<p>VA.2.S.1.2</p>	<p>2D: Line Direction (35B-39); i.e., <i>Weather: wind, severe weather, sun's energy, life cycles – living and non-living things; surface area,</i> <i>"Simultaneous Contrasts: Sun & Moon" (97) "Summer's Sunlight" (101))</i></p> <p>Van Gogh "Starry Night" (1889)</p>
	<p>Follow sequential procedures focused on art production.</p> <ul style="list-style-type: none"> - Know the steps needed to how to accomplish an art task. - Repeat established safety procedures to ensure appropriate use of tools and materials. - What is purpose of lesson? How is it done? - What is purpose statement given to students to help them understand the desired outcome? 	<p>VA.2.S.2.2</p>	<p><i>Integration of Knowledge and Skills</i> Close Reading: SRA/FCAT Prep, Unit 4 Task 1, p 28-29, painting</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ❖ Perseverance ❖ Productivity, accountability

	<p>- Model thinking and demonstrate procedures. - Explain the steps followed and inspiration used. - Question students to scaffold instruction</p> <p>Assessed Content: 2-16 Consistently follows directions/instructions and cleanup procedures</p>		<p>❖ Initiative, self-direction</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Q2f Formative</p> </div>
	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <p>- Know safety and rules at school are important.</p> <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards <u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting. <u>HE.2.C.2.4</u> Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. <u>MAFS.K12.MP.5.1:</u> Use appropriate tools strategically</p>	<p>*VA.2.S.3.3</p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> • Guidelines • Procedures, • Process • Techniques • Responsibility • Meaning of safety in art • Care of tools

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 throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identifies works using art skills of artists /designers; and practices safety procedures in the art room.

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

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

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

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

Course Number: 5001030 Art – GRADE 2 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.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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 http://www.faea.org/InnerPage.aspx?id=8			General Visual Arts Rubric
	2D	3D	
LEVEL 3 (3 & 4) * CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

<p><i>UNIT/ORGANIZING PRINCIPLE:</i> Creating Art for a Purpose</p>	<p align="center">VISUAL ART – 5001030 Art - Grade 2</p>	<p>2nd QUARTER <i>For Marking Period - Quarter Grade</i> PACING: WEEK 14-18</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p align="center">Q2s Summative</p> </div> <p align="center" style="font-size: 2em; margin-left: 20px;">2</p>
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ESSENTIAL QUESTIONS

- | | |
|---|---|
| <ul style="list-style-type: none"> • How do repeated experiences with media, processes, and tools refine 2D and 3D techniques and improve skill and craftsmanship? • How are art materials and tools used in a safe manner? | <ul style="list-style-type: none"> • How is the creative process developed through use of the structural elements and the organizational principles? |
|---|---|

