Curriculum Map & Pacing Guide

Two- Dimensional Studio Art – Course Code 0101300

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Two-Dimensional Studio Art 1 (#0101300) 2022 - And Beyond (current)

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Course Standards

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.

VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7:	

	• Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways:

	• Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	**Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	

	• Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.

- Develop students’ ability to construct

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
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VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their

Number of Credits: One (1) credit

Course Attributes:

- Highly Qualified Teacher (HQT) Required
- Florida Standards Course

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

There are more than 969 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21382