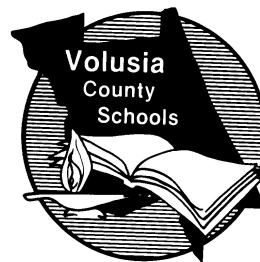




# Volusia County Schools ART Curriculum Map

## **ART – INTERMEDIATE 1: GRADE 3**

**(5001040)**



**The School Board of Volusia County**

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Update – June 2015

**Vision Statement**

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

# ***ART – INTERMEDIATE 1: GRADE 3 (5005040)***

## **VERSION DESCRIPTION**

Grade three\* art incorporates 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. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.

## **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.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students *on grade level* who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

### ***Examples:***

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

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

### **English Language Development ELD Standards Special Notes Section:**

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

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

***The Florida Standards are incorporated into every Volusia County Art course.***

# HOW TO INTERPRET THE CURRICULUM MAP

## Visual Art Curriculum Map

- **Top of Map: course, grade level, and quarter in large font**

**VISUAL ART – 5001040**  
**Art - Intermediate: Grade 3**

**3**

**Q1f**

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

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

**1<sup>ST</sup> QUARTER**  
**INNOVATE ART:**  
**Use the art-making process...**  
**VA.3.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.**

### Recommended Topics:

- Topics of art content are divided among the 4 quarters for recommended lessons/activities and artists per topic.
- 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: 5001040 Art – Intermediate 1, GRADE 3**

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

**LAFS.3.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hard

### Mathematical practices

**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 (and *Preface*)
- General Visual Art Rubric (and *Preface*)

### Resources in Preface of each Curriculum Map:

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

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal Expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

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

- Introduce art and artists (**Joan Miró** and **Alexander Calder**)
  - 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 3, 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 3 art text.



**RESOURCES: GRADE 3 - Compositional Structures for Artists and Artworks TEXT: SRA ART CONNECTIONS****STRUCTURAL ELEMENTS OF ART**

<p><b><u>LINE:</u></b></p> <p>Pg.34A-34B (Unit Plan Guide), Pg. 34-35 (Line and Shape), 35B (define) pg. 36-39 (Expressive Line); 39B (define), Pg.40-43. (Line Variations).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 38, 42.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 39, 43.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 35A, 35B, 39B.</p> <p><u>ASSESSMENT:</u> Pg. 39a, 43A, (Unit Pg. 62)</p> <p><b><u>ARTISTS:</u></b> Pablo Picasso pg. 34, Claude Monet pg. 37, Arthur Lismer pg. 37, Wassily Kandinsky pg. 40, Jonathon Borofsky pg. 41.</p>	<p><b><u>SHAPE:</u></b></p> <p>Pg. 34A-34B (Unit Plan Guide), Pg. 43B (define), Pg. 44-47 (Shapes), Pg. 47 B (define), Pg. 48-51 (Complex Geometric Shapes), 51B (define) pg. 52-55 (Shapes in Architecture) , 55B (define) pg. 56-59 (Shapes of People).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> pg. 46, 51, 54, 58.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 47, 51, 55, 59.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 43B, 47B, 51B, 55B.</p> <p><u>ASSESSMENT:</u> Pg. 47A, 51A, 55A, 59A, Pg. 62 (Unit).</p> <p><b><u>ARTISTS:</u></b> Janet Fish pg. 44, Vaclav Vyiacil pg. 45, Unknown Native American Double Saddle Bag pg. 48, Unknown Mihrab pg. 49, Edward Hopper pg. 52, Giovanni Antonio Canal pg. 53, Allen E. Cole pg. 56, Thomas Gainsborough pg. 57, Jacob Lawrence pg. 60.</p>	<p><b><u>VALUE:</u></b></p> <p>Pg. 94-95 (Unit Plan), 95 B (define) 96-99 (Looking at color).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> pg. 98</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> pg. 99, pg. 123.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 95B.</p> <p><u>ASSESSMENT:</u> Pg. 99A, (Unit pg. 122).</p> <p><b><u>ARTISTS:</u></b> Shirley Ximena Hopper Russell Pg. 96, Al Held pg. 97, Wayne Thiebaud pg. 120.</p>
<p><b><u>COLOR:</u></b></p> <p>Pg. 94-95 (Unit Plan), 95B (define) 96-99 (Looking At Color), 99B (define) 100-103 (Intermediate Colors), 103B (define) 104-107 (Color Wheel), 107B (define) 108-111 (Cool Colors), 111B (define) 112-115 (Warm Colors), 115B (define) 116-119 (Color Contrasts).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 98, 102, 106, 110, 114, 118.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 99, 103, 107, 111, 115, 119.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 95B, 99B, 103B, 107B, 111B, 115B,</p> <p><u>ASSESSMENT:</u> Pg. 99A, 103A, 107A, 115A, 119A. (Unit pg. 122).</p> <p><b><u>ARTISTS:</u></b> Diego Rivera pg. 94, Shirley Ximena Hopper Russell pg. 96, Al Held pg. 97, Unknown Peru (Hat) pg. 100, William T. Wiley pg. 101, Man Ray pg. 104, Calvin Jones pg. 105, Wayne Thiebaud pg. 108, Milton Avery pg. 109, Paul Klee pg. 112, Georgia O'Keeffe pg. 113, Idelle Weber pg. 116, Unknown Chinese Covered Jar pg. 117, Wayne Thiebaud pg 120.</p>	<p><b><u>SPACE:</u></b></p> <p>Pg. 64-65 (Unit Plan), 65A (define) 66-69 (Positive &amp; Negative Space), 69B (define) 70-74 (Creating Depth), 73 B (define) 74-77(Overlapping).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 68, 72, 76.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 69, 73, 77.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 65 B, 69B, 73B.</p> <p><u>ASSESSMENT:</u> Pg. 69A, 73A, 77A, (Unit pg. 92).</p> <p><b><u>ARTISTS:</u></b> Edgar Degas pg. 64-65, Unknown Peru (Sleeveless Shirt) pg. 66, Stanistawa Bakula pg. 67, Unknown (Washington's Headquarters) pg. 70, Joseph Mallord William Turner pg. 71, Sylvia Plimack Mangold pg. 74, Joseph Jean -Gilles pg. 75, Rene Magritte pg. 90.</p>	<p><b><u>FORM:</u></b></p> <p>Pg. 64-65 (Unit Plan), 77B (define) 78-81 (Form), 81 B (define) Pg. 82-85 (Relief Sculpture), Pg. 85B (define) Pg. 86-89 (Three Dimensional Art to Wear).</p> <p><u>DIFFERENTIATED ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 81, 85, 89.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 77B, 81B, 85B.</p> <p><u>ASSESSMENT:</u> Pg. 81A, 85A, 89A, (Unit pg. 92).</p> <p><u>INSTRUCTION (Re. 88).</u></p> <p><b><u>ARTISTS:</u></b> Edgar Degas pg. 64-65, Fernand Leger pg. 78, Niki de Saint Phalle pg. 79, Unknown Mayan Relief pg. 82, Unknown Roman Bowl Handle pg. 83, Unknown Necklace pg. 86, Unknown Necklace pg. 87.</p>



**RESOURCES: GRADE 3 - Compositional Structures for Artists and Artworks TEXT: SRA ART CONNECTIONS**  
**ORGANIZATIONAL PRINCIPLES OF DESIGN**

<p><b>EMPHASIS:</b> Pg. 184-185 (Unit Plan), Pg. 193B (define) 194-197 (Emphasis), Pg. 197B (define) 198-201 (Emphasis Through Decoration).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 196, 200.  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 197, 201.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 198B, 197B.  <u>ASSESSMENT:</u> Pg. 197a, 201A, (Unit pg. 212)</p> <p><b>ARTISTS:</b> Frederic Remington pg. 184-5, John Sloan pg. 194, Robert Cottingham pg. 195, Unknown (Cove of Armenian Book) pg. 198, Pamela Spitzmueller pg. 199, Faith Ringgold pg. 210.</p>	<p><b>PATTERN:</b> Pg. 154-155 (Unit Plan), Pg. 155B (define) pg. 156-159 (Pattern &amp; Motif), Pg. 159B (define) 160-163 (Regular Patterns), Pg. 163B (define) 164-167 (Alternating Patterns).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 158, 162, 166.  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 159, 163, 167.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 155B, 159B, 163B.  <u>ASSESSMENT:</u> Pg. 159A, 163A, 167A, (Unit pg. 182)</p> <p><b>ARTISTS:</b> John James Audubon pg. 154-5, Phillip Moulthrop pg. 156, Caleb Gardner pg. 157, Tom Loeser pg. 160, Dorothy Djukulul pg. 161, Unknown Peru (Tunic) pg. 164, Unknown (Collar) pg. 165, Mir Sayyid 'Ali pg. 180.</p>	<p><b>RHYTHM:</b> Pg. 154-155 (Unit Plan), 167B (define) 168-171 (Rhythm), 171B (define) 172-175 (Visual Rhythm, 175B (define) 176-179 ( Three-Dimensional Rhythm).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 170, 174, 178.  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 171, 175, 179.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 169B, 171B, 175B.  <u>ASSESSMENT:</u> Pg. 171A, 175A, 179A, (Unit pg. 182).</p> <p><b>ARTISTS:</b> John James Audubon pg. 154-155, Rosa Bonheur pg. 168, Abrasha pg. 169, Jacob Lawrence pg. 172, Fred Kabote pg. 173, John Hoover pg. 176, Louise Nevelson pg. 177, Mir Sayyid ' Ali pg. 180.</p>
<p><b>BALANCE:</b> Pg. 124-125 (Unit Plan), Pg. 125 B (define) Pg. 126-129 (Formal Balance), Pg. 129B (define) 130-133 (Formal Balance In Masks), Pg. 133B (define) 134-137 (Symmetry), pg. 137B (define) 138-141 (Approximate Symmetry).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 128, 132, 136, 140.  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 129, 133, 137, 141.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 125 B, 129B, 133B, 137B.  <u>ASSESSMENT:</u> Pg. 129A, 133A, 137A, 141A , (Unit Pg. 151)</p> <p><b>ARTISTS:</b> Audrey Flack pg. 124-125, Horace Pippin pg. 126, Unknown (China) Jar pg. 127, Unknown ( Senufo Face Mask) pg. 130, Unknown Mask with Seal or Sea Otter Spirit pg. 131, Unknown ( Symmetrical View of a Totem Pole) pg. 134, Aurello and Francisco Flores pg. 135. Unknown (Portrait of a Boy) pg. 138, Phillip Evergood pg. 139, Henri Rousseau pg. 150.</p>	<p><b>VARIETY:</b> Pg. 184-185 (Unit Plan), Pg. 189B (define) 190-193 (Variety).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 192  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 193.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 189.  <u>ASSESSMENT:</u> Pg. 193A, (Unit pg. 212).</p> <p><b>ARTISTS:</b> Faith Ringgold pg. 210, Frederic Remington pg. 184-5, Unknown (Child's Beaded Shirt) pg. 190, Isabel John pg. 191.</p>	<p><b>HARMONY:</b> Pg.. 184-185 (Unit Plan). Pg. 185B (define) pg. 186-189 (Harmony).</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 188  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> pg. 189.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 185B  <u>ASSESSMENT:</u> P.189A (Unit pg. 212).</p> <p><b>ARTISTS:</b> Frederic Remington pg. 184-5, Unknown Japan (Jar) pg. 186, Nancy Youngblood pg. 187, Faith Ringgold pg. 210.</p>
<p><b>PROPORTION:</b></p> <p><b>NA</b></p>	<p><b>UNITY:</b> Pg. 184-185 (Unit Plan), Pg. 201B (define) pg.202-205 ( Unity Through Color), Pg. 205B (define) 206-209 (Unity, Repetition, and Grouping)</p> <p><u>DIFFERENTIATED INSTRUCTION(Reteach, Special Need, ELL) :</u> Pg. 204, 208.  <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 205, 209.  <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance) :</u> Pg. 201B, 205B  <u>ASSESSMENT:</u> Pg. 205A, 209A, (Unit pg 212).</p> <p><b>ARTISTS:</b> Frederic Remington pg.. 184-185, Andy Warhol pg. 202, Lundin Kudo pg. 203, Willis Bing Davis pg. 206, Henri Matisse pg. 207, Faith Ringgold pg. 210</p>	<p align="center">Space left blank intentionally</p>