<p>Text: <u>SRA Art Connections</u> Grade 2</p>	<p align="center" style="background-color: yellow;"><i>Overview of Curriculum – Narratives for Grade 2: Q2s</i></p> <p>WEEK 14-18</p> <p>Develop Art 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>While creating, art students learn to:</p> <ul style="list-style-type: none"> Develop artistic skills through repeated experiences with art media, techniques, tools, and processes. Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. Demonstrate growth in craftsmanship through purposeful practice. Follow directions for safety procedures and explain their importance in the art room. Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process. <p>A student producing work assessed as proficient would be able to demonstrate the ability to organize and refine structural elements in 2D and/or 3D artwork, advance art skills, improve craftsmanship through practice, and safe use of tools, processes, and media.</p>	<p>DUE:</p> <p>December: <i>Opening Wee Creates Exhibit</i></p> <p>January End of month – 10 works due for Volusia Students Create Exhibit adjudication</p>
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TOPICS	<p align="center">DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</p> <p align="center">NGSSS Visual Art STANDARDS Unpacking - Learning Targets</p>	<p>ACADEMIC LANGUAGE <i>italics = integration (text pages)</i></p>
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<p>Unit 3- Color and Value Lesson/Activities:</p> <ul style="list-style-type: none"> • Color and Hue <ol style="list-style-type: none"> 1. Warm colors 2. Cool colors • Value <ol style="list-style-type: none"> 1. Light 2. Dark 	<p>Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.</p> <p>Know creative components include line and shape components in the art outcome.</p> <p>Assessed Content: 2-13 Compares, contrasts, & applies art elements and design principles in works of art</p>	<p>VA.2.O.1.1 (* are repeated)</p>	<p>Types of Lines (active, calm,(40-51A) Geometric shapes (51B-55A) Free-Form (55B-59A) and/or Space-overlap</p>
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<p>Suggested Artists:</p> <ul style="list-style-type: none"> • Georgia O’Keefe • Ansel Adams • Adolph Gottlieb • Miriam Schapiro • Pablo Picasso <p>Math</p> <ul style="list-style-type: none"> • Addition • Subtraction <p>English/Language Arts</p> <ul style="list-style-type: none"> • Prior Knowledge • Fact/Opinion • Compare/Contrast • Vocabulary/Processes/Concepts • Reading for Text Complexity <p>Science</p> <ul style="list-style-type: none"> • Weather • Sun’s Energy • Wind/Severe Weather <p>Social Studies</p> <ul style="list-style-type: none"> • Civics and government • History 	<p>Florida Standards MAFS.K12.MP.7.1: Look for and make use of structure</p> <p>Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.</p> <ul style="list-style-type: none"> • Know purpose of tool(s) and media in art activity. <p>Assessed Content: 2-12 Experiments with a variety of materials, techniques and processes</p> <p>Florida Standards MAFS.K12.MP.5.1: Use appropriate tools strategically. MAFS.K12.MP.6.1: Attend to precision.</p> <p>Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.</p> <ul style="list-style-type: none"> • Know the difference between 2D shapes and 3D forms. • Know the difference between techniques and materials used in 2D and/or 3D art forms. <p>Assessed Content: 2-14 Identifies, uses & assesses qualities of good craftsmanship 2-15 Develops good craftsmanship skills through practice</p> <p>Florida Standards LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MAFS.K12.MP.6.1: Attend to precision.</p> <p>Demonstrate growth in craftsmanship through purposeful practice.</p> <p>Assessed Content: 2-14 Identifies, uses & assesses qualities of good craftsmanship 2-15 Develops good craftsmanship skills through practice</p>	<p>VA.2.S.2.1</p> <p>VA.2.S.3.1</p> <p>VA.2.S.3.2</p>	<p>Practice improves skill.</p> <div data-bbox="1829 215 1986 337" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Q2s Summative</p> </div> <p>2D and/or 3D vocabulary (89B) Space & Form (64-93) Geometric Form (65B-69B) Sculpture Free-form forms (69B-73A), Relief sculpture; Body Forms-statue (74-5) Animal Forms-77B-81A)</p> <p>21st Century Skills (<i>Preface</i>)</p>
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	<p>Florida Standards MAFS.K12.MP.6.1: Attend to precision</p>		
	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <ul style="list-style-type: none"> Repeat established safety procedures to ensure appropriate use of tools and materials. <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p>*VA.2.S.3.3</p>	<p>Safety (32-3); Procedure, Process, Techniques, Importance</p> <div data-bbox="1860 310 2007 423" style="background-color: black; color: white; padding: 5px; text-align: center;"> Q2s Summative </div>

Special Area Grading - <i>DEVELOP ART</i>	Florida Standards Required by Florida DOE for this Course	Q2s Summative
<p>CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card</p> <p>The student experiments throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identifies works using art skills of artists /designers; and practices safety procedures in the art room.</p>	<p>Course Number: 5001030 Art – GRADE 2 Highlighted are Included with visual art standards in Q2s)</p> <p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p>	
<p>DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card</p> <p>The student uses available media and processes with limited experimentation and ideation to create art; identifies where art is located in the community; and follows safety procedures.</p>		
<p>NDE: 0 – 60 Grade Range which defaults to ⊘ (NULL) on report card</p> <p>The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of art in community; ignores some safety procedures.</p>	<p>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.</p>	

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
	2D	3D	
LEVEL 3 (3 & 4) * CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose	VISUAL ART – 5001030 Art - Grade 2	3 rd QUARTER For Progress Report PACING: WEEK 19-22	Q3f Formative	2
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ESSENTIAL QUESTIONS

- | | |
|---|--|
| <ul style="list-style-type: none"> • How is art vocabulary used to analyze the way in which multiple art solutions and local promotions are achieved? • What is important for students to know about copyright? | <ul style="list-style-type: none"> • How is following directions for art or safety in the classroom suitable behavior in an art audience? |
|---|--|

