

Course: Creative Photography 3 Honors-0108330

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BASIC INFORMATION

Course Title:	Creative Photography 3 Honors
Course Number:	0108330
Course Abbreviated Title:	CREATIVE PHOTO 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Photography
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and

	<p>expression of ideas and feelings. Photographers 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.</p>
<p>General Notes:</p>	<p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (35)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<p><u>LACC.1112.RH.1.1:</u></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p><u>LACC.1112.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions

	<p>that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.1d:</u></p>	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><u>LACC.1112.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.1112.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple</p>

	sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks

	to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<u>VA.912.H.3.3:</u>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.2:</u>	Investigate the use of technology and other resources to inspire art-making decisions.
<u>VA.912.S.1.7:</u>	Manipulate lighting effects, using various media to create desired results. Remarks/Examples e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln,

	Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.6:</u>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Course: Digital Art Imaging 1- 0108370

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4779.aspx>

BASIC INFORMATION

Course Title:	Digital Art Imaging 1
Course Number:	0108370
Course Abbreviated Title:	DIGITAL ART IMG 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (35)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.F.1.4:</u>	Use technological tools to create art with varying effects and outcomes.
<u>VA.912.F.1.5:</u>	Create a digital or time-based presentation to analyze and compare

	artists, artworks, and concepts in historical context.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.2.1:</u>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<u>VA.912.H.3.3:</u>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.1.6:</u>	Describe processes and techniques used to record visual imagery. Remarks/Examples

Course: Digital Art Imaging 1- 0108370

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BASIC INFORMATION

Course Title:	Digital Art Imaging 1
Course Number:	0108370
Course Abbreviated Title:	DIGITAL ART IMG 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (35)

Course: Theatre 1- 0400310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3982.aspx>

BASIC INFORMATION

Course Title:	Theatre 1
Course Number:	0400310
Course Abbreviated Title:	THEATRE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.
General Notes:	All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

STANDARDS (45)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LACC.910.RH.1 Key Ideas and Details](#)

[LACC.910.RH.1.1](#) :

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.910.RL.2 Craft and Structure](#)

[LACC.910.RL.2.5](#) :

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.RST.2 Craft and Structure](#)

LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.2 Production and Distribution of Writing

LACC.910.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.912.C.2.3 :

Analyze the movement performance of self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples are video analysis and checklist.

PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.912.M.1.5 :

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.912.M.1.8 :

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.912.C.1.2 :

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., physical, vocal, emotional

TH.912.C.1.3 :

Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

TH.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.912.C.2.1 :

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.912.C.2.5 :

Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.912.C.2.7 :

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.912.C.2.8 :

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)
Remarks/Examples
e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.912.C.3.1 :

Explore commonalities between works of theatre and other performance media.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading</p>
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<p><u>TH.912.C.3.3 :</u></p>	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<p><u>TH.912.F.1.1 :</u></p>	<p>Synthesize research, analysis, and imagination to create believable characters and settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Remarks/Examples e.g., scenery, costumes, props</p>
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<p><u>TH.912.F.1.2 :</u></p>	<p>Solve short conflict-driven scenarios through improvisation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<p><u>TH.912.F.2.2 :</u></p>	<p>Assess the skills needed for theatre-related jobs in the community to support career selection. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
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TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<p><u>TH.912.F.3.3 :</u></p>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>TH.912.F.3.4 :</u></p>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><u>TH.912.F.3.5 :</u></p>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., script-writing, set design, costume design</p>
<p><u>TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>TH.912.H.1.1 :</u></p>	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>TH.912.H.1.2 :</u></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>TH.912.H.1.5 :</u></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

TH.912.H.2.2 :

Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.912.H.2.6 :

Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

TH.912.H.3.3 :

Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages

TH.912.H.3.5 :

Explain how the social interactions of daily life are manifested in theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy

TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

TH.912.O.1.1 :

Research and analyze a dramatic text by breaking it down into its

	<p>basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><u>TH.912.O.1.3 :</u></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>TH.912.O.2.4 :</u></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p><u>TH.912.O.2.8 :</u></p>	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p><u>TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u></p>	
<p><u>TH.912.O.3.2 :</u></p>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>

TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.912.S.1.1 :

Describe the interactive effect of audience members and actors on performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.912.S.1.6 :

Respond appropriately to directorial choices for improvised and scripted scenes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.912.S.2.2 :

Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

TH.912.S.2.3 :

Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., relationships, wants, needs, motivations

TH.912.S.2.4 :

Sustain a character or follow technical cues in a production piece to show focus.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<u>TH.912.S.2.8 :</u>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<u>TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>TH.912.S.3.2 :</u>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>TH.912.S.3.3 :</u>	<p>Develop acting skills and techniques in the rehearsal process.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>



Course: Introduction to Drama- 0400300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3980.aspx>

BASIC INFORMATION

Course Title:	Introduction to Drama
Course Number:	0400300
Course Abbreviated Title:	INTROD DRAMA
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (30)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.6 :](#)

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.RL.2 Craft and Structure](#)

[LACC.910.RL.2.5 :](#)

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.2 Production and Distribution of Writing

LACC.910.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.912.C.2.3 :

Analyze the movement performance of self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples are video analysis and checklist.

PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.912.M.1.5 :

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.912.M.1.8 :

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.912.C.1.3 :

Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

TH.912.C.1.5 :

Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

TH.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.912.C.2.1 :

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.912.C.2.8 :

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

[TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

TH.912.F.1.3 :

Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

TH.912.F.3.4 :

Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity

[TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.912.H.2.6 :

Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.912.H.3.1 :

Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

	<p>e.g., time management, interpersonal skills, making priorities</p>
<p><u>TH.912.H.3.3 :</u></p>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><u>TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>TH.912.O.2.4 :</u></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p><u>TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u></p>	
<p><u>TH.912.O.3.4 :</u></p>	<p>Create a performance piece to document a significant issue or event.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p> <p>e.g., pantomime, improvisation, scene, monologue</p>
<p><u>TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u></p>	
<p><u>TH.912.S.1.1 :</u></p>	<p>Describe the interactive effect of audience members and actors on performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>

TH.912.S.1.6 :

Respond appropriately to directorial choices for improvised and scripted scenes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.912.S.1.8 :

Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., cultural, historical, symbolic, interpretive

TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.912.S.2.3 :

Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., relationships, wants, needs, motivations

TH.912.S.2.4 :

Sustain a character or follow technical cues in a production piece to show focus.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

TH.912.S.2.8 :

Strengthen acting skills by engaging in theatre games and improvisations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

	<p>e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<p><u>TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>TH.912.S.3.2 :</u></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>TH.912.S.3.3 :</u></p>	<p>Develop acting skills and techniques in the rehearsal process. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>TH.912.S.3.9 :</u></p>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>



The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.F.1.4:</u>	Use technological tools to create art with varying effects and outcomes.
<u>VA.912.F.1.5:</u>	Create a digital or time-based presentation to analyze and compare

	artists, artworks, and concepts in historical context.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.2.1:</u>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<u>VA.912.H.3.3:</u>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.1.6:</u>	Describe processes and techniques used to record visual imagery. Remarks/Examples

	e.g., drawing, sculpting, digital multi-media
<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.2.2:</u>	Focus on visual information and processes to complete the artistic concept.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources



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Course: Creative Photography 3 Honors-0108330

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BASIC INFORMATION

Course Title:	Creative Photography 3 Honors
Course Number:	0108330
Course Abbreviated Title:	CREATIVE PHOTO 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Photography
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and

	expression of ideas and feelings. Photographers 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.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (35)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.1112.RH.1.1:</u>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<u>LACC.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions

	<p>that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.1d:</u></p>	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><u>LACC.1112.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.1112.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple</p>

	sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks

	to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<u>VA.912.H.3.3:</u>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.2:</u>	Investigate the use of technology and other resources to inspire art-making decisions.
<u>VA.912.S.1.7:</u>	Manipulate lighting effects, using various media to create desired results. Remarks/Examples e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln,

	Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.6:</u>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Course: Florida's Preinternational Baccalaureate Dance- 0300650

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3925.aspx>

BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Dance
Course Number:	0300650
Course Abbreviated Title:	FL PRE-IB DANCE
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Version Description:	Students in this Pre-IB course, designed for dancers who have mastered the basics in two or more dance forms, builds technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to

	<p>develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
<p>General Notes:</p>	<p>Special Notes: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.</p> <p><i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011</i></p>

STANDARDS (67)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.1.3:</u></p>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<p><u>DA.912.C.1.4:</u></p>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<p><u>DA.912.C.2.1:</u></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>

<u>DA.912.C.2.4:</u>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<u>DA.912.C.3.1:</u>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.1:</u>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<u>DA.912.F.1.3:</u>	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
<u>DA.912.F.2.2:</u>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p>Remarks/Examples</p> <p>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<u>DA.912.F.3.10:</u>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>

<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.7:</u>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Remarks/Examples e.g., collaboration, scheduling, accountability, follow-through
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.1:</u>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.1.4:</u>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<u>DA.912.H.3.2:</u>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Remarks/Examples e.g., literature, theatre, program music
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.4:</u>	Improvise or choreograph and share a dance piece that

	<p>demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</p> <p>Remarks/Examples</p> <p>e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p>
<u>DA.912.H.3.5:</u>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.1.5:</u>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p> <p>Remarks/Examples</p> <p>e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>
<u>DA.912.O.2.1:</u>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.</p> <p>Remarks/Examples</p> <p>e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<u>DA.912.O.3.1:</u>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<u>DA.912.O.3.2:</u>	<p>Use imagery, analogy, and metaphor to improve body alignment</p>

	and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.3:</u>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.1.1:</u>	Synthesize a variety of choreographic principles and structures to create a dance. Remarks/Examples e.g., unity, variety, contrast, repetition, transition
<u>DA.912.S.1.2:</u>	Generate choreographic ideas through improvisation and physical brainstorming.
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.1.4:</u>	Create dance studies using dance vocabulary and innovative movement.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.