## ADDITIONAL RESOURCES Found in Teacher Text: SRA Art Connections - Grade 3

### CAREERS

- Advertisers, p. 62
- Architect, p. 92
- Home is a 3D building form
- Jeweler, p. 152
- Toy Designer p. 212

### Getting Started/Basics/1<sup>st</sup> Day, xvi

#### What is Art? 12-25

- 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

### Safety 32-3

### MEDIA & TECHNIQUES

#### Drawing

- Pencil, p. 214
- Colored pencil, 215
- Oil pastels, 216

#### Painting 217

- Tempera, p/ 218
- Watercolor, p. 219
- Watercolor Resist, p. 220
- Arranging a design, p.221

#### Printmaking, p. 222-224

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- About Aesthetic Perception – T3
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- Meeting Standards – T7
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- 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](http://www.acminet.org/index.php?option=com_xmap&Itemid=28)
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- Displaying student work – T14
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- Using Writing to Enhance Art Curriculum – T19
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### Not new NGSSS - Non-updated Florida Sunshine State Standards information

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- 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

# ARTISTS - FIRST SEMESTER

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

MONTH	DAY	ARTIST	K	1	2	3	4	5	M/F	Medium	Culture	# grades ARTIST IS FOUND
AUGUST 6		<b>Andy Warhol</b> 8/6/1928 - 2/22/1987				202			M	POP	Amer.	1
		<a href="http://www.warhol.org/">http://www.warhol.org/</a> <a href="http://www.artcyclopedia.com/artists/warhol_andy.html">http://www.artcyclopedia.com/artists/warhol_andy.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/warhol_a.html">http://www.pbs.org/wnet/americanmasters/database/warhol_a.html</a>								<a href="http://www.warhols.com/">http://www.warhols.com/</a> <a href="http://www.warholfoundation.org/">http://www.warholfoundation.org/</a> <a href="http://www.youtube.com/watch?v=NN-9LNI2r7U">http://www.youtube.com/watch?v=NN-9LNI2r7U</a>		
SEPTEMBER 7		<b>Jacob Lawrence</b> 9/ 7/ 1917 - 6/ 9/ 2000	83 101	56 82	35	60 172	180		M	Mixed - stories	African - Amer.	5
		<a href="http://www.artcyclopedia.com/artists/lawrence_jacob.html">http://www.artcyclopedia.com/artists/lawrence_jacob.html</a> <a href="http://books.google.com/books?as_auth=Jacob+Lawrence">http://books.google.com/books?as_auth=Jacob+Lawrence</a>								<a href="http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html">http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html</a> <a href="http://www.youtube.com/watch?v=COw7QOUCIrM">http://www.youtube.com/watch?v=COw7QOUCIrM</a> <a href="http://www.youtube.com/watch?v=-ac6OZkyYxg">http://www.youtube.com/watch?v=-ac6OZkyYxg</a>		
OCTOBER 21		<b>Katshushika Hokusai</b> 10/21/1760 – 5/10/1849 Some say <i>Hokusai Katshushika</i>	34 35 49 117				53 87		M	painting Edo Period	Asian	2
		<a href="http://www.stmorok.com/reviews/gallery/hokusai/24views.htm">http://www.stmorok.com/reviews/gallery/hokusai/24views.htm</a> <a href="http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html">http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html</a> ** Hokusai museum <a href="http://www.book-navi.com/hokusai/hokusai-e.html">http://www.book-navi.com/hokusai/hokusai-e.html</a> ** <a href="http://www.philamuseum.org/booklets/4_25_19_0.html">http://www.philamuseum.org/booklets/4_25_19_0.html</a>								<a href="http://www.andreas.com/hokusai.html">http://www.andreas.com/hokusai.html</a> <a href="http://www.artelino.com/articles/hokusai.asp">http://www.artelino.com/articles/hokusai.asp</a> <a href="http://www.youtube.com/watch?v=lb_k9j7zMjc">http://www.youtube.com/watch?v=lb_k9j7zMjc</a> = New <a href="http://www.youtube.com/watch?v=G2pOatapsjA">http://www.youtube.com/watch?v=G2pOatapsjA</a> = short		
NOVEMBER 15		<b>Georgia O'Keeffe</b> 11/15/1887 – 3/6/1986	75	109	94 95	113	116 202	100	F	Painting Precisionism	Amer. SW	6
		<a href="http://www.georgia-okeeffe.com/precisionism.html">http://www.georgia-okeeffe.com/precisionism.html</a> <a href="http://www.lkwdpl.org/wihohio/okee-geo.htm">http://www.lkwdpl.org/wihohio/okee-geo.htm</a>								<a href="http://www.georgia-okeeffe.com/">http://www.georgia-okeeffe.com/</a> <a href="http://www.youtube.com/watch?v=3AY9rDB-WBk">http://www.youtube.com/watch?v=3AY9rDB-WBk</a> <a href="http://www.youtube.com/watch?v=v71awD38Qy4">http://www.youtube.com/watch?v=v71awD38Qy4</a>		
DECEMBER 8		<b>Walt Disney (animators)</b> 12/5/1901 – 12/15/1966	152		152	93			M	animation	Amer. + Orlando	3
		<a href="http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm">http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm</a> <a href="http://www.brainyquote.com/quotes/authors/w/walt_disney.html">http://www.brainyquote.com/quotes/authors/w/walt_disney.html</a>								<a href="http://www.justdisney.com/walt_disney/">http://www.justdisney.com/walt_disney/</a> <a href="http://www.imdb.com/name/nm0000370/">http://www.imdb.com/name/nm0000370/</a> <a href="http://www.youtube.com/watch?v=aClpDaACJR0">http://www.youtube.com/watch?v=aClpDaACJR0</a> = LONG/COMPLETE		
		<b>Diego Rivera</b> 12/8/1886 – 11/24/1957	202			94 95		53 169	M	painting muralist	Mexican	3
	<a href="http://www.artcyclopedia.com/artists/rivera_diego.html">http://www.artcyclopedia.com/artists/rivera_diego.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/rivera_d.html">http://www.pbs.org/wnet/americanmasters/database/rivera_d.html</a>									<a href="http://www.diegorivera.com/index.php">http://www.diegorivera.com/index.php</a> <a href="http://www.archive.com/archive/R/rivera.html">http://www.archive.com/archive/R/rivera.html</a> <a href="http://www.youtube.com/watch?v=PRw3hkaYz80">http://www.youtube.com/watch?v=PRw3hkaYz80</a> = SHORT BIO		

