



Semester Content Guide Art Intermediate 1 (Grade 3): 5001040 Course Length: Year

CPALMS: [Course Description](#)

Updated 3/2016

Semester One

Big Ideas	Essential Standards	Course Standards
C: Critical Thinking and Reflections		
S: Skills and Techniques		VA.3.S.1.2 VA.3.C.1.1 VA.3.H.1.4
O: Organizational Structure	VA.3.H.2.1 VA.3.H.2.2 VA.3.S.1.4 VA.3.H.2.3	VA.3.S.1.4 VA.3.C.2.1 VA.3.H.2.1 VA.3.S.2.2 VA.3.F.1.1 VA.3.H.2.2 VA.3.S.3.1 VA.3.F.3.2 VA.3.H.3.1 VA.3.S.3.3 VA.3.H.1.2 VA.3.O.2.1 VA.3.H.1.3
H: Historical and Global Connections		
F: Innovation, Technology and the Future		

Standards taught continuously throughout the year	Content Standards VA.3.S.1.1 VA.3.H.2.3 VA.3.F.3.3 SC.3.P.8.3
--	--

Semester Two

Big Ideas	Essential Standards	Course Standards
C: Critical Thinking and Reflections		
S: Skills and Techniques		VA.3.S.1.3 VA.3.C.1.2 VA.3.C.3.3
O: Organizational Structure	VA.3.C.3.3 VA.3.F.2.1 VA.3.S.1.3 VA.3.H.2.3	VA.3.S.2.1 VA.3.C.2.2 VA.3.F.1.2 VA.3.S.3.2 VA.3.C.2.3 VA.3.F.2.1 VA.3.O.1.1 VA.3.C.3.1 VA.3.F.3.1 VA.3.O.3.1 VA.3.C.3.2 VA3.H.1.1
H: Historical and Global Connections		
F: Innovation, Technology and the Future		

Florida Standards	MAFS.3.G.1.2 LAFS.3.SL.1.2 LAFS.3.SL.1.3 LAFS.3.RL.3.7
--------------------------	---



Semester: 1

Semester Content Guide
Art Intermediate 1 (Grade 3): 5001040
Course Length: Year

Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

- VA.3.C.1.1** Use the art-making process to develop ideas for self-expression.
- VA.3.C.2.1** Assess personal artworks for completeness and success in meeting intended objectives.
- VA.3.F.1.1** Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
- VA.3.F.3.2** Collaborate to complete a task in art.
Remarks/Examples: e.g., mural, mosaic
- VA.3.H.1.2** Describe the importance of displaying suitable behavior as part of an art audience.
- VA.3.H.1.3** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
- VA.3.H.1.4** Identify ways that respect is shown to personal works of art.
- VA.3.H.2.1** Compare differences or similarities in artworks across

- 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.1.2** 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.

time and culture.

VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.

VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.

Remarks/Examples: e.g., media center, technology, print materials

VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes.

VA.3.S.2.2 Follow procedures, focusing on the art-making process.

VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

VA.3.S.3.3 Work within safety guidelines while using tools, media, techniques, and processes.

Taught all year:

VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.

Remarks/Examples: e.g., museums, galleries, restaurants, virtual tours

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

Essential Outcome Questions

Aligned Learning Goals
(Content Statements)

Resources

CPALMS

Strategies for
Differentiation

<ul style="list-style-type: none"> • Demonstrate the safe and responsible use of tools and materials. • Consistently follow directions and clean up procedures. • Create art work by using one or more of the following: drawing, painting, printmaking, fibers, sculpture, ceramic materials • Create pictures from personal experience, observation or my imagination in a variety of subjects. • Collaborate with peers to complete a task in art. • Understand how space/depth is created in artwork. • Describe the difference between 2D and 3D artwork. 		<p style="text-align: center;">Geoboard MAFS.3.G.1.2 Shapes & Their Attributes</p>	<p>Depth Foreground Background Overlap Three-dimensional</p>										
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Create a two-dimensional paper mask • Create a drawing that uses overlap • 		<table border="1"> <thead> <tr> <th colspan="2">Teacher Created Assessments - Guidelines</th> </tr> </thead> <tbody> <tr> <td>DOK Level 1</td> <td>Recall or Reproduction</td> </tr> <tr> <td>DOK Level 2</td> <td>Skills and Basic Reasoning</td> </tr> <tr> <td>DOK Level 3</td> <td>Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td>DOK Level 4</td> <td>Extended Thinking and Reasoning</td> </tr> </tbody> </table>		Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
Teacher Created Assessments - Guidelines													
DOK Level 1	Recall or Reproduction												
DOK Level 2	Skills and Basic Reasoning												
DOK Level 3	Strategic Thinking and Complex Reasoning												
DOK Level 4	Extended Thinking and Reasoning												



Semester: 2

Semester Content Guide
Art Intermediate 1 (Grade 3): 5001040
Course Length: Year

Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

- VA.3.C.1.2** Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
- VA.3.C.2.2** Compare techniques used by peers and established artists as a basis for improving one's own work.
- VA.3.C.2.3** Use constructive criticism to improve artwork.
- VA.3.C.3.1** Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
- VA.3.C.3.2** Describe the connections between visual art and other contexts through observation and art criticism.
- VA.3.C.3.3** Explain the similarities and differences between artworks and utilitarian objects.
- VA.3.F.1.2** Explore the effects and merits of different solutions to solve an artistic problem.
- VA.3.F.2.1** Identify places where artists or designers have made an impact on the community.

- 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.1.2** 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.

VA.3.F.3.1 Create artwork that communicates an awareness of events within the community.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VA.3.H.1.1 Describe cultural similarities and differences in works of art.

VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

VA.3.O.3.1 Use symbols, visual language, and/or written language to document self or others.

VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures.
Remarks/Examples: e.g., concepts, technique, media, subject matter

VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

VA.3.S.3.2 Develop craftsmanship skills through repeated practice.

Taught all year:

VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.
Remarks/Examples: e.g., museums, galleries, restaurants, virtual tours

Essential Outcome Question

•

Aligned Learning Goals

Resources

CPALMS

Strategies for

(Content Statements)			<i>Differentiation</i>										
•													
		<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1270 457 2005 503">Teacher Created Assessments - Guidelines</th> </tr> </thead> <tbody> <tr> <td data-bbox="1270 503 1449 540">DOK Level 1</td> <td data-bbox="1449 503 2005 540">Recall or Reproduction</td> </tr> <tr> <td data-bbox="1270 540 1449 578">DOK Level 2</td> <td data-bbox="1449 540 2005 578">Skills and Basic Reasoning</td> </tr> <tr> <td data-bbox="1270 578 1449 615">DOK Level 3</td> <td data-bbox="1449 578 2005 615">Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td data-bbox="1270 615 1449 652">DOK Level 4</td> <td data-bbox="1449 615 2005 652">Extended Thinking and Reasoning</td> </tr> </tbody> </table>		Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
Teacher Created Assessments - Guidelines													
DOK Level 1	Recall or Reproduction												
DOK Level 2	Skills and Basic Reasoning												
DOK Level 3	Strategic Thinking and Complex Reasoning												
DOK Level 4	Extended Thinking and Reasoning												