<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	<p>Perform dance vocabulary with musicality and sensitivity.</p> <p>Remarks/Examples</p> <p>e.g., on the counts, fill the music, emulate musical nuance</p>
<u>DA.912.S.3.5:</u>	<p>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</p> <p>Remarks/Examples</p> <p>e.g., rise, one foot to two feet, hand</p>
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>DA.912.S.3.7:</u>	Move with agility, alone and relative to others, to perform complex dance sequences.
<u>DA.912.S.3.8:</u>	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p>Remarks/Examples</p> <p>e.g., arabesque, lateral T, jazz hands</p>
<u>DA.912.S.3.9:</u>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

<p><u>PE.912.M.1.7:</u></p>	<p>Perform advanced dance sequences from a variety of dances accurately.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples of dances are hip-hop, social, step and line.</p> <hr/>
<p><u>TH.912.C.2.7:</u></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p>
<p><u>TH.912.F.3.7:</u></p>	<p>Use social networking or other communication technology appropriately to advertise for a production or school event.</p>



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Course: Dance Seminar and Career Preparation Honors- 0300620

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BASIC INFORMATION

Course Title:	Dance Seminar and Career Preparation Honors
Course Number:	0300620
Course Abbreviated Title:	DAN SEM & CAR PREP HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students participate in primarily student-led discussions on topics generally selected by class members pertaining to career matches to their own skills. Topics may include, but are not limited to, résumé building; audition preparation; and careers in the field of dance performance, production, management, education, therapy, and arts administration. A capstone project or internship may be expected at the completion of this course. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (28)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.2.2:</u>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.2.3:</u>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<u>DA.912.F.1.2:</u>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p>Remarks/Examples</p>

	e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
<u>DA.912.F.2.1:</u>	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Remarks/Examples e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
<u>DA.912.F.2.2:</u>	Investigate local, regional, state, national, and global resources to support dance-related work and study. Remarks/Examples e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
<u>DA.912.F.2.3:</u>	Research the breadth and depth to which a dance company or performing arts center enhances the local and regional economy. Remarks/Examples e.g., hotel stays, ticket sales, local eateries, building rent, tech crews, ushers, printers
<u>DA.912.F.3.2:</u>	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Remarks/Examples e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
<u>DA.912.F.3.3:</u>	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. Remarks/Examples e.g., attire, etiquette, professional presentation, technique, conditioning
<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and

	knowledge gained through dance training.
<u>DA.912.F.3.7:</u>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.1.5:</u>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<u>DA.912.H.2.2:</u>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<u>DA.912.H.2.3:</u>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.2.2:</u>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p>Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<u>DA.912.O.2.3:</u>	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.

	<p>Remarks/Examples</p> <p>e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics</p>
<u>DA.912.O.3.4:</u>	<p>Devise and/or use a method of recording or documenting choreography to remember and archive works.</p> <p>Remarks/Examples</p> <p>e.g., notes, video, Labanotation</p>
<u>DA.912.O.3.5:</u>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<u>DA.912.S.2.1:</u>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<u>LACC.1112.RST.2.4:</u>	<p>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 11–12 texts and topics.</p>
<u>LACC.1112.SL.1.2:</u>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<u>LACC.1112.SL.1.3:</u>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<u>LACC.1112.SL.2.4:</u>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<u>LACC.1112.WHST.2.6:</u>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

LACC.1112.WHST.3.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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Course: Dance Kinesiology and Somatics 2-0300600

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BASIC INFORMATION

Course Title:	Dance Kinesiology and Somatics 2
Course Number:	0300600
Course Abbreviated Title:	DANCE KINE/SOMAT 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students will acquire skills and knowledge related to kinesiology, physiology, anatomy, movement science, dance medicine, dance therapy and bodywork. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.1.4:</u></p>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p>

	e.g., time management, refining dance steps, research
<u>DA.912.F.2.1:</u>	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Remarks/Examples e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
<u>DA.912.F.2.2:</u>	Investigate local, regional, state, national, and global resources to support dance-related work and study. Remarks/Examples e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
<u>DA.912.F.3.10:</u>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<u>DA.912.F.3.2:</u>	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Remarks/Examples e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
<u>DA.912.F.3.5:</u>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.7:</u>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Remarks/Examples

	e.g., collaboration, scheduling, accountability, follow-through
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.2.3:</u>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.4:</u>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</p> <p>Remarks/Examples</p> <p>e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.1.4:</u>	<p>Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.</p> <p>Remarks/Examples</p> <p>e.g., purposes of warm-ups, progressions, phrase work</p>
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.3:</u>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.RST.3.7:</u>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence

	and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>SC.912.L.14.19:</u>	Explain the physiology of skeletal muscle.
<u>SC.912.L.14.20:</u>	Identify the major muscles of the human on a model or diagram. Remarks/Examples Refer to MACC.K12.MP.4: Model with mathematics.

RELATED GLOSSARY TERM DEFINITIONS (2)

Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Physiology:	The scientific study of an organism's vital functions, including growth, development, reproduction, the absorption and processing of nutrients, the synthesis and distribution of proteins and other organic molecules, and the functioning of different tissues, organs, and other anatomic structures.



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Course: Dance Kinesiology and Somatics 1-0300480

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3919.aspx>

BASIC INFORMATION

Course Title:	Dance Kinesiology and Somatics 1
Course Number:	0300480
Course Abbreviated Title:	DANCE KINE/SOMAT 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (38)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.C.2.1:</u></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples e.g., improvisation, trial and error, collaboration</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.2.4:</u></p>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or</p>

	<p>composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.2:</u>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p>Remarks/Examples</p> <p>e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<u>DA.912.F.1.3:</u>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<u>DA.912.F.2.1:</u>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p>Remarks/Examples</p> <p>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<u>DA.912.F.3.10:</u>	<p>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</p>
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<u>DA.912.F.3.5:</u>	<p>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</p>
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p>

	e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.7:</u>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Remarks/Examples e.g., collaboration, scheduling, accountability, follow-through
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.2.2:</u>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.4:</u>	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. Remarks/Examples e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.3:</u>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples e.g., tendu-dégagé-grand battement-grand jeté
<u>DA.912.O.1.4:</u>	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.

	<p>Remarks/Examples</p> <p>e.g., purposes of warm-ups, progressions, phrase work</p>
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.3:</u>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.2.2:</u>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p>Remarks/Examples</p> <p>e.g., repetition, revision, refinement, focus</p>
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.5:</u>	<p>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</p> <p>Remarks/Examples</p> <p>e.g., rise, one foot to two feet, hand</p>
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.RST.3.7:</u>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>SC.912.L.14.14:</u>	Identify the major bones of the axial and appendicular skeleton.

RELATED GLOSSARY TERM DEFINITIONS (1)

Skeleton:	The internal structure of vertebrate animals, composed of bone or
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cartilage, that supports the body, serves as a framework for the attachment of muscles, and protects the vital organs and associated structures.



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Course: Dance History and Aesthetics 2 Honors- 0300460

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BASIC INFORMATION

Course Title:	Dance History and Aesthetics 2 Honors
Course Number:	0300460
Course Abbreviated Title:	DANCE HIST/AESTHS 2 H
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students study the global origins, influences of dance forms, styles, and choreographers in dance History prior to the 20th century, researching the political, social, and ethnic influences of these early dance periods. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to

	think and collaborate critically on the content they are learning.
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STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.3:</u>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. Remarks/Examples e.g., journal entries, discussion
<u>DA.912.C.2.4:</u>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<u>DA.912.C.3.1:</u>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples e.g., use of movements, elements, principles of design, lighting, costumes, music
<u>DA.912.F.1.1:</u>	Study and/or perform exemplary works by choreographers who use

	<p>new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<u>DA.912.F.1.2:</u>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p>Remarks/Examples</p> <p>e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<u>DA.912.F.1.3:</u>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<u>DA.912.F.2.2:</u>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p>Remarks/Examples</p> <p>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<u>DA.912.F.3.7:</u>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>
<u>DA.912.H.1.1:</u>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<u>DA.912.H.1.2:</u>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<u>DA.912.H.1.3:</u>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<u>DA.912.H.1.4:</u>	<p>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.</p>
<u>DA.912.H.1.5:</u>	<p>Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.</p>

<p><u>DA.912.H.1.6:</u></p>	<p>Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Remarks/Examples</p> <p>e.g., Swan Lake, Serenade, West Side Story, Revelations</p>
<p><u>DA.912.H.2.1:</u></p>	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Remarks/Examples</p> <p>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p>
<p><u>DA.912.H.2.3:</u></p>	<p>Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.</p>
<p><u>DA.912.H.3.1:</u></p>	<p>Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. Remarks/Examples</p> <p>e.g., other performing and visual artists, inventors, scientists</p>
<p><u>DA.912.H.3.5:</u></p>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<p><u>DA.912.O.1.1:</u></p>	<p>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</p>
<p><u>DA.912.O.1.2:</u></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><u>DA.912.O.1.3:</u></p>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>

<p><u>DA.912.O.1.4:</u></p>	<p>Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.</p> <p>Remarks/Examples</p> <p>e.g., purposes of warm-ups, progressions, phrase work</p>
<p><u>DA.912.O.2.2:</u></p>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p>Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<p><u>DA.912.O.3.1:</u></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><u>DA.912.O.3.3:</u></p>	<p>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</p>
<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<p><u>LACC.1112.RST.2.4:</u></p>	<p>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 11–12 texts and topics.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.



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Course: Dance History and Aesthetics 1-0300450

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3916.aspx>

BASIC INFORMATION

Course Title:	Dance History and Aesthetics 1
Course Number:	0300450
Course Abbreviated Title:	HIST/AESTHS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (24)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
 MACC.K12.MP.6.1: Attend to precision.
 MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.3:</u>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. Remarks/Examples
	e.g., journal entries, discussion
<u>DA.912.C.2.4:</u>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<u>DA.912.C.3.1:</u>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples
	e.g., use of movements, elements, principles of design, lighting, costumes, music
<u>DA.912.F.1.1:</u>	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Remarks/Examples
<u>DA.912.F.3.7:</u>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Remarks/Examples
	e.g., collaboration, scheduling, accountability, follow-through

<u>DA.912.H.1.4:</u>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<u>DA.912.H.1.6:</u>	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Remarks/Examples e.g., Swan Lake, Serenade, West Side Story, Revelations
<u>DA.912.H.2.1:</u>	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Remarks/Examples e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
<u>DA.912.H.2.2:</u>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<u>DA.912.H.3.2:</u>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Remarks/Examples e.g., literature, theatre, program music
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.1:</u>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<u>DA.912.O.2.2:</u>	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Remarks/Examples e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.



Course: Dance Repertory 4 Honors- 0300430

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3914.aspx>

BASIC INFORMATION

Course Title:	Dance Repertory 4 Honors
Course Number:	0300430
Course Abbreviated Title:	DANCE REPERT 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through

	the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (46)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<u>DA.912.C.1.3:</u>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<u>DA.912.C.1.4:</u>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>

<u>DA.912.C.2.4:</u>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<u>DA.912.C.3.1:</u>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.1:</u>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<u>DA.912.F.1.3:</u>	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
<u>DA.912.F.2.2:</u>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p>Remarks/Examples</p> <p>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<u>DA.912.F.3.3:</u>	Demonstrate preparedness to audition for schools, companies,

	<p>and/or commercial work in dance.</p> <p>Remarks/Examples</p> <p>e.g., attire, etiquette, professional presentation, technique, conditioning</p>
<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.3.1:</u>	<p>Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.</p> <p>Remarks/Examples</p> <p>e.g., other performing and visual artists, inventors, scientists</p>
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

	<p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.2.2:</u>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p>Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<u>DA.912.O.3.1:</u>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<u>DA.912.O.3.2:</u>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<u>DA.912.O.3.5:</u>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<u>DA.912.S.2.1:</u>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<u>DA.912.S.2.2:</u>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p>Remarks/Examples</p> <p>e.g., repetition, revision, refinement, focus</p>
<u>DA.912.S.2.3:</u>	<p>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</p>
<u>DA.912.S.2.4:</u>	<p>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</p>
<u>DA.912.S.3.1:</u>	<p>Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.</p>
<u>DA.912.S.3.2:</u>	<p>Develop and maintain flexibility, strength, and stamina for wellness and performance.</p>

<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.7:</u>	Move with agility, alone and relative to others, to perform complex dance sequences.
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands
<u>DA.912.S.3.9:</u>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.