Text: SRA Art Connections Grade 2	Overview of Curriculum – Narratives for Grade 2: Q3f	DUE: January <ul style="list-style-type: none"> • End of month – 10 works due for Volusia Students Create Exhibit adjudication • 1st Languages/ArtHaus (Even years) February: ATC's
	<p>WEEK 19-22</p> <p>Connect With Art 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>While creating, art students learn to:</p> <ul style="list-style-type: none"> Use accurate art vocabulary to discuss art. Follow directions for safety procedures and explain their importance in the art room. Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others. Distinguish between appropriate and inappropriate audience behavior. Explore the advantages of having multiple solutions to solve an artistic problem. Describe the use of art to promote events within the school or community. <p>A student producing work assessed as proficient would be able to demonstrate the ability to explain the differences between imaginary and real objects in artworks using appropriate art vocabulary, discuss how artworks can have different solutions, describe art connections to the home, school and/or community, and use suitable audience and safety behaviors.</p>	

TOPICS	DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety	ACADEMIC LANGUAGE
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	NGSSS Visual Art STANDARDS Unpacking - Learning Targets	STANDARDS (* are repeated)	
Unit 4-Pattern, Rhythm and Movement Lesson/Activities: <ul style="list-style-type: none"> • Patterns <ol style="list-style-type: none"> 1. Motif 2. Nature 	<p style="background-color: yellow;">Explore the advantages of having multiple solutions to solve an artistic problem.</p> <ul style="list-style-type: none"> • Experiment with various media for multiple outcomes. • View student art to understand how multiple solutions solve the same art problem. 	<p style="background-color: yellow;">VA.2.F.1.2</p>	<p><i>italics = integration (text pages)</i></p> Dances, i.e., Jitterbugs” (60) vs. “Country Dance” (142); Outdoor scene in town, i.e., “Street Scene” (34) vs. Pueblo Scene: Corn Dancers and Church” (139)

<ul style="list-style-type: none"> • Rhythm • Movement <ol style="list-style-type: none"> 1. Diagonal 2. Curving <p>Suggested Artists:</p> <ul style="list-style-type: none"> • John James Audubon • William McCloskey • Thomas Hart Benton • Edgar Degas • Vincent Van Gogh • Claude Monet • Grandma Moses <p>Math:</p> <ul style="list-style-type: none"> • Addition • Subtraction • Place Value • Fractions • Time • Money <p>English/ Language Arts:</p> <ul style="list-style-type: none"> • Communicate ideas/experiences in creating visual art • Context clues to determine meaning in artworks <p>Science:</p> <ul style="list-style-type: none"> • Energy and motion • Matter • Magnets • Human Body <p>Social Studies:</p> <ul style="list-style-type: none"> • History • Civics • Government • Economics 	<p>Assessed Content: 2-1 Creates works that celebrate, record, communicate cultural heritage & personal events 2-2 Uses a variety of thematic subject matter and visual symbols to create works of art</p>		<p>Q3f Formative</p>
	<p>Describe the use of art to promote events within the school or community.</p> <ul style="list-style-type: none"> • Select work for the local art festival. • Promote idea through ads-TV <p>Assessed Content: 2-8 Uses a variety of art elements and design principles to communicate ideas 2-30 Understands that artists' creations influence home, school, work life</p> <p>- Select and send 10 art works to District Art Office for Adjudication into annual K-12 Volusia Students Create, Exhibit - DUE end January</p>	VA.2.F.3.1	Banner, brochure, poster, , Internet, Newspaper; <i>People at Work</i>
	<p>Distinguish between appropriate and inappropriate audience behavior.</p> <ul style="list-style-type: none"> • Identify differences in audience behavior in the classroom, school and community. <p>Assessed Content: 2-32 Uses good observation and listening skills during guest artist visit, museum visit, and/or classroom art presentations</p> <p>Florida Standards LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	VA.2.H.1.2	Art Festivals <i>Good Citizens</i>
	<p>Use accurate art vocabulary to discuss art.</p> <ul style="list-style-type: none"> • Describe local art solution using accurate art terms. <p>Assessed Content: 2-33 makes & supports judgments about works of art using specific criteria and appropriate vocabulary</p>	*VA.2.S.1.4	<i>Vocabulary (22-3), Gathers Information</i> Close Reading: FCAT Prep, Unit 6, Task 1, p 44-45, architecture/pottery
	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <ul style="list-style-type: none"> • Repeat established safety procedures to ensure appropriate use of tools and materials. 	*VA.2.S.3.3	Safety (32-3); Procedure, Process, Techniques, Importance