# ARTISTS - SECOND SEMESTER

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

JANUARY 19	<b>Paul Cezanne</b> 1/19/1839 – 10/22/1906		86	87			45 120	M	Painting Postimpressionism	French	3	
	<a href="http://www.ibiblio.org/wm/paint/auth/cezanne/">http://www.ibiblio.org/wm/paint/auth/cezanne/</a> <a href="http://www.artcyclopedia.com/artists/cezanne_paul.html">http://www.artcyclopedia.com/artists/cezanne_paul.html</a>						<a href="http://www.paulcezanne.org/index_uk.html">http://www.paulcezanne.org/index_uk.html</a> <a href="http://www.youtube.com/watch?v=mQ-tWz1k7iU">http://www.youtube.com/watch?v=mQ-tWz1k7iU</a> = bio					
FEBRUARY 20	<b>Louis Comfort Tiffany</b> 2/18/1848 – 1/17/1933	56						M	Art Nouveau Stained glass	Amer. + Orlando	1	
	<a href="http://www.morsemuseum.org/">http://www.morsemuseum.org/</a> <a href="http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html">http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html</a>						<a href="http://www.louiscomforttiffanyfoundation.org/">http://www.louiscomforttiffanyfoundation.org/</a> <a href="http://www.youtube.com/watch?v=6QxSZVVDVE8">http://www.youtube.com/watch?v=6QxSZVVDVE8</a> = bio					
	<b>Ansel Adams</b> 2/20/1902 – 4/22/1984			109			57	M	Photography B&W	Amer.	2	
<a href="http://www.anseladams.com/">http://www.anseladams.com/</a> <a href="http://www.sfmoma.org/adams/">http://www.sfmoma.org/adams/</a>						<a href="http://www.youtube.com/watch?v=-E0zRwY4pzQ">http://www.youtube.com/watch?v=-E0zRwY4pzQ</a> <a href="http://www.youtube.com/watch?v=ZND3eczqoIA">http://www.youtube.com/watch?v=ZND3eczqoIA</a>						
MARCH 14	<b>Jennifer Bartlett</b> 3/14/1941 - today						164	F	Mixed –painting + dots	Amer.	1	
	<a href="http://www.artcyclopedia.com/artists/bartlett_jennifer.html">http://www.artcyclopedia.com/artists/bartlett_jennifer.html</a> <a href="http://www.artnet.com/artist/2040/jennifer-bartlett.html">http://www.artnet.com/artist/2040/jennifer-bartlett.html</a> <a href="http://en.wikipedia.org/wiki/Jennifer_Bartlett">http://en.wikipedia.org/wiki/Jennifer_Bartlett</a>						<a href="http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040">http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040</a> <a href="http://www.youtube.com/watch?v=9vov-PFtAm4">http://www.youtube.com/watch?v=9vov-PFtAm4</a> = studio <a href="http://www.youtube.com/watch?v=aar18PS96mw">http://www.youtube.com/watch?v=aar18PS96mw</a> = work					
APRIL 20	<b>Joan Miró i Ferrà</b> 4/20/1893 – 12/25/1983						161	M	Surrealism Dada	Catalan Spanish painter/sculptor	1	
	<a href="http://joanmiro.com/">http://joanmiro.com/</a> <a href="http://www.moma.org/collection/artist.php?artist_id=4016">http://www.moma.org/collection/artist.php?artist_id=4016</a> <a href="http://www.guggenheim.org/new-york/collections/collection-online/artists/1024">http://www.guggenheim.org/new-york/collections/collection-online/artists/1024</a>						<a href="http://www.youtube.com/watch?v=gtv-LiftaiA&amp;safe=active">http://www.youtube.com/watch?v=gtv-LiftaiA&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active">http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active</a> fun animation <a href="http://www.youtube.com/watch?v=PtXzmbQ4KKI&amp;safe=active">http://www.youtube.com/watch?v=PtXzmbQ4KKI&amp;safe=active</a>					
MAY 22	<b>Marisol Escobar</b> 5/22/1930 - today						90	F	Sculpture mixed	Venezuela	1	
	<a href="http://www.tfaoi.com/aa/2aa/2aa661.htm">http://www.tfaoi.com/aa/2aa/2aa661.htm</a> <a href="http://en.wikipedia.org/wiki/Marisol_Escobar">http://en.wikipedia.org/wiki/Marisol_Escobar</a> <a href="http://www.artcyclopedia.com/artists/marisol.html">http://www.artcyclopedia.com/artists/marisol.html</a>						<a href="http://www.youtube.com/watch?v=zrzhIqjWg7Y">http://www.youtube.com/watch?v=zrzhIqjWg7Y</a> = w/ 3 other women artists <a href="http://www.youtube.com/watch?v=zRFhH0XQypA">http://www.youtube.com/watch?v=zRFhH0XQypA</a> = sculpture in motion					
JUNE 8	<b>Frank Lloyd Wright</b> 6/8/1867 – 4/9/1959	138						M	Architecture Prairie	Amer.	1	
	<a href="http://www.franklloydwright.org/">http://www.franklloydwright.org/</a> <a href="http://www.delmars.com/wright/flw1.htm">http://www.delmars.com/wright/flw1.htm</a> <a href="http://www.oprf.com/flw/bio/index.html">http://www.oprf.com/flw/bio/index.html</a>						<a href="http://www.taliesinpreservation.org/">http://www.taliesinpreservation.org/</a> <a href="http://www.flsouthern.edu/flwctr/">http://www.flsouthern.edu/flwctr/</a> <a href="http://www.youtube.com/watch?v=V3VmhLB7IqM">http://www.youtube.com/watch?v=V3VmhLB7IqM</a> = documentary					
JULY 7	<b>Alexander Calder</b> 7/22/1898 – 11/11/1976		126					M	Surrealism Kinetic Art	American Sculptor	1	
	<a href="http://www.calder.org/">http://www.calder.org/</a> <a href="http://www.theguardian.com/artanddesign/2014/jul/31/tate-2015-programme-calder-hepworth-pollock">http://www.theguardian.com/artanddesign/2014/jul/31/tate-2015-programme-calder-hepworth-pollock</a> <a href="http://www.nga.gov/exhibitions/calder/realsp/roomenter-foyer.htm">http://www.nga.gov/exhibitions/calder/realsp/roomenter-foyer.htm</a>						<a href="http://www.youtube.com/watch?v=TBqyxqAJoU4&amp;safe=active">http://www.youtube.com/watch?v=TBqyxqAJoU4&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=iG6cP2VA0Bg&amp;safe=active">http://www.youtube.com/watch?v=iG6cP2VA0Bg&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=fOSiZB_ETOI&amp;safe=active">http://www.youtube.com/watch?v=fOSiZB_ETOI&amp;safe=active</a>					
JULY 30	<b>Henry Moore</b> 7/30/1898 – 8/31/1986	134	207 208	64 65		126		M	Abstract sculpture	British	4	
	<a href="http://www.henry-moore-fdn.co.uk/">http://www.henry-moore-fdn.co.uk/</a> <a href="http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html">http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html</a> <a href="http://www.artcyclopedia.com/artists/moore_henry.html">http://www.artcyclopedia.com/artists/moore_henry.html</a>						<a href="http://www.nga.gov/exhibitions/mooreintro.shtml">http://www.nga.gov/exhibitions/mooreintro.shtml</a> <a href="http://www.youtube.com/watch?v=IDyjChb-3bU">http://www.youtube.com/watch?v=IDyjChb-3bU</a> = sculptures <a href="http://www.youtube.com/watch?v=BZAde-PBoD8">http://www.youtube.com/watch?v=BZAde-PBoD8</a> = documentary					

## **Partnership for 21<sup>st</sup> Century Skills**

The 4C's – **Communication, Collaboration, Critical Thinking, and Creativity**

Check out "Above & Beyond" animation concerning the 4C's <http://www.p21.org/tools-and-resources/above-aamp-beyond-animation>

4C's poster <http://www.p21.org/storage/documents/4csposter.pdf>

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

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

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

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

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

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

### **The skills areas are:**

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

**UNIT/ORGANIZING PRINCIPLE:**  
**Organizing Thoughts to Create and Complete Art**

**VISUAL ART - 5001040**  
**Upper Elementary Visual Art 1**

**1<sup>ST</sup> QUARTER**  
*For Progress report*  
**PACING: WEEK 1-4**

**Q1f**  
 Formative

**3**

**ESSENTIAL QUESTIONS**

- What is art? How are art objects described? What are the uses? Where is art found?
- What subjects are content for artwork?
- How does personal interest and self-expression affect how or why artwork is created?
- What art vocabulary is important to understand for art criticism operations?
- What are sources for art ideas?
- How is that understanding used to improve artwork or skill safely?
- What are the differences between the meanings, uses, significance, and locations of artworks and utilitarian objects?
- Where is artwork displayed in the community?
- What are the guidelines for safety in the art room?

Text:  
**SRA Art Connections**  
 Grade 3

**Overview of Curriculum – Narrative for Grade 3 –Q1f**

**WEEK 1-4**

**Innovate** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

**While creating, art students learn to:**

- Use the art-making process to develop ideas for self-expression.
- Choose accurate art vocabulary to describe works of art and art processes.
- Work within safety guidelines while using tools, media, techniques, and processes.
- Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
- Describe various venues in which artwork are on display for public viewing.

**A student producing work assessed as proficient would be able to demonstrate the ability to** explain personal work with specific details; know what artists create and where art can be located; and follows directions for safety in the art room.

**DUE:**

**September**

- Art Teachers’ Exhibit/ArtHaus
- Volusia County Schools – Safety Poster Contest

**October**

- FAEA Conference
- Volusia County Fair

**TOPICS**

**INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art**

**NGSSS Visual Art STANDARDS**  
**Unpacking - Learning Targets**

**STANDARDS**  
 (\* are repeated)

**ACADEMIC LANGUAGE**  
*italics = integration*  
 (text pages)

**Unit 1-Line and Shape**

Lesson/Activities:

- Line
  1. Expressive Lines
    - a. Weather Scene
  2. Line Variation

**Use the art-making process to develop ideas for self-expression.**

- Discuss the attributes of self-expression.
- **Identify examples of expression in art works by others.**
- Discuss how ideas are transformed into artwork.
- Show examples of specific ideas that are in artwork.