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Course: Dance Repertory 3 Honors- 0300420

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3909.aspx>

BASIC INFORMATION

Course Title:	Dance Repertory 3 Honors
Course Number:	0300420
Course Abbreviated Title:	DANCE REPERT 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
General Notes:	Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must

	<p>be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (44)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples
	e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention

	of patterns, complex steps, and sequences for rehearsal and performance.
<u>DA.912.C.2.1:</u>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples e.g., improvisation, trial and error, collaboration
<u>DA.912.C.2.2:</u>	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<u>DA.912.C.3.1:</u>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples e.g., use of movements, elements, principles of design, lighting, costumes, music
<u>DA.912.C.3.2:</u>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples e.g., time management, refining dance steps, research
<u>DA.912.F.1.1:</u>	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Remarks/Examples e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
<u>DA.912.F.1.2:</u>	Employ acquired knowledge to stimulate creative risk-taking and

	broaden one's own dance technique, performance, and choreography.
<u>DA.912.F.2.1:</u>	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Remarks/Examples e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
<u>DA.912.F.3.2:</u>	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Remarks/Examples e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.3.1:</u>	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. Remarks/Examples e.g., other performing and visual artists, inventors, scientists
<u>DA.912.H.3.2:</u>	Explain the importance of story or internal logic in dance and identify

	<p>commonalities with other narrative formats.</p> <p>Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.2.2:</u>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p>Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.5:</u>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to

	<p>different material to improve processing of new information.</p> <p>Remarks/Examples</p> <p>e.g., repetition, revision, refinement, focus</p>
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	<p>Perform dance vocabulary with musicality and sensitivity.</p> <p>Remarks/Examples</p> <p>e.g., on the counts, fill the music, emulate musical nuance</p>
<u>DA.912.S.3.8:</u>	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p>Remarks/Examples</p> <p>e.g., arabesque, lateral T, jazz hands</p>
<u>DA.912.S.3.9:</u>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line

	of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.



Course: Dance Repertory 2- 0300410

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3907.aspx>

BASIC INFORMATION

Course Title:	Dance Repertory 2
Course Number:	0300410
Course Abbreviated Title:	DANCE REPEERT 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.</p>

STANDARDS (32)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
<u>DA.912.C.2.2:</u>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<u>DA.912.C.3.1:</u>	Critique the quality and effectiveness of performances based on

	<p>exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.8:</u>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<u>DA.912.H.1.3:</u>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<u>DA.912.H.2.1:</u>	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <p>Remarks/Examples</p> <p>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p>
<u>DA.912.H.3.2:</u>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p>Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<u>DA.912.H.3.5:</u>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.3.1:</u>	<p>Perform dance pieces to express feelings, ideas, cultural identity,</p>

	music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.

<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.



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Course: Dance Repertory 1- 0300400

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3903.aspx>

BASIC INFORMATION

Course Title:	Dance Repertory 1
Course Number:	0300400
Course Abbreviated Title:	DANCE REPERT 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (25)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples
	e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<u>DA.912.C.3.1:</u>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples
	e.g., use of movements, elements, principles of design, lighting, costumes, music
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples
	e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using

	compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.3.2:</u>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Remarks/Examples e.g., literature, theatre, program music
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands
<u>IAACC 910 RST 2 4</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.



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Course: Dance Choreography/Performance 2 Honors- 0300390

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3894.aspx>

BASIC INFORMATION

Course Title:	Dance Choreography/Performance 2 Honors
Course Number:	0300390
Course Abbreviated Title:	DANCE CHOR PERF 2 H
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

General Notes:	<p>Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (58)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>

<p><u>DA.912.C.2.1:</u></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.2.4:</u></p>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<p><u>DA.912.C.3.1:</u></p>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<p><u>DA.912.F.1.1:</u></p>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>

<p><u>DA.912.F.1.2:</u></p>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p>Remarks/Examples</p> <p>e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<p><u>DA.912.F.1.3:</u></p>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<p><u>DA.912.F.3.4:</u></p>	<p>Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.</p>
<p><u>DA.912.F.3.7:</u></p>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>
<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><u>DA.912.F.3.9:</u></p>	<p>Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility.</p> <p>Remarks/Examples</p> <p>e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes</p>
<p><u>DA.912.H.1.1:</u></p>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<p><u>DA.912.H.1.2:</u></p>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<p><u>DA.912.H.1.3:</u></p>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<p><u>DA.912.H.2.1:</u></p>	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape</p>

	<p>dance as an art form.</p> <p>Remarks/Examples</p> <p>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p>
<u>DA.912.H.2.3:</u>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<u>DA.912.H.3.1:</u>	<p>Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.</p> <p>Remarks/Examples</p> <p>e.g., other performing and visual artists, inventors, scientists</p>
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.1:</u>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.1.5:</u>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p> <p>Remarks/Examples</p> <p>e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>

<p><u>DA.912.O.2.1:</u></p>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. Remarks/Examples</p> <p>e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<p><u>DA.912.O.2.2:</u></p>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<p><u>DA.912.O.2.3:</u></p>	<p>Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. Remarks/Examples</p> <p>e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics</p>
<p><u>DA.912.O.3.1:</u></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><u>DA.912.O.3.2:</u></p>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<p><u>DA.912.O.3.4:</u></p>	<p>Devise and/or use a method of recording or documenting choreography to remember and archive works. Remarks/Examples</p> <p>e.g., notes, video, Labanotation</p>
<p><u>DA.912.O.3.5:</u></p>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<p><u>DA.912.S.1.1:</u></p>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p>

	<p>Remarks/Examples</p> <p>e.g., unity, variety, contrast, repetition, transition</p>
<u>DA.912.S.1.2:</u>	Generate choreographic ideas through improvisation and physical brainstorming.
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>DA.912.S.3.9:</u>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>LACC.1112.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SI.1.2:</u>	Integrate multiple sources of information presented in diverse

	formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.4:</u>	Choreograph complex dance sequences individually, with a partner or in a small group.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.
<u>PE.912.M.1.6:</u>	Select appropriate music for dance forms and choreograph dance movements to music.

<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>



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Course: Dance Choreography/Performance 1-0300380

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BASIC INFORMATION

Course Title:	Dance Choreography/Performance 1
Course Number:	0300380
Course Abbreviated Title:	DANCE CHOR PERF 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (52)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<u>DA.912.C.1.3:</u>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<u>DA.912.C.2.1:</u>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p> <p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<u>DA.912.C.2.2:</u>	Make informed critical assessments of the quality and effectiveness

	<p>of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.1:</u>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<u>DA.912.F.1.3:</u>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</p>
<u>DA.912.F.3.7:</u>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>
<u>DA.912.F.3.8:</u>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<u>DA.912.H.1.1:</u>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<u>DA.912.H.1.2:</u>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<u>DA.912.H.1.3:</u>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>

<p><u>DA.912.H.1.6:</u></p>	<p>Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Remarks/Examples</p> <p>e.g., Swan Lake, Serenade, West Side Story, Revelations</p>
<p><u>DA.912.H.2.2:</u></p>	<p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p>
<p><u>DA.912.H.3.2:</u></p>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<p><u>DA.912.H.3.4:</u></p>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. Remarks/Examples</p> <p>e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p>
<p><u>DA.912.H.3.5:</u></p>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<p><u>DA.912.O.1.2:</u></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><u>DA.912.O.1.3:</u></p>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<p><u>DA.912.O.1.5:</u></p>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p>

	<p>Remarks/Examples</p> <p>e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>
<u>DA.912.O.2.1:</u>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.</p> <p>Remarks/Examples</p> <p>e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<u>DA.912.O.2.2:</u>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p>Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<u>DA.912.O.3.1:</u>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<u>DA.912.O.3.2:</u>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<u>DA.912.O.3.5:</u>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<u>DA.912.S.1.1:</u>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <p>Remarks/Examples</p> <p>e.g., unity, variety, contrast, repetition, transition</p>
<u>DA.912.S.1.2:</u>	<p>Generate choreographic ideas through improvisation and physical brainstorming.</p>
<u>DA.912.S.1.4:</u>	<p>Create dance studies using dance vocabulary and innovative</p>

	movement.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples
	e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples
	Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples
	Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.1112.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full

	<p>range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.4:</u>	Choreograph complex dance sequences individually, with a partner or in a small group.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.
<u>PE.912.M.1.6:</u>	Select appropriate music for dance forms and choreograph dance movements to music.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.



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Course: Ballet 4 Honors- 0300370

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3888.aspx>

BASIC INFORMATION

Course Title:	Ballet 4 Honors
Course Number:	0300370
Course Abbreviated Title:	BALLET 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	<p>Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to</p>

	think and collaborate critically on the content they are learning.
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STANDARDS (52)

11th/12th Grade General **In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples
	e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.1.3:</u>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. Remarks/Examples
	e.g., journal entries, discussion
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
<u>DA.912.C.2.1:</u>	Analyze movement from varying perspectives and experiment with a

	<p>variety of creative solutions to solve technical or choreographic challenges.</p> <p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<u>DA.912.C.2.2:</u>	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.2.3:</u>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<u>DA.912.C.2.4:</u>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<u>DA.912.C.3.1:</u>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.3:</u>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</p>
<u>DA.912.F.3.10:</u>	<p>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</p>
<u>DA.912.F.3.3:</u>	<p>Demonstrate preparedness to audition for schools, companies,</p>

	<p>and/or commercial work in dance.</p> <p>Remarks/Examples</p> <p>e.g., attire, etiquette, professional presentation, technique, conditioning</p>
<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<u>DA.912.F.3.5:</u>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>

<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.3:</u>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.10:</u>	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
<u>DA.912.S.3.11:</u>	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples

	e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>DA.912.S.3.7:</u>	Move with agility, alone and relative to others, to perform complex dance sequences.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line

	of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.7:</u>	Perform advanced dance sequences from a variety of dances accurately. Remarks/Examples Some examples of dances are hip-hop, social, step and line.
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional



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Course: Ballet 3- 0300360

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BASIC INFORMATION

Course Title:	Ballet 3
Course Number:	0300360
Course Abbreviated Title:	BALLET 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (45)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
 MACC.K12.MP.6.1: Attend to precision.
 MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.1.4:</u></p>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.2.4:</u></p>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<p><u>DA.912.C.3.1:</u></p>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples</p>

	e.g., use of movements, elements, principles of design, lighting, costumes, music
<u>DA.912.C.3.2:</u>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples e.g., time management, refining dance steps, research
<u>DA.912.F.3.10:</u>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<u>DA.912.F.3.5:</u>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures

<u>DA.912.O.1.3:</u>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples e.g., tendu-dégagé-grand battement-grand jeté
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.3:</u>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.10:</u>	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
<u>DA.912.S.3.11:</u>	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through

	space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.7:</u>	Perform advanced dance sequences from a variety of dances accurately. Remarks/Examples Some examples of dances are hip-hop, social, step and line.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.