	<p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Q3f Formative</p> </div>
	<p>Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.</p> <ul style="list-style-type: none"> • Know the difference between using an idea to create art and copying the same visual image. <p>Assessed Content: 2-32 Uses good observation and listening skills during guest artist visit, museum visit, and/or classroom art presentations</p>	<p>VA.2.S.3.4</p>	<p>Copyright</p>

Special Area Grading CONNECT WITH ART
Florida Standards Required by Florida DOE for this Course
Q3f
 Formative

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

The student experiments throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identifies works using art skills of artists /designers; and practices safety procedures in the art room.

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

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

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

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

Course Number: 5001030 Art – GRADE 2
Highlighted are Included with visual art standards in Q3f)

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

HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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 http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
	2D	3D	
LEVEL 3 (3 & 4) *CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

<p>UNIT/ORGANIZING PRINCIPLE: Art in Context – Past and Present</p>	<p style="text-align: center;">VISUAL ART – 5001030 Art - Grade 2</p>	<p>3rd Marking Period / QUARTER For Marking Period Grade PACING: WEEK 23-27</p>	<p style="text-align: center; font-size: 1.2em;">Q3s</p> <p style="text-align: center;">Summative</p>	<p style="font-size: 2em;">2</p>
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ESSENTIAL QUESTIONS

- How have artists and students used life experiences and/or cultural periods as sources for inspiration and meaning in personal art work?
- How are art materials and tools used in a safe manner?

<p>Text:</p> <p><u>SRA Art Connections</u> Grade 2</p>	<p style="text-align: center;">Overview of Curriculum – Narratives for Grade 2: Q3s</p> <p>WEEK 23-27</p> <p>Connect With Art 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>While creating, art students learn to:</p> <ul style="list-style-type: none"> Explore art from different time periods and cultures as sources for inspiration. Follow directions for safety procedures and explain their importance in the art room. Use personal experience to convey meaning or purpose in creating artworks. Identify examples in which artists have created works based on cultural and life experiences. <p>A student producing work assessed as proficient would be able to demonstrate the ability to create art based on personal ideas using art materials safely and to explain how people in other cultures and places express their ideas through art.</p>	<p>DUE:</p> <p>March:</p> <ul style="list-style-type: none"> • Volusia Students Create Exhibit (March/April) • Youth Art Month Proclamation ATCs on display • DeBary: Youth Celebration of the Arts • CrimeStoppers Posters due to Art Office, Brewster
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<p>TOPICS</p>	<p>CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright</p> <p style="text-align: center;">NGSSS Visual Art STANDARDS Unpacking - Learning Targets</p>	<p>ACADEMIC LANGUAGE</p> <p><i>italics = integration</i> (text pages)</p>
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<p>Unit 5- Balance and Emphasis</p> <p>Lesson/Activities: Balance</p> <ul style="list-style-type: none"> • Symmetry • Balance in People <p>Emphasis</p> <ul style="list-style-type: none"> • Point of View • Contrast <p>Suggested Artists:</p> <ul style="list-style-type: none"> • James Peale 	<p>Identify examples in which artists have created works based on cultural and life experiences.</p> <ul style="list-style-type: none"> - Identify how an artist reflects culture and life experiences in personal art, i.e., “Powder Horn” (172), “Indonesian Shadow Puppet” (56). - Distinguish between works of different cultures, times, or places. <p>Assessed Content:</p> <p>2-26 Understands that artists create works based on culture and life experiences such as urban and rural environment</p> <p>2-27 Compares & contrasts symbols used by various artists and cultures to convey similar meaning and to express ideas such as Native American, Egyptian, African, Aboriginal cultures</p>	<p>VA.2.H.1.1</p>	<p><i>People and Places, America’s Past</i>; resources, background, heritage, i.e., storyteller doll, diorama, (138)</p> <p>Art Criticism process</p> <ul style="list-style-type: none"> • Describe • Analyze • Interpret • Judge
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<ul style="list-style-type: none"> Lorenzo Scott Rene Magritte Rembrandt Vincent Van Gogh Claude Monet <p>Math:</p> <ul style="list-style-type: none"> Addition Subtraction Place Value Fractions Time Money <p>English/ Language Arts:</p> <ul style="list-style-type: none"> Communicate ideas/experiences in creating visual art Context clues to determine meaning in artworks <p>Science:</p> <ul style="list-style-type: none"> Energy and motion Matter Magnets Human Body <p>Social Studies:</p> <ul style="list-style-type: none"> History Civics Government Economics 	<p>Use personal experience to convey meaning or purpose in creating artworks.-</p> <ul style="list-style-type: none"> Create 2D and/or 3D art based on experience. Draw and sculpt same subject or draw a realistic and/or abstract picture of same subject. <p>Assessed Content: 2-1 Creates works that celebrate, record, communicate cultural heritage & personal events</p>	<p>VA.2.O.2.1</p>	<p><i>Present Knowledge & Ideas Visually & Orally</i> Observation Experience</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p>Q3s Summative</p> </div>
	<p>Explore art from different time periods and cultures as sources for inspiration.</p> <p>Decide how to incorporate ideas from different times or cultures into creating personal art.</p> <p>Assessed Content: 2-3 Compares works of art based on similar themes and interprets how choice of media, technique and processes can communicate an idea visually</p> <p>Florida Standards LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>VA.2.S.1.3</p>	<p><i>Geography,</i></p> <ul style="list-style-type: none"> <i>Places Near and Far</i> <p><i>Time</i></p>
	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <ul style="list-style-type: none"> Repeat established safety procedures to ensure appropriate use of tools and materials. Know use and care of tools and materials. Demonstrate ongoing responsible use of tools and materials. Review class procedures/notes on safety Q1 through Q4 and when necessary MSDS Sheet info http://dickblick.com/msds Art Safety Guide_ http://web.princeton.edu/sites/ehs/artsafety/ The Art & Creative Materials Institute, Inc. http://www.acminet.org/ Safety Tips http://www.acminet.org/index.php?option=com_safetytips&view=safetytips&Itemid=64 <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p>*VA.2.S.3.3</p>	<p>Safety (32-3) Procedure Process Guidelines Techniques</p> <p>Responsibility</p>