**VA.3.C.1.1**

Art vocabulary (22-3, 59B)  
 Language of art  
 Inventory  
 Description  
 Main idea

<p>a. Installation</p> <ul style="list-style-type: none"> <li>Shape</li> <li>1. Complex Geometric shapes</li> <li>2. Shapes in Architecture</li> <li>3. Shapes of People</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Joan Miró</li> <li>Wassily Kandinsky</li> <li>Claude Monet</li> <li>Jonathan Borofsky</li> <li>Janet Fish</li> <li>Edward Hopper</li> <li>Alan E. Cole</li> <li>Jacob Lawrence</li> <li>Alexander Calder</li> </ul>	<p><b>Assessed Content::</b></p> <p>Horizontal and Vertical lines in landscapes</p> <p>What do horizontal lines mean?</p> <p>What do vertical lines mean?</p> <p>What are the steps to make art?</p> <p><b>Florida Standards</b></p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		<p><b>Q1f</b></p> <p>Formative</p>
<p>Math</p> <ul style="list-style-type: none"> <li>Number and Operations</li> <li>Algebra</li> <li>Multiplication and Division</li> </ul> <p>English/Language Arts</p> <ul style="list-style-type: none"> <li>Main Idea/Point of View</li> <li>Fluency and Comprehension of Art</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Science Process</li> <li>Stars and Gravity</li> <li>Matter</li> <li>Energy</li> </ul>	<p><b>Examine artworks and utilitarian objects, and describe their significance in the school and/or community.</b></p> <ul style="list-style-type: none"> <li>Show examples of art and utilitarian objects.</li> <li>Discuss the attributes and functions of each.</li> <li>Review the differences between art and utilitarian objects.</li> </ul> <p><b>Assessed Content::</b></p> <p>Aesthetic vs. utilitarian</p> <p>Importance of artworks and utilitarian objects</p> <p><b>Florida Standards</b></p> <p>LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p>	<p><b>VA.3.H.2.2</b></p>	<p>Attribute Function Artworks</p> <ul style="list-style-type: none"> <li>Aesthetic</li> <li>Non-utilitarian</li> </ul> <p>Utilitarian objects</p> <ul style="list-style-type: none"> <li>Useful</li> <li>Functional</li> </ul>
<p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> </ul> <p>Civics and Government</p>	<p><b>Describe various venues in which artwork is on display for public viewing.</b></p> <ul style="list-style-type: none"> <li>Review reason artwork is displayed at venue in community.</li> <li>List places art is located in students' community.</li> <li>Discuss purpose or reasoning behind placement or location.</li> </ul> <p><b>Assessed Content:</b></p> <p>Examples of public art work, murals, installations and their purpose.</p> <p>How are works displayed differently?</p> <p><b>Florida Standards</b></p> <p>SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p>	<p><b>VA.3.H.2.3</b></p>	<p>Bulletin boards</p> <p>Exhibits</p> <p>Museums</p> <p>Festivals</p> <p>Statue, Speedway</p> <p>Decoration</p>

	<p><b>Choose accurate art vocabulary to describe works of art and art processes.</b></p> <ul style="list-style-type: none"> <li>- Review Grade 2 terms when viewing personal art work or works by others.</li> <li>- Show examples of specific art terms; discuss their attributes.</li> <li>- Identify art terms in other artwork.</li> <li>- Review terms same day while students are waiting to return to class.</li> </ul> <p>Assessed Content:  Art vocabulary  Subject matter in art work. (Ex. Portrait, landscape, still life, architecture)  Structural Elements and Organizations principles highlighted right</p>	<p><b>*VA.3.S.1.4</b></p>	<p>Structural Elements  Organizational Principles  Subject/content</p> <ul style="list-style-type: none"> <li>• Still life</li> <li>• Landscape</li> <li>• Genre</li> <li>• Nonobjective</li> <li>• Portrait</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q1f</b></p> <p>Formative</p> </div>
	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>• Knows safety and rules at school are important.</li> <li>• Repeat established safety procedures to ensure appropriate use of tools and materials</li> </ul> <p>Assessed Content:  Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b>  <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> <li>• Meaning of safety in art</li> <li>• Care of tools</li> </ul>



## Special Area Grading for 3-5 - **INNOVATE ART**

## Florida Standards Required by Florida DOE for this Course

**Q1f**

Formative

### Outstanding Progress: 90 – 100 Grade Range which defaults to **A** on report card

The student articulates personal meaning through study of structural elements of art and organizational principles of design found in selected works and makes revisions that exceed established visual criteria, exemplary craftsmanship, and safe use of tools and materials.

### Above Average Progress: 80 – 89 Grade Range which defaults to **B** on report card

The student provides a limited explanation of personal work or its origin; recognizes differences between art and non-art objects in various locations; and follows safety procedures.

### Average Progress: 70-79 Grade Range which defaults to **C** on report card

The student provides an incomplete explanation of personal work or its origin; recognizes some differences between art and non-art objects in various locations; and usually follows all safety procedures.

### Lowest Acceptable Progress: 60-69 Grade Range which defaults to **D** on report card

The student struggles to remember terms that describe personal visual imagery and where ideas originate; confuses differences between art and non-art objects and/or where art is located; may ignore some safety directions.

### Course Number: 5001040 Art – Intermediate 1, GRADE 3 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.

**LAFS.3.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b**: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

#### Mathematical practices

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
			<b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

Unit/**ORGANIZING PRINCIPLE:**  
**Organizing Thoughts to Create and Complete Art**

## VISUAL ART - 5001040

### Upper Elementary Visual Art 1

**1<sup>st</sup> QUARTER**  
**For Progress Report**  
**PACING: WEEK 5-9**

**Q1s**  
 Summative

# 3

### ESSENTIAL QUESTIONS

- How do self-expression and imagery contribute to visual communication in specific outcomes?
- How does art reflect and/or document human experiences?
- How are art works analyzed for content or comparison with another artwork?

- What are the guidelines for safety in the art room?
- How is imagination used to increase experimentation for innovative content?
- What types of art provide opportunities for collaboration with others?

Text:  
**SRA Art Connections**  
 Grade 3

#### **Overview of Curriculum – Narrative for Grade 3 –Q1s**

#### **WEEK 5-9**

**Innovate** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

#### **While creating, art students learn to:**

Assess personal artworks for completeness and success in meeting intended objectives.

Use constructive criticism to improve artwork.

Work within safety guidelines while using tools, media, techniques, and processes.

Use symbols, visual language, and/or written language to document self or others.

Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

Collaborate to complete a task in art.

**A student producing work assessed as proficient would be able to demonstrate the ability to** assess choices made in developing and critiquing personal art; document self and/or community experiences through the creative process; collaborate; and practice safety procedures in the art room

#### **DUE:**

#### **September**

- Art Teachers' Exhibit/ArtHaus
- Volusia County Schools – Safety Poster Contest

#### **October –**

- FAEA Conference
- Volusia County Fair

TOPICS	INNOVATE ART: <i>Includes Cognition, Engagement, Persistence, How to Think About Art</i>		ACADEMIC LANGUAGE <i>italics = integration</i> (text pages)
	NGSSS Visual Art STANDARDS Unpacking - Learning Targets	STANDARDS (* are repeated)	
<b>Unit 2- Shape and Form</b>  Lesson/ Activities <ul style="list-style-type: none"> <li>Space               <ol style="list-style-type: none"> <li>Positive and Negative</li> <li>Creating Depth</li> <li>Overlapping</li> </ol> </li> </ul> Suggested Artists: <ul style="list-style-type: none"> <li>Rene Magritte</li> <li>Bridgette Riley</li> <li>Henri Matisse</li> </ul> Math <ul style="list-style-type: none"> <li>Number and Operations</li> <li>Algebra</li> <li>Multiplication and Division</li> </ul> English/Language Arts <ul style="list-style-type: none"> <li>Main Idea/Point of View</li> <li>Fluency and Comprehension of Art</li> <li>Reading for Text Complexity</li> </ul> Science <ul style="list-style-type: none"> <li>Science Process</li> <li>Stars and Gravity</li> <li>Matter</li> <li>Energy</li> </ul> Social Studies <ul style="list-style-type: none"> <li>History</li> </ul> Civics and Government	<b>Assess personal artworks for completeness and success in meeting intended objectives.</b> <ul style="list-style-type: none"> <li>Decide reason for selecting work for display.</li> <li>Discuss what makes a work successful?</li> <li>Form opinions on success of personal work.</li> <li>Make specific remarks pertaining to contents of artwork instead of a simplified emotional response that only indicates a like/dislike of the work.</li> </ul> Assessed Content: Improve craftsmanship through repeated practice.	<b>VA.3.C.2.1</b>	Describe Details Visual ideas Art vocabulary <ul style="list-style-type: none"> <li>Structural Elements</li> <li>Organizational Principles</li> </ul>
	<b>Use constructive criticism to improve artwork.</b> <ul style="list-style-type: none"> <li>Describe the attributes of constructive criticism.</li> <li>Show example of how the process works.</li> <li>Create a list of appropriate comments.</li> <li>Practice talking about positive qualities in images.</li> <li>Suggest ideas for completion or improvement.</li> </ul> Assessed Content: Improve craftsmanship through repeated practice.	<b>VA.3.C.2.3</b>	Constructive criticism Art criticism process <ul style="list-style-type: none"> <li>Take inventory</li> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Decide</li> </ul>
	<b>Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.</b> <ul style="list-style-type: none"> <li>Discuss how an art idea/concept can have more than one solution.</li> <li>Show examples of different solutions for the same art problem.</li> <li>Ask students to think of and/or sketch more than one solution.</li> </ul> Assessed Content:	<b>VA.3.F.1.1</b>	Visual communication, Multiple solutions <b>Subject matter</b> Imagination

Q1s

Summative

	<p>Similarities in artwork (Ex. Themes, subject matter, purpose)</p> <p><b>Florida Standards</b>  <b>LAFS.3.SL.1.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Q1s</b>  Summative </div>
<p><b>Collaborate to complete a task in art.</b>  - Plan tasks where students need to work together to accomplish a task, i.e.,</p> <ul style="list-style-type: none"> <li>• Collaborative art piece</li> <li>• Mural</li> <li>• Creating a rubric</li> <li>• Collect artwork or supplies</li> <li>• Putting up a bulletin board</li> <li>• Other</li> </ul> <p>Assessed Content  How do collaborators agree or come to consensus?</p> <p><b>Florida Standards</b>  <b>LAFS.3.SL.1.1b:</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>VA.3.F.3.2</b></p>	<p>21<sup>st</sup> Century Skills; view Appendix for complete listing)</p>	
<p><b>Use symbols, visual language, and/or written language to document self or others.</b>  - Discuss how an artist documents what he/she has created.  - Discuss and/or find examples of each method of documentation</p> <ul style="list-style-type: none"> <li>• Symbol</li> <li>• Image</li> <li>• Statement/description</li> </ul> <p>Assessed Content  What are symbols?  How are symbols used in art?  What is visual language?  How is visual language understood by others? Is it universal?</p>	<p><b>VA.3.O.3.1</b></p>	<p>Imagery from life  Observation  Structural Elements  Organizational Principles</p>	
<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b>  Repeat established safety procedures</p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> </ul>	

	<p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>		<ul style="list-style-type: none"><li>• Process</li><li>• Techniques</li><li>• Responsibility</li><li>• Meaning of safety in art</li><li>• Care of tools</li></ul> <div data-bbox="1871 120 2011 250"><b>Q1s</b> Summative</div>
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## Special Area Grading for 3-5 - **INNOVATE ART**

## Florida Standards Required by Florida DOE for this Course

**Q1s**

### **Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student articulates personal meaning through study of structural elements of art and organizational principles of design, analyzes work to make revisions that exceed established visual criteria, demonstrates exemplary craftsmanship, works collaboratively, and uses tools and materials safely.