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Course: Ballet 2- 0300350

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BASIC INFORMATION

Course Title:	Ballet 2
Course Number:	0300350
Course Abbreviated Title:	BALLET 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (31)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
 MACC.K12.MP.6.1: Attend to precision.
 MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples e.g., time management, refining dance steps, research</p>
<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>

<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.10:</u>	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance

<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

	Remarks/Examples e.g., listening maps, active listening, checklists
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.



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Course: Ballet 1- 0300340

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3859.aspx>

BASIC INFORMATION

Course Title:	Ballet 1
Course Number:	0300340
Course Abbreviated Title:	BALLET 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (25)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
 MACC.K12.MP.6.1: Attend to precision.
 MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples e.g., time management, refining dance steps, research</p>
<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><u>DA.912.O.1.2:</u></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><u>DA.912.O.3.2:</u></p>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<p><u>DA.912.O.3.5:</u></p>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p>

	<p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p>Remarks/Examples</p> <p>e.g., repetition, revision, refinement, focus</p>
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.5:</u>	<p>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</p> <p>Remarks/Examples</p> <p>e.g., rise, one foot to two feet, hand</p>
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SI.1.2:</u>	Integrate multiple sources of information presented in diverse media

	or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.



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Course: Dance Celebration for Students of Mixed Mobilities- 0300338

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BASIC INFORMATION

Course Title:	Dance Celebration for Students of Mixed Mobilities
Course Number:	0300338
Course Abbreviated Title:	DANCE MIX MOBIL
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>In this course, students of upright or seated mobility study dance as an art form in a manner that focuses on dancers' abilities and challenges preconceptions about mobility-related "disabilities." Dancers work collaboratively to adapt physically rigorous dance techniques to fit their own and others' personal mobilities. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.</p>

STANDARDS (55)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<u>DA.912.C.1.3:</u>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
<u>DA.912.C.2.1:</u>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

	<p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<u>DA.912.C.2.2:</u>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.2.4:</u>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.1:</u>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<u>DA.912.F.1.2:</u>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p>Remarks/Examples</p> <p>e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<u>DA.912.F.1.3:</u>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<u>DA.912.F.2.1:</u>	<p>Investigate and report potential careers, requirements for</p>

	<p>employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p>Remarks/Examples</p> <p>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<u>DA.912.F.2.2:</u>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p>Remarks/Examples</p> <p>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<u>DA.912.F.3.10:</u>	<p>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</p>
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<u>DA.912.F.3.5:</u>	<p>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</p>
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.7:</u>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>
<u>DA.912.F.3.8:</u>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and</p>

	achieve goals as required in the work environment.
<u>DA.912.H.1.1:</u>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.2.2:</u>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<u>DA.912.H.2.3:</u>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures
<u>DA.912.O.1.5:</u>	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. Remarks/Examples e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
<u>DA.912.O.2.2:</u>	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Remarks/Examples e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille

<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.3:</u>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<u>DA.912.O.3.4:</u>	Devise and/or use a method of recording or documenting choreography to remember and archive works. Remarks/Examples e.g., notes, video, Labanotation
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment
<u>DA.912.S.1.1:</u>	Synthesize a variety of choreographic principles and structures to create a dance. Remarks/Examples e.g., unity, variety, contrast, repetition, transition
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.1.4:</u>	Create dance studies using dance vocabulary and innovative movement.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or

	more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.

<p><u>PE.912.C.2.3:</u></p>	<p>Analyze the movement performance of self and others. Remarks/Examples</p> <hr/> <p>Some examples are video analysis and checklist.</p> <hr/>
<p><u>PE.912.M.1.15:</u></p>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<p><u>PE.912.M.1.19:</u></p>	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p>
<p><u>PE.912.M.1.8:</u></p>	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.</p>



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Course: Dance Techniques 4 Honors- 0300334

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BASIC INFORMATION

Course Title:	Dance Techniques 4 Honors
Course Number:	0300334
Course Abbreviated Title:	DANCE TECHNQS 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.
General Notes:	<p>Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day. Students who enjoy the challenges and successes of this course may wish to take an accelerated dance class in the future.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through</p>

	the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (77)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.1.3:</u>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. Remarks/Examples e.g., journal entries, discussion
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.

<p><u>DA.912.C.2.1:</u></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<p><u>DA.912.C.2.2:</u></p>	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.2.4:</u></p>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<p><u>DA.912.C.3.1:</u></p>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<p><u>DA.912.F.1.1:</u></p>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>

<u>DA.912.F.1.3:</u>	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
<u>DA.912.F.2.1:</u>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p>Remarks/Examples</p> <p>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<u>DA.912.F.2.2:</u>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p>Remarks/Examples</p> <p>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<u>DA.912.F.3.10:</u>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<u>DA.912.F.3.3:</u>	<p>Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.</p> <p>Remarks/Examples</p> <p>e.g., attire, etiquette, professional presentation, technique, conditioning</p>
<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.

	<p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.7:</u>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>
<u>DA.912.F.3.8:</u>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<u>DA.912.H.1.1:</u>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<u>DA.912.H.1.2:</u>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<u>DA.912.H.1.3:</u>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<u>DA.912.H.1.4:</u>	<p>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.</p>
<u>DA.912.H.1.6:</u>	<p>Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.</p> <p>Remarks/Examples</p> <p>e.g., Swan Lake, Serenade, West Side Story, Revelations</p>
<u>DA.912.H.2.2:</u>	<p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p>
<u>DA.912.H.2.3:</u>	<p>Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.</p>

<p><u>DA.912.H.3.2:</u></p>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<p><u>DA.912.H.3.3:</u></p>	<p>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</p>
<p><u>DA.912.H.3.4:</u></p>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. Remarks/Examples</p> <p>e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p>
<p><u>DA.912.H.3.5:</u></p>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<p><u>DA.912.O.1.1:</u></p>	<p>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</p>
<p><u>DA.912.O.1.2:</u></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><u>DA.912.O.1.3:</u></p>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<p><u>DA.912.O.1.4:</u></p>	<p>Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer. Remarks/Examples</p> <p>e.g., purposes of warm-ups, progressions, phrase work</p>

<p><u>DA.912.O.2.1:</u></p>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. Remarks/Examples</p> <p>e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<p><u>DA.912.O.2.2:</u></p>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<p><u>DA.912.O.2.3:</u></p>	<p>Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. Remarks/Examples</p> <p>e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics</p>
<p><u>DA.912.O.3.1:</u></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><u>DA.912.O.3.2:</u></p>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<p><u>DA.912.O.3.3:</u></p>	<p>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</p>
<p><u>DA.912.O.3.4:</u></p>	<p>Devise and/or use a method of recording or documenting choreography to remember and archive works. Remarks/Examples</p> <p>e.g., notes, video, Labanotation</p>
<p><u>DA.912.O.3.5:</u></p>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>

<u>DA.912.S.1.2:</u>	Generate choreographic ideas through improvisation and physical brainstorming.
<u>DA.912.S.1.3:</u>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<u>DA.912.S.1.4:</u>	Create dance studies using dance vocabulary and innovative movement.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.

<u>DA.912.S.3.7:</u>	Move with agility, alone and relative to others, to perform complex dance sequences.
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands
<u>DA.912.S.3.9:</u>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,

	and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.7:</u>	Perform advanced dance sequences from a variety of dances accurately. Remarks/Examples Some examples of dances are hip-hop, social, step and line.
<u>SS.912.H.2.5:</u>	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community

standards.



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Course: Dance Techniques 3 Honors- 0300330

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BASIC INFORMATION

Course Title:	Dance Techniques 3 Honors
Course Number:	0300330
Course Abbreviated Title:	DANCE TECHNQS 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.
General Notes:	<p>Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to</p>

	think and collaborate critically on the content they are learning.
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STANDARDS (67)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<u>DA.912.C.1.3:</u>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<u>DA.912.C.1.4:</u>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<u>DA.912.C.2.1:</u>	<p>Analyze movement from varying perspectives and experiment with a</p>

	<p>variety of creative solutions to solve technical or choreographic challenges.</p> <p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
DA.912.C.2.2:	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
DA.912.C.2.3:	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
DA.912.C.2.4:	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
DA.912.C.3.1:	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
DA.912.C.3.2:	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
DA.912.F.1.1:	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
DA.912.F.1.2:	<p>Employ acquired knowledge to stimulate creative risk-taking and</p>

	broaden one's own dance technique, performance, and choreography.
<u>DA.912.F.2.2:</u>	Investigate local, regional, state, national, and global resources to support dance-related work and study. Remarks/Examples e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
<u>DA.912.F.3.10:</u>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<u>DA.912.F.3.2:</u>	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Remarks/Examples e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
<u>DA.912.F.3.4:</u>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.7:</u>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Remarks/Examples e.g., collaboration, scheduling, accountability, follow-through
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.1:</u>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.

<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.1.4:</u>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<u>DA.912.H.3.2:</u>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p>Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.4:</u>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</p> <p>Remarks/Examples</p> <p>e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p>
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.1.5:</u>	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and

	<p>framework.</p> <p>Remarks/Examples</p> <p>e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>
<u>DA.912.O.2.1:</u>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.</p> <p>Remarks/Examples</p> <p>e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<u>DA.912.O.3.1:</u>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<u>DA.912.O.3.2:</u>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<u>DA.912.O.3.3:</u>	<p>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</p>
<u>DA.912.O.3.5:</u>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<u>DA.912.S.1.1:</u>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <p>Remarks/Examples</p> <p>e.g., unity, variety, contrast, repetition, transition</p>
<u>DA.912.S.1.2:</u>	<p>Generate choreographic ideas through improvisation and physical brainstorming.</p>
<u>DA.912.S.1.3:</u>	<p>Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.</p>
<u>DA.912.S.1.4:</u>	<p>Create dance studies using dance vocabulary and innovative movement.</p>

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>DA.912.S.3.7:</u>	Move with agility, alone and relative to others, to perform complex dance sequences.
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands

<u>DA.912.S.3.9:</u>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer

	a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.7:</u>	Perform advanced dance sequences from a variety of dances accurately. Remarks/Examples Some examples of dances are hip-hop, social, step and line.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.