Special Area Grading - 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 experiments throughout the art-making process incorporating resources involving culture, art history, and experiences to inspire personal expression and art production; identifies works using art skills of artists /designers; and practices safety procedures in the art room.

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

The student uses available media and processes with limited experimentation and ideation based on culture, art history, or experiences to create art; identifies where art is located in the community; and follows safety procedures.

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

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

Course Number: 5001030 Art – GRADE 2
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.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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 http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
	2D	3D	
LEVEL 3 (3 & 4) * CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

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- 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

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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 style="text-align: center;">VISUAL ART – 5001030 Art - Grade 2</p>		<p>4th Marking Period/ QUARTER <i>For Progress report</i> PACING: WEEK 28-31</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="font-size: 24pt; margin: 0;">Q4f</p> <p style="font-size: 10pt; margin: 0;">Formative</p> </div> <div style="font-size: 36pt; font-weight: bold; margin-left: 10px;">2</div>
ESSENTIAL QUESTIONS				
<ul style="list-style-type: none"> • What art vocabulary is used to identify similarities and/or connections among different times, cultures, contexts and visual art? 		<ul style="list-style-type: none"> • Does the student follow safety guidelines? • What is important for students to know about time management concerns? 		
<p>Text: <u>SRA Art Connections</u> Grade 2</p>	<p style="text-align: center;"><u>Overview of Curriculum – Narratives for Grade 2: Q4f</u></p> <p>WEEK 28-31</p> <p>Assess Art 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 how to talk about personal art or art created by artists, time for students to respond creatively to the lesson time for clean-up.</p> <p>While creating, art students learn to:</p> <ul style="list-style-type: none"> Use accurate art vocabulary to identify connections among visual art and other contexts. Follow directions for safety procedures and explain their importance in the art room. Identify differences or similarities in artworks across time and culture. Use time effectively while focused on art production to show early development of 21st-century skills. <p>A student producing work assessed as proficient would be able to demonstrate the ability to use art materials safely while creating art, compare artworks and other information for details in similarities and differences while using accurate art vocabulary, and stay on task during the process of creating art.</p>		<p>REVIEW:</p> <ul style="list-style-type: none"> • Vincent Van Gogh • Claude Monet 	
TOPICS	<p>ASSESS ART: <i>Ability to Discuss & Evaluate Personal Art And Art of Others in Various Contexts</i></p>		<p style="text-align: center;">ACADEMIC LANGUAGE</p> <p style="text-align: center; font-size: 10pt;"><i>italics = integration</i> (text pages)</p>	
Learning Targets – Standards		STANDARDS (* are repeated)		
<p>Unit 5 (cont.)- Texture</p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> • Tactile • Rough • Smooth • Visual 	<p>Use accurate art vocabulary to identify connections among visual art and other contexts.</p> <ul style="list-style-type: none"> • Use art terms to describe images in other contexts. • Know words in different contexts may have different meanings, i.e., “figure” in math vs. art. <p>Assessed Content: 2-35 Compares or contrasts artworks that are realistic or abstract</p>		<p>VA.2.C.3.1</p> <p>Structural Elements Organizational Principles</p>	