### **Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student uses various media to complete works with some thought to choices made for self-expression or documentation of local/global ideas; analyzes how some structural elements are organized; works with others; follows safety procedures.

### **Average Progress: 70-79 Grade Range which defaults to C on report card**

The student uses limited media to complete works with little thought to choices made for self-expression or documentation of local/global ideas; has difficulty analyzing art work and/ or working with others; follows most safety procedures.

### **Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card**

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

### **Course Number: 5001040 Art – Intermediate 1, GRADE 3** **Highlighted are Included with visual art standards in Q1s)**

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

**LAFS.3.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

### **Mathematical practices**

**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. (discussion).



**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

**UNIT/ORGANIZING PRINCIPLE:**  
**Creating Art for a Purpose**

**VISUAL ART - 5001040**  
**Upper Elementary Visual Art 1**

**2<sup>nd</sup> QUARTER**  
*For Progress report*  
**PACING: WEEK 10 -13**

**Q2f**  
 Formative

**3**

**ESSENTIAL QUESTIONS**

- How are tools and materials manipulated to provide creative input for visual communication?
- What resources inspire varied and personal results?
- Why do selected media and/or techniques require specific procedures for intended results?
- How are art materials and tools used in a safe manner?
- Where is work of artists/designers found in the community?

**Overview of Curriculum – Narratives for Grade 3: Q2f**

Text:  
**SRA Art Connections**  
 Grade 3

**WEEK 10-13**

**Develop Art** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.

**While creating, art students learn to:**

- Manipulate tools and media to enhance communication in personal artworks.
- Use diverse resources to inspire artistic expression and achieve varied results.
- Follow procedures, focusing on the art-making process.
- Work within safety guidelines while using tools, media, techniques, and processes.
- Identify places where artists or designers have made an impact on the community.

**A student producing work assessed as proficient would be able to demonstrate the ability to create art that reveals personal choices for ideas, media, and processes; identify and describe art in the community; and follows safety procedures.**

**DUE:**

**November:**

- Halifax Art Festival (East side)
- Volusia County Fair
- DeLand Fall Festival (West side)

**TOPICS**

**DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety**

**NGSSS Visual Art STANDARDS**  
**Unpacking - Learning Targets**

**STANDARDS**  
 (\* are repeated)

**ACADEMIC LANGUAGE**  
*italics = integration*  
 (text pages)

**Unit 1-Line and Shape**

Lesson/Activities:

- Line
  - Expressive Lines
    - Weather Scene
  - Line Variation

**Identify places where artists or designers have made an impact on the community.**

**Assessed Content::**

Artwork as illustrations, advertising, etc.  
 Examples of public art work, murals, installations and their purpose. (hiughlighted to right)

**VA.3.F.2.1**

Architecture, billboards, theme parks, museums, & art in public places (functional & non-functional)

<p>b. Installation</p> <ul style="list-style-type: none"> <li>Shape</li> <li>4. Complex <b>Geometric shapes</b></li> <li>5. Shapes in Architecture</li> <li>6. Shapes of People</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Wassily Kandinsky</li> <li>Claude Monet</li> <li>Jonathan Borofsky</li> <li>Janet Fish</li> <li>Edward Hopper</li> <li>Alan E. Cole</li> <li>Jacob Lawrence</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Number and Operations</li> <li>Algebra</li> <li>Multiplication and Division</li> </ul> <p>English/Language Arts</p> <ul style="list-style-type: none"> <li>Main Idea/Point of View</li> <li>Fluency and Comprehension of Art</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Science Process</li> <li>Stars and Gravity</li> <li>Matter</li> <li>Energy</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> </ul> <p>Civics and Government</p>	<p><b>Manipulate tools and media to enhance communication in personal artworks.</b></p> <ul style="list-style-type: none"> <li>Know purpose of tool(s), processes, and media in art activity</li> </ul> <p>Assessed Content: How does knowing the use of tools enhance/improve the quality of the image?</p> <p><b>Florida Standards</b> MAFS.3.G.1.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. MAFS.K12.MP.6.1: Attend to precision. MAFS.K12.MP.7.1: Look for and make use of structure</p>	<p><b>VA.3.S.1.1</b></p>	<p>Media – i.e., wet paint, print; dry-pencil, crayon, chalk, oil pastel; 2D- paper, weaving, or 3D – clay, paper, functional / nonfunctional objects</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q2f</b> Formative</p> </div>
<p>Math</p> <ul style="list-style-type: none"> <li>Number and Operations</li> <li>Algebra</li> <li>Multiplication and Division</li> </ul> <p>English/Language Arts</p> <ul style="list-style-type: none"> <li>Main Idea/Point of View</li> <li>Fluency and Comprehension of Art</li> <li>Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Science Process</li> <li>Stars and Gravity</li> <li>Matter</li> <li>Energy</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>History</li> </ul> <p>Civics and Government</p>	<p><b>Use diverse resources to inspire artistic expression and achieve varied results.</b></p> <p>Assessed Content: Highlighted terms to right Art elements: line, shape, form, space, texture (Ex. Variations in lines, repeated lines, etc.) (Ex. Geometric shapes vs. free form) Horizontal and Vertical lines in landscapes</p> <p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure</p>	<p><b>VA.3.S.1.2</b></p>	<p><b>Lines</b></p> <ul style="list-style-type: none"> <li>expressive, horizontal, vertical, diagonal, curved, zigzag</li> </ul> <p><b>Variety/variations</b></p> <ul style="list-style-type: none"> <li>short/long, thick/thin, rough/smooth, broken/solid</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>oval, free-form, complex</li> </ul> <p><b>Geometric shapes</b></p> <ul style="list-style-type: none"> <li>diamond, pentagon, trapezoid, hexagon, parallelogram, octagon</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>positive/negative</li> </ul>
	<p><b>Follow procedures, focusing on the art-making process.</b> How does following a sequence of procedures improve the image?</p>	<p><b>VA.3.S.2.2</b></p>	<p>Sequence, additive, subtractive, layering</p>
	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>Knows safety and rules at school are important.</li> <li>Repeat established safety procedures to ensure appropriate use of tools and materials</li> </ul> <p>Assessed Content: Using appropriate tools and procedures for clean-up ( Ex. Using an apron when painting or brush-washing techniques.</p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>Guidelines</li> <li>Procedures,</li> <li>Process</li> <li>Techniques</li> <li>Responsibility</li> <li>Meaning of safety in art</li> <li>Care of tools</li> </ul>

	<p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>		<p><b>Q2f</b> Formative</p>
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## Special Area Grading for 3-5 - **DEVELOP ART**

## Florida Standards Required by Florida DOE for this Course

**Q2f**

Formative

### **Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student articulates personal meaning through study of structural elements of art and organizational principles of design found in selected works and makes revisions that exceed established visual criteria, exemplary craftsmanship, and safe use of tools and materials.

### **Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student provides a limited explanation of personal work or its origin; recognizes differences between art and non-art objects in various locations; and follows safety procedures.

### **Average Progress: 70-79 Grade Range which defaults to C on report card**

The student provides an incomplete explanation of personal work or its origin; recognizes some differences between art and non-art objects in various locations; and usually follows all safety procedures.

### **Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card**

The student struggles to remember terms that describe personal visual imagery and where ideas originate; confuses differences between art and non-art objects and/or where art is located; may ignore some safety directions.

### **Course Number: 5001040 Art – Intermediate 1, GRADE 3** 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.

**LAFS.3.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

#### **Mathematical practices**

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**



UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose	<b>VISUAL ART - 5001040</b> Upper Elementary Visual Art 1		2 <sup>nd</sup> QUARTER For Progress Report PACING: WEEK 14-18	Q2s Summative	<b>3</b>
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>What organizational principles combine line and color to achieve a 2D and/or 3D artistic goal?</li> <li>What is craftsmanship and how is craftsmanship improved?</li> </ul>		<ul style="list-style-type: none"> <li>How are art materials and tools used in a safe manner?</li> <li>How are the structural elements arranged by the organizational principles of design?</li> </ul>			
Text: <b>SRA Art Connections</b> Grade 3	<p style="text-align: center;"><b><u>Overview of Curriculum – Narratives for Grade 3: Q2s</u></b></p> <p><b>WEEK 14-18</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.</li> <li>Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.</li> <li>Develop craftsmanship skills through repeated practice.</li> <li>Work within safety guidelines while using tools, media, techniques, and processes.</li> <li>Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to use the organizational principles to arrange structural elements sequentially in 2D and/or 3D artwork, advance art skills, and improve craftsmanship through repeated, varied, and safe use of tools, processes, and media.</b></p>			<b>DUE:</b>  <b>January</b> End of month – 10 works due for Volusia Students Create Exhibit adjudication	
<b>TOPICS</b>		<b>DEVELOP ART: Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</b>		<b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)	
<b>Unit 2- Shape and Form</b>  Lesson/ Activities <ul style="list-style-type: none"> <li>Space</li> <li>4. Positive and Negative</li> </ul>	<b>Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.</b>		<b>VA.3.O.1.1</b>	Art criticism process Artist Statements	
<b>Assessed Content:</b> How do the organizational principles guide the structural elements? What changes in the image would take place if structural elements were arranged differently?					