Course: Dance Techniques 2- 0300320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3849.aspx>

BASIC INFORMATION

Course Title:	Dance Techniques 2
Course Number:	0300320
Course Abbreviated Title:	DANCE TECHNQS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.
General Notes:	Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

STANDARDS (45)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.2.1:</u></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples e.g., improvisation, trial and error, collaboration</p>
<p><u>DA.912.C.2.3:</u></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples e.g., time management, refining dance steps, research</p>
<p><u>DA.912.F.1.3:</u></p>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<p><u>DA.912.F.3.5:</u></p>	<p>Demonstrate knowledge of basic anatomy, the vertebral structure,</p>

	physiology, and kinesiology related to dance technique and conditioning.
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.1.5:</u>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<u>DA.912.H.3.2:</u>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p>Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.1.3:</u>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p>Remarks/Examples</p> <p>e.g., tendu-dégagé-grand battement-grand jeté</p>
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.S.1.4:</u>	Create dance studies using dance vocabulary and innovative

	movement.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.3:</u>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>DA.912.S.3.6:</u>	Use resistance, energy, time, and focus to vary expression and intent.
<u>DA.912.S.3.7:</u>	Move with agility, alone and relative to others, to perform complex dance sequences.
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples

	e.g., arabesque, lateral T, jazz hands
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p>

	e.g., listening maps, active listening, checklists
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>SC.912.L.14.14:</u>	Identify the major bones of the axial and appendicular skeleton.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

RELATED GLOSSARY TERM DEFINITIONS (1)

Skeleton:	The internal structure of vertebrate animals, composed of bone or cartilage, that supports the body, serves as a framework for the attachment of muscles, and protects the vital organs and associated structures.
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Course: Dance Techniques 1- 0300310

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3846.aspx>

BASIC INFORMATION

Course Title:	Dance Techniques 1
Course Number:	0300310
Course Abbreviated Title:	DANCE TECNQS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.</p> <p>Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (35)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.C.1.2:</u></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><u>DA.912.C.2.1:</u></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p> <p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<p><u>DA.912.C.3.2:</u></p>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>

<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.6:</u>	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Remarks/Examples e.g., Swan Lake, Serenade, West Side Story, Revelations
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.1:</u>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures
<u>DA.912.O.1.3:</u>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples e.g., tendu-dégagé-grand battement-grand jeté
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.O.3.5:</u>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Remarks/Examples e.g., stage directions, lighting, equipment

<u>DA.912.S.1.4:</u>	Create dance studies using dance vocabulary and innovative movement.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.1:</u>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.5:</u>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Remarks/Examples e.g., rise, one foot to two feet, hand
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.

<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.



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Course: World Dance- 0300300

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BASIC INFORMATION

Course Title:	World Dance
Course Number:	0300300
Course Abbreviated Title:	WORLD DANCE
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Dance SubSubject: General
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (44)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.1:</u>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<u>DA.912.C.1.3:</u>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<u>DA.912.C.2.1:</u>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p> <p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<u>DA.912.C.2.4:</u>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<u>DA.912.C.3.1:</u>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>

<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.1:</u>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p>Remarks/Examples</p> <p>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<u>DA.912.F.1.2:</u>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p>Remarks/Examples</p> <p>e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<u>DA.912.F.2.2:</u>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p>Remarks/Examples</p> <p>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<u>DA.912.F.3.7:</u>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Remarks/Examples</p> <p>e.g., collaboration, scheduling, accountability, follow-through</p>

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.
<u>DA.912.H.1.4:</u>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<u>DA.912.H.1.5:</u>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<u>DA.912.H.2.1:</u>	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <p>Remarks/Examples</p> <p>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p>
<u>DA.912.H.2.2:</u>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<u>DA.912.H.2.3:</u>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<u>DA.912.H.3.2:</u>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p>Remarks/Examples</p> <p>e.g., literature, theatre, program music</p>
<u>DA.912.H.3.5:</u>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<u>DA.912.O.1.1:</u>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

<p><u>DA.912.O.1.2:</u></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><u>DA.912.O.2.2:</u></p>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p>Remarks/Examples</p> <p>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<p><u>DA.912.O.3.1:</u></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><u>DA.912.O.3.3:</u></p>	<p>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</p>
<p><u>DA.912.O.3.5:</u></p>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p>Remarks/Examples</p> <p>e.g., stage directions, lighting, equipment</p>
<p><u>DA.912.S.1.1:</u></p>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <p>Remarks/Examples</p> <p>e.g., unity, variety, contrast, repetition, transition</p>
<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<p><u>DA.912.S.2.2:</u></p>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p>Remarks/Examples</p> <p>e.g., repetition, revision, refinement, focus</p>
<p><u>DA.912.S.2.3:</u></p>	<p>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</p>

<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.3:</u>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<u>DA.912.S.3.8:</u>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.910.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<u>LACC.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject

	under investigation.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.



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Course: Art 2-Florida's Pre-International Baccalaureate- 0114810

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BASIC INFORMATION

Course Title:	Art 2-Florida's Pre-International Baccalaureate
Course Number:	0114810
Course Abbreviated Title:	ART 2-FL Pre-IB
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Research / Studio / Theory
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Version Description:	Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or

	<p>structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
<p>General Notes:</p>	<p>Special Note: <i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source: "What is meant by 'the pre-IB'"? Published 12/06/2010 Updated 05/23/2011</i></p>

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

<p><u>LACC.1112.RST.2.4:</u></p>	<p>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 11–12 texts and topics.</p>
<p><u>LACC.1112.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<p><u>LACC.1112.SL.1.1d:</u></p>	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>MACC.K12.MP.5.1:</u>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external</p>

	<p>mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>

<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.

<p><u>VA.912.H.2.3:</u></p>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples</p> <p>e.g., statuary</p>
<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.1.4:</u></p>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<p><u>VA.912.O.1.5:</u></p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><u>VA.912.O.3.2:</u></p>	<p>Create a series of artworks to inform viewers about personal opinions and/or current issues.</p>
<p><u>VA.912.S.1.1:</u></p>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.3.11:</u></p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>

<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.8:</u>	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples e.g., media: ceramics, glass, wet, dry, digital



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Course: Art 1-Florida's Pre-international Baccalaureate Art 1- 0114800

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BASIC INFORMATION

Course Title:	Art 1-Florida's Pre-international Baccalaureate Art 1
Course Number:	0114800
Course Abbreviated Title:	ART 2-FL Pre-IB
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Research / Studio / Theory
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Version Description:	Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation

	<p>Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
<p>General Notes:</p>	<p><i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011</i></p>

STANDARDS (47)

Aligned benchmarks

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

<p><u>LACC.910.RST.2.4:</u></p>	<p>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 9–10 texts and topics.</p>
<p><u>LACC.910.SI.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative</p>

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple</p>

	sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MACC.K12.MP.5.1:</u>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<u>MACC.K12.MP.6.1:</u>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned</p>

	to examine claims and make explicit use of definitions.
<u>MACC.K12.MP.7.1:</u>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.7:</u>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.C.3.4:</u>	<p>Use analytical skills to examine issues in non-visual art contexts.</p> <p>Remarks/Examples</p> <p>e.g., review objective facts; suspend judgment; see the parts, visualize the finished product</p>
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional

	applications.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.3:</u>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<u>VA.912.H.1.7:</u>	Research and report technological developments to identify influences on society. Remarks/Examples e.g., Camera Obscura, digital media
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<u>VA.912.H.3.1:</u>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to

	create personal works.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.1:</u>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.1.6:</u>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<u>VA.912.S.1.7:</u>	Manipulate lighting effects, using various media to create desired results. Remarks/Examples e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<u>VA.912.S.1.9:</u>	Use diverse media and techniques to create paintings that represent various genres and schools of painting. Remarks/Examples e.g., wet media, technology
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.2.5:</u>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in

	the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.3:</u>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Architectural Design and Drawing 3 Honors- 0113320

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BASIC INFORMATION

Course Title:	Architectural Design and Drawing 3 Honors
Course Number:	0113320
Course Abbreviated Title:	ARCH DES & DRAW 3 H
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Architectural and Interior Design
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students will design advanced architectural structures utilizing space and materials as they relate to architectural designs. In addition, concepts, cultural/historical perspectives, green building construction and these materials relate to architecture are studied in order to create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Students in this course will demonstrate proficient skills in architectural design, drawing, models-making, writing and reflection. Instruction may include computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses architectural design, drawing, hands-on construction, time management, architecture history, oral and written presentations, architectural career exploration and art criticism and evaluation.

<p>General Notes:</p>	<p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (50)

Aligned benchmarks

- MACC.912.G-CO.1 - Experiment with transformations in the plane.
- MACC.912.G-CO.4 - Make geometric constructions.
- MACC.912.G-GMD.2 Visualize relationships between two-dimensional and three-dimensional objects.
- MACC.912.G-MG.1 Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.1112.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word

	choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to

	refine work and achieve artistic objective.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	Remarks/Examples
	e.g., punctuality, reliability, diligence, positive work ethic

<p><u>VA.912.F.3.5:</u></p>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<p><u>VA.912.H.1.1:</u></p>	<p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p>
<p><u>VA.912.H.1.9:</u></p>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<p><u>VA.912.H.2.3:</u></p>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples</p> <p>e.g., statuary</p>
<p><u>VA.912.H.3.2:</u></p>	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., facts, ideas, solutions, brainstorming, field testing</p>
<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.1:</u></p>	<p>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.</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.1.5:</u></p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>

<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.1.6:</u>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples

	e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Architectural Design and Drawing 2-0113310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4754.aspx>

BASIC INFORMATION

Course Title:	Architectural Design and Drawing 2
Course Number:	0113310
Course Abbreviated Title:	ARCH DES & DRAW 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Architectural and Interior Design
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>This course will explore basic design theories and strategies related to the development of spatial concepts in architectural design, including composition, color, form, relationship of elements, and development of 2-D and 3-D design projects. Emphasis will be on concept generation and evaluation. Students will design architectural structures utilizing space and materials as they relate to architecture. In addition, cultural/historical perspectives and green building construction are studied in order to create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Students in this course will demonstrate proficient skills in architectural design, drawing, models-making, writing and reflecting on their work and the work of others. Instruction may include computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses</p>

	architectural design, drawing, hands-on construction, time management, architecture history, written and oral presentations, architectural career exploration and art criticism and evaluation.
General Notes:	<p>Special Notes:</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (44)

Aligned benchmark clusters

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

MACC.912.G-GMD.2 - Visualize relationships between two-dimensional and three-dimensional objects.