<ul style="list-style-type: none"> • Shiny • Matte <p>Suggested Artists:</p> <ul style="list-style-type: none"> • Jan Vermeer • George Catlin • Leonardo da Vinci • Vincent Van Gogh • Claude Monet <p>Math:</p> <ul style="list-style-type: none"> • Fractions • Time • Money • Measurement <p>English/Language Arts:</p> <ul style="list-style-type: none"> • Recognize tone and mood in artwork • Recall, interpret, summarize, evaluate • Classify, reorganize, synthesize to create unique piece of art <p>Science</p> <ul style="list-style-type: none"> • Life Cycles • Human Body • Basic Needs <p>Social Studies:</p> <ul style="list-style-type: none"> • History • Civics • Government • Economics 	<p>Florida Standards LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Use time effectively while focused on art production to show early development of 21st-century.</p> <p>Identify differences or similarities in artworks across time and culture.</p> <ul style="list-style-type: none"> • Find and discuss examples of balance, emphasis, and texture in works of art (154-181). • What does student observe? • What does student infer? <p>Assessed Content: 2-26 Understands that artists create works based on culture and life experiences such as urban and rural environment 2-37 Compares differences between original artworks and reproductions</p> <p>Florida Standards SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p>Follow directions for safety procedures and explain their importance in the art room.</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> ❖ MSDS Sheet info http://dickblick.com/msds ❖ Art Safety Guide_ http://web.princeton.edu/sites/ehs/artsafety/ ❖ The Art & Creative Materials Institute, Inc. http://www.acminet.org/ ❖ Safety Tips http://www.acminet.org/index.php?option=com_safetytips&view=safetytips&Itemid=64 - Demonstrate ongoing responsible use of tools and materials. <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p>	<p>VA.2.F.3.3</p> <p>VA.2.H.2.1</p> <p>*VA.2.S.3.3</p>	<div style="background-color: black; color: white; padding: 5px; text-align: center;"> Q4f Formative </div> <p>21st Century Skills (<i>Preface</i>)</p> <p>Critical thinking (61) Axis Dominant Focal point Subordinate Shiny Matte Neon (179B)</p> <p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>
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	<p>Florida Standards ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>		<p>Q4f Formative</p>
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Special Area Grading - ASSESS ART	Florida Standards Required by Florida DOE for this Course	Q4f Formative
<p><u>CDE: 81- 100 Grade Range</u> which defaults to + (PLUS) on report card</p> <p>The student continues to use art materials safely while creating art in a timely manner, compares details in artworks for similarities and differences and finds connections between art and other content.</p>	<p>Course Number: 5001030 Art – GRADE 2 Highlighted are Included with visual art standards in Q4f)</p> <p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p>	
<p><u>DEV: 61 – 80 Grade Range</u> which defaults to ✓ (CHECK) on report card</p> <p>The student follows safety procedures during the time allowed for the creation process, identifies artworks that are similar or different, but may have difficulty in making connections between art and other content areas.</p>	<p>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.</p>	
<p><u>NDE: 0 – 60 Grade Range</u> which defaults to ⊘ (NULL) on report card</p> <p>The student usually follows safety procedures during the creation process, but struggles to complete work on time, distinguish similarities and differences in art works, and/or find connections between art and other subjects.</p>		

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
	2D	3D	
LEVEL 3 (3 & 4) * CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.