<p>5. Creating Depth 6. Overlapping</p> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Rene Magritte</li> <li>• Bridgette Riley</li> <li>• Henri Matisse</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Number and Operations</li> <li>• Algebra</li> <li>• Multiplication and Division</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• Main Idea/Point of View</li> <li>• Fluency and Comprehension of Art</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Science Process</li> <li>• Stars and Gravity</li> <li>• Matter</li> <li>• Energy</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• History</li> </ul> <p><b>Civics and Government</b></p>	<p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure</p>		<p><b>Q2s</b> Summative</p>
	<p><b>Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.</b></p> <p><b>Assessed Content::</b> Subject matter in art work. (Ex. Portrait, landscape, still life, architecture) Distinguishing art forms: landscapes vs. portraits and sculptures Art elements : Color, primary and secondary</p> <p><b>Florida Standards</b> MAFS.K12.MP.5.1: Use appropriate tools strategically. MAFS.K12.MP.6.1: Attend to precision.</p>	<p><b>VA.3.S.2.1</b></p>	
	<p><b>Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.</b></p> <ul style="list-style-type: none"> <li>• Know purpose of tool(s), processes, and media in art activity.</li> </ul> <p><b>Assessed Content::</b> Did student practicing using tools, and processes to achieve the intended result? Did student understand what the intended result was?</p> <p><b>Florida Standards</b> LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. MAFS.K12.MP.6.1: Attend to precision.</p>	<p><b>VA.3.S.3.1</b></p>	<p>Materials, i.e., Paint brush, brayer, repeated stamping, glue, fold, bend, score, fringe</p>
	<p><b>Develop craftsmanship skills through repeated practice.</b></p> <p><b>Assessed Content::</b> Improve craftsmanship through repeated practice.</p> <p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision</p>	<p><b>VA.3.S.3.2</b></p>	<p>Skills, techniques Sequence, perseverance, 21<sup>st</sup> Century Skill, repetition, manipulation, execution, &amp; process</p>
	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> </ul>

	<p>Repeat established safety procedures</p> <p><b>Assessed Content:</b> Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>		<ul style="list-style-type: none"><li>• Process</li><li>• Techniques</li><li>• Responsibility</li><li>• Meaning of safety in art</li><li>• Care of tools</li></ul>	<b>Q2s</b> Summative
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## Special Area Grading for 3-5 - **DEVELOP ART**

## Florida Standards Required by Florida DOE for this Course

**Q2s**  
Summative

### **Outstanding Progress: 90 – 100 Grade Range** which defaults to **A** on report card

The student articulates personal meaning through study of structural elements of art and organizational principles of design, analyzes work to make revisions that exceed established visual criteria, demonstrates exemplary craftsmanship, works collaboratively, and uses tools and materials safely.

### **Above Average Progress: 80 – 89 Grade Range** which defaults to **B** on report card

The student uses various media to complete works with some thought to choices made for self-expression or documentation of local/global ideas; analyzes how some structural elements are organized; works with others; follows safety procedures.

### **Average Progress: 70-79 Grade Range** which defaults to **C** on report card

The student uses limited media to complete works with little thought to choices made for self-expression or documentation of local/global ideas; has difficulty analyzing art work and/ or working with others; follows most safety procedures.

### **Lowest Acceptable Progress: 60-69 Grade Range** which defaults to **D** on report card

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

### **Course Number: 5001040 Art – Intermediate 1, GRADE 3** Highlighted are Included with visual art standards in Q2s)

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

**LAFS.3.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b**: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

#### Mathematical practices

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> Art in Context – Past and Present</p>	<p align="center"><b>VISUAL ART - 5001040</b> Art – Intermediate 1: Grade 3</p>	<p>3rd Marking Period / QUARTER 3 For Interim Grade PACING: WEEK 19-22</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>Q3f</b></div> <span style="font-size: 2em; font-weight: bold; margin-left: 10px;">3</span>
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**ESSENTIAL QUESTIONS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• What are sources for art ideas? How does personal interest and self-expression affect how or why an artwork is created?</li> <li>• What art vocabulary is important to understand for art criticism? How is that understanding used to improve artwork or skill safely?</li> </ul> | <ul style="list-style-type: none"> <li>• What are the differences between the meanings, uses, significance, and locations of artworks and utilitarian objects?</li> <li>• Where is artwork displayed in the community?</li> <li>• What are the guidelines for safety in the art room?</li> </ul> |
|---|--|

<p>Text: <b><u>SRA Art Connections</u></b> Grade 3</p>	<p style="background-color: yellow;"><b>Overview of Curriculum – Narratives for Grade 3: Q3f</b></p> <p><b>WEEK 19-22</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references and respect for artists, their work, style of art, and art skills, time for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Choose accurate art vocabulary to describe works of art and art processes.</li> <li>Work within safety guidelines while using tools, media, techniques, and processes.</li> <li>Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.</li> <li>Describe the importance of displaying suitable behavior as part of an art audience.</li> <li>Explore the effects and merits of different solutions to solve an artistic problem.</li> <li>Create artwork that communicates an awareness of events within the community.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> explain the differences and similarities in artworks, styles, techniques, processes, and artistic solutions while using accurate art vocabulary, show awareness of copyright issues, use appropriate audience and safety behavior, and create artwork that reflects community events</p>	<p><b>Due:</b></p> <p><b>January</b></p> <ul style="list-style-type: none"> <li>• End of month – 10 works due for Volusia Students Create Exhibit adjudication</li> <li>• 1<sup>st</sup> Languages/ArtHaus (Even Years)</li> </ul> <p><b>February:</b> ATC's</p>
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<b>TOPICS</b>	<p><b>CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright</b></p> <p><b>NGSSS Visual Art STANDARDS</b> <b>Topics - Unpacking - Learning Targets</b></p>	<b>ACADEMIC LANGUAGE</b> <i>italics = integration (text pages)</i>
	<p><b>STANDARDS</b> (* are repeated)</p>	

<p><b>Unit 4-Texture and Balance</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Formal</li> <li>• Symmetry</li> <li>• Approximate Symmetry(i.e.</li> </ul>	<p><b>Explore the effects and merits of different solutions to solve an artistic problem.</b></p> <ul style="list-style-type: none"> <li>- Apply visual thinking skills to demonstrate and solve artistic challenges.</li> </ul> <p><b>Assessed Content:</b></p> <p style="background-color: yellow;">What causes different solutions to images when students are given same directions and same materials?</p>	<p><b>VA.3.F.1.2</b></p> <p>Style Media Content</p> <p>Skills Techniques Innovation</p>
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<p>Portrait)</p> <ul style="list-style-type: none"> <li>• Texture</li> <li>• Visual</li> <li>• Tactile</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Audrey Flack</li> <li>• Horace Pippin</li> <li>• Phillip Evergood</li> <li>• Gustave Caillebotte</li> <li>• Henri Rousseau</li> <li>• Joan Miró</li> <li>• Alexander Calder</li> </ul>	<p><b>Create artwork that communicates an awareness of events within the community</b></p> <ul style="list-style-type: none"> <li>- <b>Select and send 10 art works to District Art Office for Adjudication into annual K-12 <u>Volusia Students Create, DUE end January</u></b></li> <li>- Select art works for local festivals and exhibits.</li> </ul> <p><b>Assessed Content:</b> Examples of public art work, murals, installations and their purpose. Discuss community art highlighted at right).</p> <p><b>Florida Standards</b> SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p>	<p><b>VA.3.F.3.1</b></p>	<p><b>Community Art</b></p> <ul style="list-style-type: none"> <li>• Banner</li> <li>• Brochure</li> <li>• Theme parks</li> <li>• Historic sites</li> <li>• Museums</li> <li>• Festivals</li> </ul> <p>(FYI: CrimeStoppers and District poster Initiative: "Make Your School, Your Community, Your World a Better Place, Due March)</p> <p><b>Q3f</b></p>
<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Data</li> <li>• Algebraic probabilities</li> <li>• Measurement</li> <li>• Geometry</li> </ul> <p><b>English/ Language</b></p> <p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Light and Heat</li> <li>• Plants</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Civics</li> <li>• Government</li> </ul>	<p><b>Describe the importance of displaying suitable behavior as part of an art audience.</b></p> <ul style="list-style-type: none"> <li>- Identify differences in audience behavior in the classroom, school and community.</li> </ul> <p><b>Assessed Content:</b> How can suitable behaviors enhance an art experience?</p> <p><b>Florida Standards</b> LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>VA.3.H.1.2</b></p>	<p>Good Citizenship;</p> <ul style="list-style-type: none"> <li>• Personal responsibility</li> <li>• Respect</li> <li>• Value works, i.e., art festivals, art museums, school hallways, etc.</li> </ul>
	<p><b>Choose accurate art vocabulary to describe works of art and art processes.</b></p> <ul style="list-style-type: none"> <li>- Structural Elements of Art</li> <li>- Organizational Principles of Design</li> <li>- Art Criticism: Describe, Analyze, Interpret, Judge</li> </ul> <p><b>Assessed Content:</b> Uses vocabulary for evaluating works of art</p> <p><b>Florida Standards</b> LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>*VA.3.S.1.4</b></p>	<p>Structural elements of art,</p> <ul style="list-style-type: none"> <li>• Color - cool, warm, highlights</li> <li>• Pattern - alternating, random, regular, visual rhythm, motif</li> </ul> <p>Organizational principles of design</p> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Emphasis, focal point</li> <li>• Harmony</li> <li>• Repetition</li> <li>• Variety</li> <li>• Unity</li> </ul> <p>Media, techniques</p> <p><b>Close Reading, FCAT Prep text unit 4 task 1, pgs. 28-30.</b></p> <p><b>Architecture</b></p>



	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary</li> <li>• MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>• Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>• The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>• Safety Tips</li> </ul> <p><b>Florida Standards</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-3)  Procedure  Process  Guidelines  Techniques  Responsibility</p> <div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center; width: fit-content; margin-left: auto;"><b>Q3f</b></div>
	<p><b>Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.</b></p> <ul style="list-style-type: none"> <li>- Discuss plagiarism. <ul style="list-style-type: none"> <li>• Discuss what copying means to the artist creating the original work that is copied and to the “artist” who copies the work of another artist.</li> <li>• When distorting figures, look at the cartoons to develop a sense of an artist’s experimentation and imagination to achieve intended effects, but not to copy the character or image</li> </ul> </li> </ul> <p><b>Assessed Content:</b></p> <p><b>Copyright and Respect for the artwork of others.</b></p> <p><b>Why should people care if copy right laws are upheld?</b></p>	<p><b>VA.3.S.3.4</b></p>	<p><b>Copyright Plagiarism</b></p> <p><b>Value Respect</b></p>

## Special Area Grading for 3-5 - *CONNECT WITH ART*

## Florida Standards Required by Florida DOE for this Course

**Q3f**

### **Outstanding Progress: 90 – 100 Grade Range** which defaults to **A** on report card

The student articulates personal meaning through innovative use of the structural elements of art and organizational principles of design that exceed established visual criteria and exemplary craftsmanship; demonstrates safe use of tools and materials; recognizes the importance of art in the community; and practices appropriate audience, safety, and ethical behaviors.