MACC.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style

	are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying

	closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	Remarks/Examples
	e.g., punctuality, reliability, diligence, positive work ethic
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture.
	Remarks/Examples
	e.g., visual, digital, and textual information
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
	Remarks/Examples
	e.g., statuary
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
	Remarks/Examples
	e.g., facts, ideas, solutions, brainstorming, field testing

<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.1:</u></p>	<p>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.</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.1.5:</u></p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><u>VA.912.S.1.1:</u></p>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<p><u>VA.912.S.2.1:</u></p>	<p>Demonstrate organizational skills to influence the sequential process when creating artwork.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.3.1:</u></p>	<p>Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.</p>
<p><u>VA.912.S.3.11:</u></p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.3:</u></p>	<p>Review, discuss, and demonstrate the proper applications and safety</p>

	<p>procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Architectural Design and Drawing 1-0113300

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BASIC INFORMATION

Course Title:	Architectural Design and Drawing 1
Course Number:	0113300
Course Abbreviated Title:	ARCH DES & DRAW 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Architectural and Interior Design
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>In this course the students will study an introduction to the theory, history, principles and practice of architecture. Students will explore design, space and materials as they relate to architecture and will create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Emphasis of this course will be on developing skills in design, drawing, creating architectural models, and creating prospectus statements and reflection writing.</p> <p>Instruction may include green building and construction, computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses design, drawing, hands-on construction and art criticism and evaluation.</p>
General Notes:	Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens

	<p>their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (38)

Aligned benchmarks

- MACC.912.G-CO.1 - Experiment with transformations in the plane.
- MACC.912.G-CO.4 - Make geometric constructions.
- MACC.912.G-GMD.2 - Visualize relationships between two-dimensional and three-dimensional objects.
- MACC.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.

<p><u>LACC.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of</p>

	technology's capacity to link to other information and to display information flexibly and dynamically.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.C.3.6:</u>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-

	<p>century skills.</p> <p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<u>VA.912.F.3.5:</u>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<u>VA.912.H.1.9:</u>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<u>VA.912.H.2.1:</u>	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
<u>VA.912.H.2.4:</u>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<u>VA.912.H.3.2:</u>	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., facts, ideas, solutions, brainstorming, field testing</p>
<u>VA.912.H.3.3:</u>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<u>VA.912.O.1.1:</u>	<p>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.</p>
<u>VA.912.O.1.5:</u>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>

<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

	Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Course: Sculpture 3 Honors- 0111330

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2680.aspx>

BASIC INFORMATION

Course Title:	Sculpture 3 Honors
Course Number:	0111330
Course Abbreviated Title:	SCULPT 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Sculpture
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	<p>Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. 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.</p>

STANDARDS (40)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<u>LACC.1112.SL.1.1d:</u>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or

	complete the task.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<u>VA.912.H.3.3:</u>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points

<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions

<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.8:</u></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples e.g., media: ceramics, glass, wet, dry, digital</p>



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Course: Sculpture 2- 0111320

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BASIC INFORMATION

Course Title:	Sculpture 2
Course Number:	0111320
Course Abbreviated Title:	SCULPT 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Sculpture
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. 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.

STANDARDS (32)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.2:</u>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.2:</u>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
	Remarks/Examples e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<u>VA 912 F 3 4:</u>	Follow directions and use effective time-management skills to

	<p>complete the art-making process and show development of 21st-century skills.</p> <p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.4:</u>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<u>VA.912.H.3.3:</u>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<u>VA.912.O.1.2:</u>	Use and defend the choice of creative and technical skills to produce artworks.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.1:</u>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing

	diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources



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Course: Sculpture 1- 0111310

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BASIC INFORMATION

Course Title:	Sculpture 1
Course Number:	0111310
Course Abbreviated Title:	SCULPT 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Sculpture
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
Version Description:	Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. 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.
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STANDARDS (31)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.4:</u>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

	<p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<u>VA.912.F.3.5:</u>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<u>VA.912.H.1.2:</u>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<u>VA.912.H.1.9:</u>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<u>VA.912.H.2.4:</u>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<u>VA.912.H.3.3:</u>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<u>VA.912.O.1.1:</u>	<p>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.</p>
<u>VA.912.O.1.5:</u>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<u>VA.912.O.2.1:</u>	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
<u>VA.912.O.3.1:</u>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>

<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process.

	Remarks/Examples
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Course: Printmaking 2- 0110310

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BASIC INFORMATION

Course Title:	Printmaking 2
Course Number:	0110310
Course Abbreviated Title:	PRINTMG 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Printmaking
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop and refine technical skills and create 2-D compositions with a variety of media in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Student artists manipulate, and refine 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 own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (43)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.3:</u>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.3.2:</u>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.F.1.1:</u>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.2:</u>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples

	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.1:</u>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access collaborative web applications
<u>VA.912.F.3.10:</u>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<u>VA.912.F.3.2:</u>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.2:</u>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.2:</u></p>	<p>Use and defend the choice of creative and technical skills to produce artworks.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><u>VA.912.O.3.1:</u></p>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<p><u>VA.912.S.1.1:</u></p>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<p><u>VA.912.S.1.5:</u></p>	<p>Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.</p> <p>Remarks/Examples</p> <p>e.g., snapshot vs. photograph, drawing vs. digital mark-making</p>
<p><u>VA.912.S.2.1:</u></p>	<p>Demonstrate organizational skills to influence the sequential process when creating artwork.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.2.5:</u></p>	<p>Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.</p>
<p><u>VA.912.S.3.10:</u></p>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<p><u>VA.912.S.3.11:</u></p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>

<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.3:</u></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><u>VA.912.S.3.8:</u></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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Course: Printmaking 1- 0110300

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BASIC INFORMATION

Course Title:	Printmaking 1
Course Number:	0110300
Course Abbreviated Title:	PRINTMG 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Printmaking
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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 printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, 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 own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (36)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.4:</u>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.C.3.6:</u>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples e.g., Native American blanket or Roman helmet and breastplate

	crafted for functionality, now exhibited as art
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<u>VA.912.H.1.2:</u>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.1:</u>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.1:</u>	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.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.C.1.3:</u>	Interpret and reflect on cultural and historical events to create art.

	<p>Remarks/Examples</p> <p>e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.2.2:</u>	Focus on visual information and processes to complete the artistic concept.
<u>VA.912.S.2.5:</u>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<u>VA.912.S.2.6:</u>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>
<u>VA.912.S.3.10:</u>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<u>VA.912.S.3.3:</u>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>

<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><u>VA.912.S.3.8:</u></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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Course: Portfolio Development: Three-Dimensional Design-Honors- 0109330

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BASIC INFORMATION

Course Title:	Portfolio Development: Three-Dimensional Design-Honors
Course Number:	0109330
Course Abbreviated Title:	PORT DEV: 3D DES HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Portfolio
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	State Board Approved
Honors?	Yes
Version Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students'

	portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
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STANDARDS (28)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

LACC.1112.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 11–12 texts and topics.
LACC.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.5:</u>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.2.2:</u>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

<p><u>VA.912.H.2.6:</u></p>	<p>Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.</p> <p>Remarks/Examples</p> <p>e.g., historical periods, cultures</p>
<p><u>VA.912.H.3.1:</u></p>	<p>Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.2.3:</u></p>	<p>Investigate an idea in a coherent and focused manner to provide context in the visual arts.</p>
<p><u>VA.912.O.2.4:</u></p>	<p>Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.</p>
<p><u>VA.912.O.3.2:</u></p>	<p>Create a series of artworks to inform viewers about personal opinions and/or current issues.</p>
<p><u>VA.912.S.1.2:</u></p>	<p>Investigate the use of technology and other resources to inspire art-making decisions.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.3.3:</u></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.5:</u></p>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>

<u>VA.912.S.3.6:</u>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Portfolio Development: Two-Dimensional Design Honors- 0109320

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BASIC INFORMATION

Course Title:	Portfolio Development: Two-Dimensional Design Honors
Course Number:	0109320
Course Abbreviated Title:	PORT DEV: 2D DES HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Portfolio
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting,

	students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (39)

Aligned Clusters:

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned</p>

	<p>exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.1112.WHST.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><u>LACC.1112.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><u>LACC 1112 WHST 3.8:</u></p>	<p>Gather relevant information from multiple authoritative print and</p>

	digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LACC.K12.SL.2.4:</u>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.5:</u>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.4:</u>	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.3.10:</u>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.7:</u>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.2.3:</u>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

	<p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<u>VA.912.S.3.5:</u>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>
<u>VA.912.S.3.6:</u>	<p>Develop works with prominent personal vision revealed through mastery of art tasks and tools.</p>
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Portfolio Development: Drawing-Honors- 0109310

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4774.aspx>

BASIC INFORMATION

Course Title:	Portfolio Development: Drawing-Honors
Course Number:	0109310
Course Abbreviated Title:	PORT DEV: DRAW HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Portfolio
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and

	problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (40)

Aligned Standards

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

LACC.1112.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 11–12 texts and topics.
LACC.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and

	<p>decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><u>LACC.1112.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.1112.WHST.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><u>LACC.1112.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;</p>

	narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.5:</u>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.7:</u>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.2.3:</u>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

	<p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<u>VA.912.S.3.5:</u>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>
<u>VA.912.S.3.6:</u>	<p>Develop works with prominent personal vision revealed through mastery of art tasks and tools.</p>
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Digital Art Imaging 3 Honors- 0108390

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3344.aspx>

BASIC INFORMATION

Course Title:	Digital Art Imaging 3 Honors
Course Number:	0108390
Course Abbreviated Title:	DIGITAL ART IMG 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	State Board Approved
Honors?	Yes
Version Description:	Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations and graphic and fine works of art in print, web, and video formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates

	hands-on activities, the use of technology, and consumption of art materials.
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STANDARDS (43)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

LACC.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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LACC 910 W 2 4.	Produce clear and coherent writing in which the development,
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	organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.910.W.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.3:</u>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.2.7:</u>	Assess the challenges and outcomes associated with the media used in a variety of one’s own works.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.1:</u>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.1.4:</u>	Use technological tools to create art with varying effects and outcomes.
<u>VA.912.F.1.5:</u>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.3.1:</u>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access collaborative web applications
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.8:</u>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of

	<p>art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples</p> <p>e.g., statuary</p>
<u>VA.912.H.3.1:</u>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.3:</u>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.3:</u>	<p>Interpret and reflect on cultural and historical events to create art.</p> <p>Remarks/Examples</p> <p>e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<u>VA.912.S.1.5:</u>	<p>Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.</p> <p>Remarks/Examples</p> <p>e.g., snapshot vs. photograph, drawing vs. digital mark-making</p>
<u>VA.912.S.1.8:</u>	<p>Use technology to simulate art-making processes and techniques.</p> <p>Remarks/Examples</p> <p>e.g., drawing subtleties, watercolor painting techniques</p>
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.