<p><i>UNIT/ORGANIZING PRINCIPLE:</i> Analysis and Evaluation</p>	<p style="text-align: center;">VISUAL ART – 5001030 Art - Grade 2</p>	<p>4th Marking Period/ QUARTER <i>For Progress report</i> PACING: WEEK 32-36</p>	<p style="text-align: center;">Q4s Summative</p>	<p>2</p>
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ESSENTIAL QUESTIONS

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| <ul style="list-style-type: none"> • What art vocabulary can be used to reflect, discuss and/or compare various meanings in art, skills/techniques, and/or art and utilitarian objects? | <ul style="list-style-type: none"> • Does the student know and follow safety guidelines? • What connections are made between using art ideas and creating from other content? |
|--|---|

<p>Text: <u>SRA Art Connections:</u> Grade 2</p>	<p><u>Overview of Curriculum – Narratives for Grade 2: Quarter 4</u></p>	<p>REVIEW:</p> <ul style="list-style-type: none"> • Vincent Van Gogh • Claude Monet
<p>WEEK 32-36</p> <p>Assess Art 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>While creating, art students learn to:</p> <ul style="list-style-type: none"> Reflect on and discuss various possible meanings in works of art. Identify skillful techniques used in works by peers and others. Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different. Use accurate art vocabulary to discuss art. Follow directions for safety procedures and explain their importance in the art room. Describe connections made between creating with art ideas and creating with information from other content. <p>A student producing work assessed as proficient would be able to demonstrate the ability to differentiate and explain how various media are used and to express ideas in creating and/or integrating non-art content while handling art materials safety.</p>		

ASSESS ART: Ability to Discuss & Evaluate Personal Art And Art of Others in Various Contexts

<p>TOPICS</p>	<p>Topics - Learning Targets – Standards - Embedded CC</p>	<p>STANDARDS (* are repeated)</p>	<p>ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)</p>
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<p>Unit 6- Harmony, Variety and Unity</p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> • Harmony <ol style="list-style-type: none"> 1. Color 2. Shape 3. Form 	<p style="background-color: #cccccc;">Reflect on and discuss various possible meanings in works of art.</p> <ul style="list-style-type: none"> - Compare and contrast meaning in art works. - <i>What does student observe?</i> - <i>What does student infer?</i> <p>Assessed Content: 2-36 Identifies and examines the use of symbolism in specific art such as tribal masks, totem poles, still life</p> <p>Florida Standards LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p>	<p style="background-color: #cccccc;">VA.2.C.1.2</p>	<p>Art Criticism Process</p>
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<ul style="list-style-type: none"> • Variety <ol style="list-style-type: none"> 1. Color 2. Shape 3. Form • Unity <ol style="list-style-type: none"> 1. Form 2. Architecture <p>Suggested Artists:</p> <ul style="list-style-type: none"> • Paul Klee • Paul Brach • Leo Lionni • Claude Monet • Vincent Van Gogh • John James Audubon • Frederick Hundertwasser <p>Math:</p> <ul style="list-style-type: none"> • Fractions • Time • Money • Measurement <p>English/Language Arts:</p> <ul style="list-style-type: none"> • Recognize tone and mood in artwork • Recall, interpret, summarize, evaluate • Classify, reorganize, synthesize to create unique piece of art <p>Science</p> <ul style="list-style-type: none"> • Life Cycles • Human Body • Basic Needs <p>Social Studies:</p> <ul style="list-style-type: none"> • History • Civics • Government • Economics 	<p>LAFS.2.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.</p> <p>SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p>		<div style="background-color: black; color: white; padding: 5px; display: inline-block;">Q4s</div> Summative
	<p>Identify skillful techniques used in works by peers and others.</p> <p>- Identify use of lines in movement (149B).</p> <p>Assessed Content:</p> <p>2-11 Utilizes drawing, painting, printmaking, fibers, sculpture and ceramic media to produce</p> <p>2-12 Experiments with a variety of materials, techniques and processes</p> <p>2-17 Develops drawing skills by using a variety of drawing tools</p> <p>2-18 Uses painting techniques & various brush strokes to create texture & show detail</p> <p>2-19 Paints with tempera, watercolor & fingerpaint</p> <p>2-20 Develops printmaking techniques by creating a series of print</p> <p>2-22 Utilizes additive and subtractive sculptural techniques in creating w/ clay</p> <p>2-34 Analyzes artworks using the art elements and design principles</p> <p>Florida Standards</p> <p>LAFS.2.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.</p> <p>MAFS.K12.MP.7.1: Look for and make use of structure.</p>	VA.2.C.2.2	Line, Curving Movement (146)
	<p>Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.</p> <p>- Review meaning of structural elements when differentiating between art and objects.</p> <p>Assessed Content:</p> <p>2-28 Compares and contrasts functional & non-functional works of art</p>	VA.2.C.3.2	Structural Elements of Art Organizational Principles of Art
	<p>Describe connections made between creating with art ideas and creating with information from other content.</p> <p>- Know how to differentiate between like and unlike ideas in art solutions.</p> <p>Assessed Content:</p> <p>2-8 Uses a variety of art elements and design principles to communicate ideas</p> <p>2-1 Creates works that celebrate, record, communicate cultural heritage and personal meaning</p>	VA.2.H.3.1	Art Criticism
	<p>Use accurate art vocabulary to discuss art.</p> <p>- Find and discuss examples of harmony, variety, and unity in works of art (184-211).</p> <p>Assessed Content:</p> <p>2-33 makes & supports judgments about works of art using specific criteria and appropriate vocabulary</p>	*VA.2.S.1.4	<i>Details in Text(209B)</i> Architecture Harmony Monotonous