### **Above Average Progress: 80 – 89 Grade Range** which defaults to **B** on report card

The student creates art based on a variety of ideas; describes art using appropriate art vocabulary, names an art event in the community, and practices appropriate audience, safety, and ethical behaviors.

### **Average Progress: 70-79 Grade Range** which defaults to **C** on report card

The student completes art following directions, uses common/suggested ideas, or integrates few unique ideas from any source into personal art; uses art vocabulary when prompted; names where art is located in the community, knows and usually practices appropriate audience, safety and ethical behaviors.

### **Lowest Acceptable Progress: 60-69 Grade Range** which defaults to **D** on report card

The student creates art with limited integration of any new ideas or solutions, uses limited art vocabulary, and may/may not know of art events in the community or follow appropriate audience, safety, or ethical behaviors.

**Course Number: 5001040 Art – Intermediate 1, GRADE 3**  
Highlighted are Included with visual art standards in Q3f)

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

**LAFS.3.RL.3.7** Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hard

#### Mathematical practices

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## 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)
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- Space
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### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

**UNIT/ORGANIZING PRINCIPLE:**  
**Art in Context – Past and Present**

**VISUAL ART - 5001040**  
**Art – Intermediate 1: Grade 3**

**3<sup>rd</sup> Marking Period / QUARTER 3**  
**For Marking Period Grade**  
**PACING: WEEK 23-27**

**Q3s**

**3**

**ESSENTIAL QUESTIONS**

- How do self-expression and imagery contribute to visual communication in specific outcomes?
- How does art reflect and/or document human experiences?
- How are art works analyzed for content or comparison with another artwork?
- What are the guidelines for safety in the art room?
- How is imagination used to increase experimentation for innovative content?
- What types of art provide opportunities for collaboration with others?

**Overview of Curriculum – Narratives for Grade 3: Q3s**

**WEEK 23-27**

**Connect With Art** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on 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.

**While creating, art students learn to:**

Incorporate ideas from art exemplars for specified time periods and cultures.

Work within safety guidelines while using tools, media, techniques, and processes.

Use creative and innovative ideas to complete personal artworks.

Describe cultural similarities and differences in works of art.

Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

**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 identify, explain, and respect how people in other cultures and places express their ideas through art.**

**DUE:**

**March:**

- Volusia Students Create Exhibit
- Youth Art Month Proclamation ATC display
- DeBary: Youth Celebration of the Arts
- CrimeStoppers Posters due to Art Office, Brewster

Text:  
**SRA Art Connections**  
 Grade 3

**CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright**

**NGSSS Visual Art STANDARDS**  
**Topics - Unpacking - Learning Targets**

**NGSSS ART STANDARDS**  
 (\* are repeated)

**ACADEMIC LANGUAGE**

*italics = integration*  
 (text pages)

**Unit 5- Pattern, Rhythm, Movement**

Lesson/Activities:  
 Pattern

- Motif
- Regular

**Describe cultural similarities and differences in works of art.**

- Discuss attributes of art works.
- Use the Art Criticism process

**Assessed Content::**

**Similarities in artwork (Ex. Themes, subject matter, purpose)**

**VA.3.H.1.1**

**Art Criticism process**

- Describe
- Analyze
- Interpret
- Judge

**Art History & Culture**

<ul style="list-style-type: none"> <li>Alternating Patterns</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Tom Loeser</li> <li>M.C. Escher</li> <li>Joan Miró</li> <li>Alexander Calder</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Fractions</li> <li>Data</li> <li>Algebraic probabilities</li> <li>Measurement</li> <li>Geometry</li> </ul> <p><b>English/ Language</b></p> <p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>Communicate ideas/experiences in creating visual art</li> <li>Context clues to determine meaning in artworks</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Energy</li> <li>Light and Heat</li> <li>Plants</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Civics</li> <li>Government</li> </ul>	<p><b>Florida Standards</b> LAFS.3.RL.3.7 Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.</b></p> <ul style="list-style-type: none"> <li>Acknowledge/recognize copyright of others</li> <li>How to examine artwork with appropriate vocabulary</li> <li>Etiquette while viewing art (look with your eyes and not your hands)</li> </ul> <p>Assessed Content: Respect the artwork of others</p> <p><b>Florida Standards</b> LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Use creative and innovative ideas to complete personal artworks.</b></p> <ul style="list-style-type: none"> <li>Innovation and new ideas are 21<sup>st</sup> Century Skills</li> </ul> <p>Assessed Content: What is innovation? How does it relate to creativity?</p> <p><b>Incorporate ideas from art exemplars for specified time periods and cultures.</b></p> <ul style="list-style-type: none"> <li>Reflect on how/where/why artists of different cultures get their ideas <ul style="list-style-type: none"> <li>Need, necessity</li> <li>Abundance of materials</li> <li>Ceremony and traditions of society</li> </ul> </li> <li>What influences did Joan Miró bring to Modern Art? How did he change art?</li> <li>What influences did Alexander Calder bring to modern</li> </ul>	<p></p> <p><b>VA.3.H.1.3</b></p> <p><b>VA.3.O.2.1</b></p> <p><b>VA.3.S.1.3</b></p>	<p><b>Q3s</b></p> <p>Culture Copyright Plagiarism Holiday Ceremony</p> <p>Value Respect</p> <p>Innovate</p> <ul style="list-style-type: none"> <li>Brainstorm</li> <li>Experiment</li> </ul> <p>Culture Art history Practice and repeat skills Resources</p> <ul style="list-style-type: none"> <li>Internet</li> <li>Textbooks</li> <li>Personal media</li> <li>Media center</li> </ul> <p>Architecture Appliqué Batik</p> <p>Balance</p> <ul style="list-style-type: none"> <li>Approximate symmetry</li> <li>Formal,</li> <li>Symmetry</li> <li>Central axis</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>Relief</li> </ul>
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	<p>sculpture? How did he change art?</p> <p>Assessed Content: Identifies art exemplars from specific time periods and cultures</p> <p><b>Florida Standards</b> LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>		<ul style="list-style-type: none"> <li>• Free-standing sculpture</li> <li>• Wearable art</li> </ul> <div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center; width: fit-content; margin-left: auto;">Q3s</div>
	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary <ul style="list-style-type: none"> <li>• MSDS Sheets info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>• Art Safety Guide, <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>• The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>• Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> </li> </ul> <p><b>Florida Standards</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-3) Procedure Process Guidelines Techniques</p> <p>Responsibility</p>

## Special Area Grading for 3-5 - CONNECT WITH ART

**Outstanding Progress: 90 – 100 Grade Range** which defaults to **A** on report card

The student articulates personal meaning through innovative use of the structural elements of art and organizational principles of design that exceed established visual criteria and exemplary craftsmanship; demonstrates safe use of tools and materials; practices appropriate audience, safety, and ethical behaviors.

**Above Average Progress: 80 – 89 Grade Range** which defaults to **B** on report card

The student creates art incorporating ideas from history and culture, describes art using appropriate art vocabulary, and practices appropriate audience, safety, and ethical behaviors.

**Average Progress: 70-79 Grade Range** which defaults to **C** on report card

The student completes art following directions, uses common/suggested ideas, or integrates few ideas from culture or art history into personal art; uses art vocabulary when prompted; knows and usually practices appropriate audience, safety and ethical behaviors.

**Lowest Acceptable Progress: 60-69 Grade Range** which defaults to **D** on report card

The student creates art with limited integration of any cultural or historical ideas, uses limited art vocabulary, and may/may not know or follow appropriate audience, safety, or ethical behaviors.

## Florida Standards Required by Florida DOE for this Course

**Q3s**

**Course Number: 5001040 Art – Intermediate 1, GRADE 3**  
Highlighted are Included with visual art standards in Q3s)

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

**LAFS.3.RL.3.7** Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hard

### Mathematical practices

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE:  
Analysis and Evaluation

**VISUAL ART - 5001040**  
Art – Intermediate 1: Grade 3

4<sup>th</sup> Marking Period/ QUARTER  
For Progress report  
PACING: WEEK 28-31

**Q4f**

Formative

**3**

**ESSENTIAL QUESTIONS**

- How is the art criticism process used to identify the organizational structures for single or multiple works in the classroom?
- How is the same art criticism process used for artworks across time and culture?
- What are the guidelines for safety in the art room?
- Why are 21<sup>st</sup> Century Skills important for students to know and understand?

Text:  
**SRA Art Connections**  
Grade 3

**Overview of Curriculum – Narratives for Grade 3: Q4f**

**WEEK 29-31**

**Assess Art** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on understanding how to compare art works and how to talk about personal art or art created by others, time for students to respond creatively to the lesson, and time for clean-up.

**While creating, art students learn to:**

Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

Work within safety guidelines while using tools, media, techniques, and processes.

Compare differences or similarities in artworks across time and culture.

Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

**A student producing work assessed as proficient would be able to demonstrate the ability to** use art materials safely while creating art, compare artworks in detail using the vocabulary of the structural art elements and their organizing principles, stay on task to complete art activities and personal artwork.