<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.5:</u>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<u>VA.912.S.3.6:</u>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Course: Digital Art Imaging 2- 0108380

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4783.aspx>

BASIC INFORMATION

Course Title:	Digital Art Imaging 2
Course Number:	0108380
Course Abbreviated Title:	DIGITAL ART IMG 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (41)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.7:</u>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<u>VA.912.C.3.2:</u>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<u>VA.912.F.1.1:</u>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.1.4:</u>	Use technological tools to create art with varying effects and outcomes.
<u>VA.912.F.1.5:</u>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.10:</u>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<u>VA.912.F.3.2:</u>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.2:</u>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.2:</u>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.2:</u>	Use and defend the choice of creative and technical skills to produce artworks.

<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.2.1:</u>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.1.7:</u>	<p>Manipulate lighting effects, using various media to create desired results.</p> <p>Remarks/Examples</p> <p>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p>
<u>VA.912.S.1.8:</u>	<p>Use technology to simulate art-making processes and techniques.</p> <p>Remarks/Examples</p> <p>e.g., drawing subtleties, watercolor painting techniques</p>
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.2.6:</u>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>
<u>VA.912.S.3.10:</u>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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	e.g., drawing, sculpting, digital multi-media
<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.2.2:</u>	Focus on visual information and processes to complete the artistic concept.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

Course: Digital Art Imaging 2- 0108380

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4783.aspx>

BASIC INFORMATION

Course Title:	Digital Art Imaging 2
Course Number:	0108380
Course Abbreviated Title:	DIGITAL ART IMG 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (41)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.7:</u>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<u>VA.912.C.3.2:</u>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<u>VA.912.F.1.1:</u>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.1.4:</u>	Use technological tools to create art with varying effects and outcomes.
<u>VA.912.F.1.5:</u>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.10:</u>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<u>VA.912.F.3.2:</u>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.2:</u>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.2:</u>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.2:</u>	Use and defend the choice of creative and technical skills to produce artworks.

<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.2.1:</u>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.1.7:</u>	Manipulate lighting effects, using various media to create desired results.
	Remarks/Examples
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques.
	Remarks/Examples
	e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.2.6:</u>	Incorporate skills, concepts, and media to create images from ideation to resolution.
	Remarks/Examples
	e.g., structural elements of art, organizational principles of design, breadth
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	Remarks/Examples
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Digital Art Imaging 3 Honors- 0108390

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BASIC INFORMATION

Course Title:	Digital Art Imaging 3 Honors
Course Number:	0108390
Course Abbreviated Title:	DIGITAL ART IMG 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	State Board Approved
Honors?	Yes
Version Description:	Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations and graphic and fine works of art in print, web, and video formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates

Course: Art 2-Florida's Pre-International Baccalaureate- 0114810

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4745.aspx>

BASIC INFORMATION

Course Title:	Art 2-Florida's Pre-International Baccalaureate
Course Number:	0114810
Course Abbreviated Title:	ART 2-FL Pre-IB
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Research / Studio / Theory
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Version Description:	Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or

	<p>structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
<p>General Notes:</p>	<p>Special Note: <i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source: "What is meant by 'the pre-IB'"? Published 12/06/2010 Updated 05/23/2011</i></p>

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

<p><u>LACC.1112.RST.2.4:</u></p>	<p>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 11–12 texts and topics.</p>
<p><u>LACC.1112.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<p><u>LACC.1112.SL.1.1d:</u></p>	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>MACC.K12.MP.5.1:</u>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external</p>

	<p>mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>

<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.

<p><u>VA.912.H.2.3:</u></p>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples</p> <p>e.g., statuary</p>
<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.1.4:</u></p>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<p><u>VA.912.O.1.5:</u></p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><u>VA.912.O.3.2:</u></p>	<p>Create a series of artworks to inform viewers about personal opinions and/or current issues.</p>
<p><u>VA.912.S.1.1:</u></p>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.3.11:</u></p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>

<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.8:</u>	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples e.g., media: ceramics, glass, wet, dry, digital



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Course: Art 1-Florida's Pre-international Baccalaureate Art 1- 0114800

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4747.aspx>

BASIC INFORMATION

Course Title:	Art 1-Florida's Pre-international Baccalaureate Art 1
Course Number:	0114800
Course Abbreviated Title:	ART 2-FL Pre-IB
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Research / Studio / Theory
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Version Description:	Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation

	<p>Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
<p>General Notes:</p>	<p><i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011</i></p>

STANDARDS (47)

Aligned benchmarks

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

<p>LACC.910.RST.2.4:</p>	<p>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 9–10 texts and topics.</p>
<p>LACC.910.SI.1.1:</p>	<p>Initiate and participate effectively in a range of collaborative</p>

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple</p>

	sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MACC.K12.MP.5.1:</u>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<u>MACC.K12.MP.6.1:</u>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned</p>

	to examine claims and make explicit use of definitions.
<u>MACC.K12.MP.7.1:</u>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.7:</u>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.C.3.4:</u>	<p>Use analytical skills to examine issues in non-visual art contexts.</p> <p>Remarks/Examples</p> <p>e.g., review objective facts; suspend judgment; see the parts, visualize the finished product</p>
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional

	applications.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.3:</u>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<u>VA.912.H.1.7:</u>	Research and report technological developments to identify influences on society. Remarks/Examples e.g., Camera Obscura, digital media
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<u>VA.912.H.3.1:</u>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to

	create personal works.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.1:</u>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.1.6:</u>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<u>VA.912.S.1.7:</u>	Manipulate lighting effects, using various media to create desired results. Remarks/Examples e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<u>VA.912.S.1.9:</u>	Use diverse media and techniques to create paintings that represent various genres and schools of painting. Remarks/Examples e.g., wet media, technology
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.2.5:</u>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in

	the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.3:</u>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Architectural Design and Drawing 3 Honors- 0113320

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BASIC INFORMATION

Course Title:	Architectural Design and Drawing 3 Honors
Course Number:	0113320
Course Abbreviated Title:	ARCH DES & DRAW 3 H
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Architectural and Interior Design
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students will design advanced architectural structures utilizing space and materials as they relate to architectural designs. In addition, concepts, cultural/historical perspectives, green building construction and these materials relate to architecture are studied in order to create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Students in this course will demonstrate proficient skills in architectural design, drawing, models-making, writing and reflection. Instruction may include computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses architectural design, drawing, hands-on construction, time management, architecture history, oral and written presentations, architectural career exploration and art criticism and evaluation.

<p>General Notes:</p>	<p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (50)

Aligned benchmarks

- MACC.912.G-CO.1 - Experiment with transformations in the plane.
- MACC.912.G-CO.4 - Make geometric constructions.
- MACC.912.G-GMD.2 Visualize relationships between two-dimensional and three-dimensional objects.
- MACC.912.G-MG.1 Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.1112.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word

	choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to

	refine work and achieve artistic objective.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	Remarks/Examples
	e.g., punctuality, reliability, diligence, positive work ethic

<p><u>VA.912.F.3.5:</u></p>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<p><u>VA.912.H.1.1:</u></p>	<p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p>
<p><u>VA.912.H.1.9:</u></p>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<p><u>VA.912.H.2.3:</u></p>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples</p> <p>e.g., statuary</p>
<p><u>VA.912.H.3.2:</u></p>	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., facts, ideas, solutions, brainstorming, field testing</p>
<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.1:</u></p>	<p>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.</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.1.5:</u></p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>

<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.1.6:</u>	Describe processes and techniques used to record visual imagery. Remarks/Examples e.g., drawing, sculpting, digital multi-media
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples

	e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Architectural Design and Drawing 2-0113310

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BASIC INFORMATION

Course Title:	Architectural Design and Drawing 2
Course Number:	0113310
Course Abbreviated Title:	ARCH DES & DRAW 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Architectural and Interior Design
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>This course will explore basic design theories and strategies related to the development of spatial concepts in architectural design, including composition, color, form, relationship of elements, and development of 2-D and 3-D design projects. Emphasis will be on concept generation and evaluation. Students will design architectural structures utilizing space and materials as they relate to architecture. In addition, cultural/historical perspectives and green building construction are studied in order to create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Students in this course will demonstrate proficient skills in architectural design, drawing, models-making, writing and reflecting on their work and the work of others. Instruction may include computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses</p>

	architectural design, drawing, hands-on construction, time management, architecture history, written and oral presentations, architectural career exploration and art criticism and evaluation.
General Notes:	<p>Special Notes:</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (44)

Aligned benchmark clusters

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

MACC.912.G-GMD.2 - Visualize relationships between two-dimensional and three-dimensional objects.

MACC.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style

	are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying

	closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	Remarks/Examples
	e.g., punctuality, reliability, diligence, positive work ethic
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture.
	Remarks/Examples
	e.g., visual, digital, and textual information
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
	Remarks/Examples
	e.g., statuary
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
	Remarks/Examples
	e.g., facts, ideas, solutions, brainstorming, field testing

<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.1:</u></p>	<p>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.</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.1.5:</u></p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><u>VA.912.S.1.1:</u></p>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<p><u>VA.912.S.2.1:</u></p>	<p>Demonstrate organizational skills to influence the sequential process when creating artwork.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.3.1:</u></p>	<p>Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.</p>
<p><u>VA.912.S.3.11:</u></p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.3:</u></p>	<p>Review, discuss, and demonstrate the proper applications and safety</p>

	<p>procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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Course: Architectural Design and Drawing 1-0113300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4762.aspx>

BASIC INFORMATION

Course Title:	Architectural Design and Drawing 1
Course Number:	0113300
Course Abbreviated Title:	ARCH DES & DRAW 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Architectural and Interior Design
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>In this course the students will study an introduction to the theory, history, principles and practice of architecture. Students will explore design, space and materials as they relate to architecture and will create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Emphasis of this course will be on developing skills in design, drawing, creating architectural models, and creating prospectus statements and reflection writing.</p> <p>Instruction may include green building and construction, computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses design, drawing, hands-on construction and art criticism and evaluation.</p>
General Notes:	Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens

	<p>their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (38)

Aligned benchmarks

- MACC.912.G-CO.1 - Experiment with transformations in the plane.
- MACC.912.G-CO.4 - Make geometric constructions.
- MACC.912.G-GMD.2 - Visualize relationships between two-dimensional and three-dimensional objects.
- MACC.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.

