

School District of Manatee County  
2017-2018 Curriculum Guide M/J Two-Dimensional Studio Art 3



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Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Middle school art courses integrate reading, writing, mathematics, science, social studies, and arts standards as appropriate. Students read, write, speak, and listen to improve their language skills, expand their vocabulary, and demonstrate their understanding of content standards.

Benchmark Codes	Benchmarks	Expected Outcomes	Content Focus
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	<ul style="list-style-type: none"> <li>Artworks may be interpreted differently based students' background, culture, ethnicity, prior knowledge, and/or experience.</li> </ul>
VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.	Use ideas from culture, history, or personal experience to create new meaning in personal artworks.	<ul style="list-style-type: none"> <li>Students may use multiple resources to research cultural and/or historical events for references or inspiration.</li> <li>Students select various media and techniques to create art that communicates meaning visually.</li> </ul>
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.		
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.		
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.		
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.	Apply constructive criticism to demonstrate artistic growth over time.	<ul style="list-style-type: none"> <li>Constructive criticism may come from self, peers, and/or teacher.</li> </ul>

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VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.	Identify and compare the societal and aesthetic significance of artworks and utilitarian objects and how they impact human experience.	<ul style="list-style-type: none"> <li>• Students may compare and contrast the purpose of artworks and utilitarian objects.</li> <li>• Examples may include analyzing writing versus an illuminated manuscript, a normal window versus a stained glass window, etc.</li> </ul>
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.		
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.		
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.	Create an artwork and artist statement for a portfolio or exhibition to communicate with artistic intent.	<ul style="list-style-type: none"> <li>• Students manipulate content, media, techniques, and processes to communicate.</li> <li>• Students select and document their personal works and self-reflections.</li> <li>• Students use the documentation in their journals to create a final artist statement.</li> <li>• Compare students' artist statements to their finished works to determine how well they achieved their goal for communication.</li> </ul>
VA.68.F.2.5	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.		
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.	Demonstrate visual-thinking and problem solving in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.	<ul style="list-style-type: none"> <li>• Discuss and use visual-thinking in a sketchbook or journal to develop ideas that resolve challenges for potential works of art.</li> <li>• Encourage students to look beyond their first ideas.</li> <li>• Students may use the sketchbook mid-process to revise and improve their original plan.</li> </ul>

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VA.68.S.3.2  VA.68.O.1.3  VA.68.O.1.4	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.  Combine creative and technical knowledge to produce visually strong works of art.  Create artworks that demonstrate skilled use of media to convey personal vision.	Apply technical skills in the use of media and craftsmanship to create unity and communicate vision in artworks.	<ul style="list-style-type: none"> <li>Students create artworks that effectively communicate personal meaning and employ masterful technical knowledge and skilled use media.</li> </ul>
VA.68.H.3.2  VA.68.F.1.2  VA.68.F.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.  Use creative risk-taking strategies learned from artist's works to incorporate artistic solutions in the creation of new personal artworks.  Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.	Create personal works of art that successfully communicate meaning using prior visual art knowledge, creative risk-taking strategies, and divergent thinking skills.	<ul style="list-style-type: none"> <li>Artists may use a variety of concepts viewpoints, and/or critical-thinking skills.</li> <li>Students should apply artistic solutions to new personal artworks.</li> </ul>
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	Apply safety protocols for advanced media, tools, technology, processes, and techniques.	<ul style="list-style-type: none"> <li>Examples may include handling all tools properly, using proper ventilation, keeping liquids away from electronics, etc.</li> </ul>

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VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.	<p>Explain copyright laws.</p> <p>Apply copyright laws when creating original works of art.</p> <p>Examine and evaluate works of art and discuss applications of copyright.</p>	<ul style="list-style-type: none"> <li>Debate ethics, plagiarism, and appropriation in professional and student works.</li> </ul>
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.	Discuss the communicative differences between specific two- and three-dimensional works of art.	<ul style="list-style-type: none"> <li>Compare and contrast how two-dimensional and three-dimensional works communicate meaning.</li> <li>Provide specific works to analyze.</li> </ul>
VA.68.F.2.3	Identify art careers that have a financial impact on local communities.	Research and identify local artists and careers that have a significant impact on our community.	<ul style="list-style-type: none"> <li>Careers may include architects, city planners, employees of local art centers, graphic artists, studio artists in the Village of the Arts, educators at Ringling College, staff at The Ringling Museum, advertisers, etc.</li> </ul>
VA.68.F.2.4	Present research on the works of local artists and designers to understand the significance of art in the community.		

<b>Additional Standards</b> <b>M/J Two-Dimensional Studio Art 3 (#0101026)</b>	
The following Florida State Standards are assigned to the course M/J Two-Dimensional Studio Art 3.	
Benchmark Codes	Benchmarks
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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Benchmark Codes	Benchmarks
LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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.
MAFS.6.G.1	Solve real-world and mathematical problems involving area, surface area, and volume.
MAFS.7.G.1	Draw, construct and describe geometrical figures and describe the relationships between them.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.