	<p>Florida Standards LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 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>		<p>Proportion</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> Q4s Summative </div>
	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> ❖ MSDS Sheet info http://dickblick.com/msds ❖ Art Safety Guide_ http://web.princeton.edu/sites/ehs/artsafety/ ❖ The Art & Creative Materials Institute, Inc. http://www.acminet.org/ ❖ Safety Tips http://www.acminet.org/index.php?option=com_safetytips&view=safetytips&Itemid=64 <p>- Demonstrate ongoing responsible use of tools and materials.</p> <p>Assessed Content: 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly 2-16 Consistently follows directions/instructions and cleanup procedures</p> <p>Florida Standards ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p>*VA.2.S.3.3</p>	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>

Special Area Grading - ASSESS ART	Florida Standards Required by Florida DOE for this Course <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> Q4s Summative </div>
<p><u>CDE: 81- 100 Grade Range</u> which defaults to + (PLUS) on report card</p> <p>The student differentiates and explains how various media are used and expresses ideas in creating and/or integrating non-art content while handling art materials safety. The student can find meaning in artwork and identify skills used to create art.</p>	<p>Course Number: 5001030 Art – GRADE 2 Highlighted are Included with visual art standards in Q4s)</p> <p>ELD.K.12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p>
<p><u>DEV: 61 – 80 Grade Range</u> which defaults to ✓ (CHECK) on report card</p> <p>The student identifies various media without comparing them and/or uses limited thought to create and/or integrate non-art content while following art safety guidelines. The student has difficulty in reflecting on meaning in art or identifying skills used in creating art.</p>	<p>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.</p>
<p><u>NDE: 0 – 60 Grade Range</u> which defaults to ☐ (NULL) on report card</p> <p>The student recognizes different media without explanation or description and includes incomplete personal ideas in works created and/or integrated non-art content while following safety procedures. The student does not understand that art has meaning.</p>	<p>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.</p>

Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS http://www.faea.org/InnerPage.aspx?id=8		General Visual Arts Rubric	
		2D	3D
LEVEL 3 (3 & 4) *CDE: 81- 100 Grade Range which defaults to + (PLUS) on report card	<ul style="list-style-type: none"> - Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects 	<ul style="list-style-type: none"> - Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s) 	4 Points 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"> - Shows arrangement of objects on the picture plane - Shows some evidence of thought in placing shapes - Uses different size shapes - Provides moderate details in objects - Shows moderate variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) that vary in height and width - Provides some recognizable detail(s). - Shows some variety in surface(s). - Shows some evidence of thought in developing form(s) 	3 Points 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.
LEVEL 2 * DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card	<ul style="list-style-type: none"> - Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces 	<ul style="list-style-type: none"> - Makes some variable form(s). - Provides few recognizable detail(s) - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s) 	2 Points 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.
LEVEL 1 * NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card	<ul style="list-style-type: none"> - Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces 	<ul style="list-style-type: none"> - Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s) 	1 Point 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. 0 Point Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards

Structural Elements of Art and Organizational Principles of Design

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

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

Elements of Art:

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

Principles of Design:

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

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Spelling, Punctuation and Grammar

4 Points

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

Needs little or no editing.

3 Points

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

Minimal editing required.

2 Points

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

Significant editing required.

1 Point

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

Excessive editing required.