**Review:**

- **Joan Miró**
- **Alexander Calder**

**TOPICS**

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

**NGSSS Visual Art STANDARDS**  
**Unpacking - Learning Targets**

**STANDARDS**  
(\* are repeated)

**ACADEMIC LANGUAGE**

*italics = integration*  
(text pages)

**Unit 5- Pattern, Rhythm and Movement**

**Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.**

**VA.3.C.3.1**

Exaggeration  
Tactile texture  
Visual texture,

Lesson/Activities:

- Rhythm and Movement
  1. Visual Rhythm
    - a. Create a parade

**Assessed Content:**  
Art vocabulary used during art criticism

**Florida Standards**

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<p>2. 3-D Rhythm a. Relief Sculpture</p> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Rosa Bonheur</li> <li>Jacob Lawrence</li> <li>Louise Nevelson</li> <li>Joan Miró</li> <li>Alexander Calder</li> </ul>	<p><b>Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.</b></p> <p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision.</p>	<p><b>VA.3.F.3.3</b></p>	<p>21<sup>st</sup> century skills</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q4f</b></p> <p>Formative</p> </div>
<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Fractions</li> <li>Time</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>Recognize tone and mood in artwork</li> <li>Recall, interpret, summarize, evaluate</li> <li>Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Light and Heat</li> <li>Plants</li> <li>Classification</li> <li>Interdependence</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> <li>Civics and Government</li> </ul>	<p><b>Compare differences or similarities in artworks across time and culture.</b></p> <p>Assessed Content:: Similarities in artwork (Ex. Themes, subject matter, purpose)</p> <p><b>Florida Standards</b> LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. MAFS.K12.MP.7.1: Look for and make use of structure.</p>	<p><b>VA.3.H.2.1</b></p>	<p>Art criticism process Culture Art History Artist statements</p>
<p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>Recognize tone and mood in artwork</li> <li>Recall, interpret, summarize, evaluate</li> <li>Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Light and Heat</li> <li>Plants</li> <li>Classification</li> <li>Interdependence</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> <li>Civics and Government</li> </ul>	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>- Know some materials are not suitable, by law, for K-8</li> <li>- Know use and care of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary <ul style="list-style-type: none"> <li>❖ MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>❖ Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>❖ The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>❖ Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> </li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Florida Standards</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.3.S.3.3</b></p>	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>

## Special Area Grading for 3-5 - **ASSESS ART**

## Florida Standards Required by Florida DOE for this Course

**Q4f**

Formative

### **Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student articulates personal meaning in art works and makes revisions that exceed established visual criteria. The student also identifies the use of the structural elements and the differences and similarities among works of various times and cultures, demonstrates perseverance, exemplary craftsmanship, and time management skills as part of 21<sup>st</sup> century skills, and uses tools safely.

### **Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student continues to use art materials safely while creating art, identifies structural elements and organizational principles, compares similarities and differences in artworks, and demonstrates 21<sup>st</sup> century skills.

### **Average Progress: 70-79 Grade Range which defaults to C on report card**

The student follows safety procedures during the creative process and can identify artworks that are similar or different, but struggles to demonstrate 21<sup>st</sup> skills and identify the structural elements and organizational principles in the work of others.

### **Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card**

The student usually follows safety procedures during the creation process, but struggles to identify the structural elements and organizational principles in personal works or works of others, to distinguish between similarities and differences in artworks, or to understand how 21<sup>st</sup> century skills are needed to create art through perseverance and on-time completion..

### **Course Number: 5001040 Art – Intermediate 1, GRADE 3** **Highlighted are Included with visual art standards in Q4f)**

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

**LAFS.3.RL.3.7** Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hard

### **Mathematical practices**

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**

<p><i>UNIT/ORGANIZING PRINCIPLE:</i> <b>Analysis and Evaluation</b></p>	<p><b>VISUAL ART - 5001040</b> <b>Art – Intermediate 1: Grade 3</b></p>	<p>4<sup>th</sup> Marking Period/QUARTER <i>For Marking Period Grade</i> <b>PACING: WEEK 32-36</b></p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>Q4s</b></div> <span style="font-size: 2em; font-weight: bold; margin-left: 10px;">3</span>
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**ESSENTIAL QUESTIONS**

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| <ul style="list-style-type: none"> <li>• How do observation, prior knowledge, and/or experience help students interpret art work and/or find connections with other contexts?</li> <li>• How do works by artists of different skills and expertise help another artist improve personal art work?</li> </ul> | <ul style="list-style-type: none"> <li>• What are the guidelines for safety in the art room?</li> <li>• How are artworks and utilitarian objects alike or different?</li> <li>• What art vocabulary is used to explain about art and processes?</li> </ul> |
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<p>Text: <b><u>SRA Art Connections</u></b> Grade 3</p>	<p><b><i>Overview of Curriculum – Narratives for Grade 3: Q4s</i></b></p>	<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• <b>Joan Miró</b></li> <li>• <b>Alexander Calder</b></li> </ul>
	<p><b>WEEK 32-26</b></p> <p><b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction on how to compare art works and talk about personal art, art created by artists and /or connections between the visual arts and other content areas; time for students to respond creatively to the lesson; and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.</li> <li>Compare techniques used by peers and established artists as a basis for improving one’s own work.</li> <li>Describe the connections between visual art and other contexts through observation and art criticism.</li> <li>Explain the similarities and differences between artworks and utilitarian objects.</li> <li>Choose accurate art vocabulary to describe works of art and art processes.</li> <li>Work within safety guidelines while using tools, media, techniques, and processes.</li> <li>Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.</li> </ul> <p><b>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 safely.</b></p>	

<b>TOPICS</b>	<p><b>ASSESS ART: <i>Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</i></b></p>	<p>NGSSS ART <b>STANDARDS</b> (* are repeated)</p>	<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p>
	<p><b>Topics - Learning Targets – Standards - Embedded CC</b></p>		

<p><b>Unit 6- Harmony, Variety, Emphasis and Unity</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Variety</li> <li>1. <b>Emphasis</b></li> </ul>	<p><b>Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.</b></p> <p><b>Assessed Content:</b></p> <p>Emotions in artwork (Ex. Happy, sad, facial expressions, color etc. )</p> <p>Principles of Design: Emphasis and how to achieve emphasis in artwork.</p>	<p><b>VA.3.C.1.2</b></p>	<p>Art criticism process</p>
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<ul style="list-style-type: none"> <li>Unity             <ol style="list-style-type: none"> <li>Through color</li> <li>Repetition and grouping</li> </ol> </li> <li>Harmony</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Frederic Remington</li> <li>Nancy Youngblood</li> <li>John Sloan</li> <li>Andy Warhol</li> <li>Henri Matisse</li> <li>Faith Ringgold</li> <li>Joan Miró</li> <li>Alexander Calder</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Fractions</li> <li>Time</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>Recognize tone and mood in artwork</li> <li>Recall, interpret, summarize, evaluate</li> <li>Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Light and Heat</li> <li>Plants</li> <li>Classification</li> <li>Interdependence</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics</li> </ul> <p>Civics and Government</p>	<p><b>Florida Standards</b>  <b>LAFS.3.RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  <b>LAFS.3.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>		<div style="background-color: black; color: white; padding: 5px; display: inline-block;"><b>Q4s</b></div>
	<p><b>Compare techniques used by peers and established artists as a basis for improving one's own work.</b></p> <p><b>Florida Standards</b>  <b>LAFS.3.SL.1.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  <b>MAFS.K12.MP.7.1:</b> Look for and make use of structure.</p>	<b>VA.3.C.2.2</b>	<p>Art criticism operations: Internal Cues          Art history operations: External Cues( description, analysis, interpretation, &amp; evaluation)</p>
	<p><b>Describe the connections between visual art and other contexts through observation and art criticism.</b></p> <p><b>Florida Standards</b>  <b>LAFS.3.SL.1.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  <b>MAFS.K12.MP.7.1:</b> Look for and make use of structure.</p>	<b>VA.3.C.3.2</b>	<p>Context, observation</p>
	<p><b>Explain the similarities and differences between artworks and utilitarian objects.</b></p> <p>Assessed Content:          Similarities in artwork (Ex. Themes, subject matter, purpose)</p> <p><b>Florida Standards</b>  <b>LAFS.3.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<b>VA.3.C.3.3</b>	<p>Utilitarian objects</p>
	<p><b>Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.</b></p>	<b>VA.3.H.3.1</b>	<p>Art skills transfer to other subjects</p>

	<p><b>Assessed Content::</b> Artwork as illustrations, advertisements, etc.</p> <p><b>Florida Standards</b> LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>		<b>Q4s</b>
	<p><b>Choose accurate art vocabulary to describe works of art and art processes.</b></p> <p><b>Assessed Content::</b> Know the difference between various media. (Ex. Sculpture, painting, drawing, print)</p> <p><b>Florida Standards</b> LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<b>*VA.3.S.1.4</b>	Structural elements of art, organizational principles of design
	<p><b>Work within safety guidelines while using tools, media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>- Know some materials are not suitable, by law, K-8</li> <li>- Know use and care of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary <ul style="list-style-type: none"> <li>❖ MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>❖ Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>❖ The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>❖ Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> </li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Assessed Content::</b> Importance of Listening and Following Directions for Safety in the Art room</p> <p><b>Florida Standards</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<b>*VA.3.S.3.3</b>	Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility

## Special Area Grading for 3-5 - **ASSESS ART**

## Florida Standards Required by Florida DOE for this Course

**Q4s**

### **Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student uses prior knowledge, experience and observation to reflect on and interpret the content in a variety of art works using appropriate art vocabulary. Comparisons are made among techniques, art and utilitarian objects, and art knowledge to improve personal work and make connections with other content areas. The student also uses tools and materials safely.

### **Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student differentiates between art and utilitarian objects, explains how various media are used, and compares ideas in creating and/or integrating non-art content while handling art materials safety.

### **Average Progress: 70-79 Grade Range which defaults to C on report card**

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.

### **Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card**

The student recognizes different media or art and utilitarian objects without adding explanation or description, struggles to include complete personal ideas in works that are related to non-art content; usually follows safety procedures in the art room.

### **Course Number: 5001040 Art – Intermediate 1, GRADE 3 Highlighted are Included with visual art standards in Q4s)**

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

**LAFS.3.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**LAFS.3.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1b**: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**SC.3.P.8.3** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

### **Mathematical practices**

**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 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	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)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	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)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	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)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	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)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

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

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

### Elements of Art:

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

### Principles of Design:

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

From FL DOE Item Specifications, 2014

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

### 4 Points

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

**Needs little or no editing.**

### 3 Points

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

**Minimal editing required.**

### 2 Points

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

**Significant editing required.**

### 1 Point

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

**Excessive editing required.**