<p><u>LACC.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of</p>

	technology's capacity to link to other information and to display information flexibly and dynamically.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.C.3.6:</u>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-

	<p>century skills.</p> <p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<u>VA.912.F.3.5:</u>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<u>VA.912.H.1.9:</u>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<u>VA.912.H.2.1:</u>	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
<u>VA.912.H.2.4:</u>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<u>VA.912.H.3.2:</u>	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., facts, ideas, solutions, brainstorming, field testing</p>
<u>VA.912.H.3.3:</u>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<u>VA.912.O.1.1:</u>	<p>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.</p>
<u>VA.912.O.1.5:</u>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>

<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

	Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Course: Sculpture 3 Honors- 0111330

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2680.aspx>

BASIC INFORMATION

Course Title:	Sculpture 3 Honors
Course Number:	0111330
Course Abbreviated Title:	SCULPT 3 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Sculpture
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	<p>Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. 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.</p>

STANDARDS (40)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<u>LACC.1112.SL.1.1d:</u>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or

	complete the task.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.6:</u>	Research and discuss the potential of the visual arts to improve aesthetic living.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Remarks/Examples e.g., statuary
<u>VA.912.H.3.3:</u>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Remarks/Examples e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points

<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions

<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.8:</u></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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Course: Sculpture 2- 0111320

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BASIC INFORMATION

Course Title:	Sculpture 2
Course Number:	0111320
Course Abbreviated Title:	SCULPT 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Sculpture
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. 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.</p>

STANDARDS (32)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.2:</u>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.2:</u>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to

	<p>complete the art-making process and show development of 21st-century skills.</p> <p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.4:</u>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<u>VA.912.H.3.3:</u>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<u>VA.912.O.1.2:</u>	Use and defend the choice of creative and technical skills to produce artworks.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.1:</u>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.S.1.1:</u>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing

	diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources



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Course: Printmaking 2- 0110310

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BASIC INFORMATION

Course Title:	Printmaking 2
Course Number:	0110310
Course Abbreviated Title:	PRINTMG 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Printmaking
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop and refine technical skills and create 2-D compositions with a variety of media in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Student artists manipulate, and refine 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 own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (43)

Course: Sculpture 1- 0111310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2673.aspx>

BASIC INFORMATION

Course Title:	Sculpture 1
Course Number:	0111310
Course Abbreviated Title:	SCULPT 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Sculpture
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
Version Description:	Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. 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.
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STANDARDS (31)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.4:</u>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.2.8:</u>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

	<p>Remarks/Examples</p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
<u>VA.912.F.3.5:</u>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples</p> <p>e.g., visual, digital, and textual information</p>
<u>VA.912.H.1.2:</u>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<u>VA.912.H.1.9:</u>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<u>VA.912.H.2.4:</u>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples</p> <p>e.g., patron, corporate collections</p>
<u>VA.912.H.3.3:</u>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<u>VA.912.O.1.1:</u>	<p>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.</p>
<u>VA.912.O.1.5:</u>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<u>VA.912.O.2.1:</u>	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
<u>VA.912.O.3.1:</u>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>

<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.2.1:</u>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<u>VA.912.S.3.10:</u>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Remarks/Examples e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Remarks/Examples e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process.

	Remarks/Examples
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools



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Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.3:</u>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.3.2:</u>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.F.1.1:</u>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.2:</u>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Remarks/Examples

	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<u>VA.912.F.2.8:</u>	Describe community resources to preserve, restore, exhibit, and view works of art.
<u>VA.912.F.3.1:</u>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access collaborative web applications
<u>VA.912.F.3.10:</u>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<u>VA.912.F.3.2:</u>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Remarks/Examples e.g., information literacy; media
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.2:</u>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

<p><u>VA.912.H.3.3:</u></p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples</p> <p>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p><u>VA.912.O.1.2:</u></p>	<p>Use and defend the choice of creative and technical skills to produce artworks.</p>
<p><u>VA.912.O.2.2:</u></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><u>VA.912.O.3.1:</u></p>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<p><u>VA.912.S.1.1:</u></p>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<p><u>VA.912.S.1.5:</u></p>	<p>Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.</p> <p>Remarks/Examples</p> <p>e.g., snapshot vs. photograph, drawing vs. digital mark-making</p>
<p><u>VA.912.S.2.1:</u></p>	<p>Demonstrate organizational skills to influence the sequential process when creating artwork.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.2.5:</u></p>	<p>Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.</p>
<p><u>VA.912.S.3.10:</u></p>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<p><u>VA.912.S.3.11:</u></p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>

<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.3:</u></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><u>VA.912.S.3.8:</u></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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Course: Printmaking 1- 0110300

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BASIC INFORMATION

Course Title:	Printmaking 1
Course Number:	0110300
Course Abbreviated Title:	PRINTMG 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Printmaking
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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 printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, 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 own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (36)

Mathematical Practices

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	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 9–10 texts and topics.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.4:</u>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Remarks/Examples e.g., symbolism, spatial relationship
<u>VA.912.C.1.6:</u>	Identify rationale for aesthetic choices in recording visual media. Remarks/Examples e.g., two-, three-, and four-dimensional media, motion or multi-media
<u>VA.912.C.2.1:</u>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<u>VA.912.C.2.4:</u>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<u>VA.912.C.3.1:</u>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Remarks/Examples e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<u>VA.912.C.3.5:</u>	Make connections between timelines in other content areas and timelines in the visual arts.
<u>VA.912.C.3.6:</u>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Remarks/Examples e.g., Native American blanket or Roman helmet and breastplate

	crafted for functionality, now exhibited as art
<u>VA.912.F.1.3:</u>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<u>VA.912.F.2.1:</u>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<u>VA.912.F.3.4:</u>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples e.g., punctuality, reliability, diligence, positive work ethic
<u>VA.912.H.1.2:</u>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.9:</u>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<u>VA.912.H.2.1:</u>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.1:</u>	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.
<u>VA.912.O.2.2:</u>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<u>VA.912.O.3.1:</u>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<u>VA.912.C.1.3:</u>	Interpret and reflect on cultural and historical events to create art.

	<p>Remarks/Examples</p> <p>e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<u>VA.912.S.1.4:</u>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<u>VA.912.S.2.2:</u>	Focus on visual information and processes to complete the artistic concept.
<u>VA.912.S.2.5:</u>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<u>VA.912.S.2.6:</u>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>
<u>VA.912.S.3.10:</u>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples</p> <p>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<u>VA.912.S.3.3:</u>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>

<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><u>VA.912.S.3.8:</u></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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Course: Portfolio Development: Three-Dimensional Design-Honors- 0109330

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BASIC INFORMATION

Course Title:	Portfolio Development: Three-Dimensional Design-Honors
Course Number:	0109330
Course Abbreviated Title:	PORT DEV: 3D DES HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Portfolio
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	State Board Approved
Honors?	Yes
Version Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students'

	portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
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STANDARDS (28)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

LACC.1112.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 11–12 texts and topics.
LACC.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<u>LACC.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.5:</u>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.2.2:</u>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

<p><u>VA.912.H.2.6:</u></p>	<p>Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.</p> <p>Remarks/Examples</p> <p>e.g., historical periods, cultures</p>
<p><u>VA.912.H.3.1:</u></p>	<p>Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.</p>
<p><u>VA.912.O.1.3:</u></p>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<p><u>VA.912.O.2.3:</u></p>	<p>Investigate an idea in a coherent and focused manner to provide context in the visual arts.</p>
<p><u>VA.912.O.2.4:</u></p>	<p>Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.</p>
<p><u>VA.912.O.3.2:</u></p>	<p>Create a series of artworks to inform viewers about personal opinions and/or current issues.</p>
<p><u>VA.912.S.1.2:</u></p>	<p>Investigate the use of technology and other resources to inspire art-making decisions.</p>
<p><u>VA.912.S.2.4:</u></p>	<p>Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</p>
<p><u>VA.912.S.3.3:</u></p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p><u>VA.912.S.3.4:</u></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.912.S.3.5:</u></p>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>

<u>VA.912.S.3.6:</u>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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	hands-on activities, the use of technology, and consumption of art materials.
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STANDARDS (43)

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

LACC.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LACC 910 W 2 4.	Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.910.W.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.3:</u>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.2.7:</u>	Assess the challenges and outcomes associated with the media used in a variety of one’s own works.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.1:</u>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.1.4:</u>	Use technological tools to create art with varying effects and outcomes.
<u>VA.912.F.1.5:</u>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

<u>VA.912.F.2.3:</u>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.2.7:</u>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<u>VA.912.F.3.1:</u>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Remarks/Examples e.g., presentation software, video, sound, open-access collaborative web applications
<u>VA.912.F.3.11:</u>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<u>VA.912.F.3.5:</u>	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples e.g., visual, digital, and textual information
<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.5:</u>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<u>VA.912.H.1.8:</u>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<u>VA.912.H.2.3:</u>	Analyze historical or cultural references in commemorative works of

	<p>art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples</p> <p>e.g., statuary</p>
<u>VA.912.H.3.1:</u>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<u>VA.912.O.1.4:</u>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<u>VA.912.O.1.5:</u>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<u>VA.912.O.2.3:</u>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.3:</u>	<p>Interpret and reflect on cultural and historical events to create art.</p> <p>Remarks/Examples</p> <p>e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<u>VA.912.S.1.5:</u>	<p>Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.</p> <p>Remarks/Examples</p> <p>e.g., snapshot vs. photograph, drawing vs. digital mark-making</p>
<u>VA.912.S.1.8:</u>	<p>Use technology to simulate art-making processes and techniques.</p> <p>Remarks/Examples</p> <p>e.g., drawing subtleties, watercolor painting techniques</p>
<u>VA.912.S.2.3:</u>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.

Course: Portfolio Development: Two-Dimensional Design Honors- 0109320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4775.aspx>

BASIC INFORMATION

Course Title:	Portfolio Development: Two-Dimensional Design Honors
Course Number:	0109320
Course Abbreviated Title:	PORT DEV: 2D DES HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Portfolio
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting,

	students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (39)

Aligned Clusters:

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned

	<p>exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.1112.WHST.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><u>LACC.1112.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><u>LACC.1112.WHST.3.8:</u></p>	<p>Gather relevant information from multiple authoritative print and</p>

	digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LACC.K12.SL.2.4:</u>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.5:</u>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<u>VA.912.F.1.2:</u>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<u>VA.912.F.2.4:</u>	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
<u>VA.912.F.2.5:</u>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<u>VA.912.F.3.10:</u>	Apply rules of convention to create purposeful design. Remarks/Examples e.g., exhibition guidelines, environmental concerns, required information, digital application
<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

<u>VA.912.F.3.6:</u>	Identify ethical ways to use appropriation in personal works of art.
<u>VA.912.F.3.7:</u>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
<u>VA.912.F.3.9:</u>	Identify and apply collaborative procedures to coordinate a student or community art event.
<u>VA.912.H.1.1:</u>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<u>VA.912.H.1.4:</u>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<u>VA.912.H.3.2:</u>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Remarks/Examples e.g., facts, ideas, solutions, brainstorming, field testing
<u>VA.912.O.1.3:</u>	Research and use the techniques and processes of various artists to create personal works.
<u>VA.912.O.2.3:</u>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<u>VA.912.O.2.4:</u>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<u>VA.912.O.3.2:</u>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

	<p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<u>VA.912.S.3.5:</u>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>
<u>VA.912.S.3.6:</u>	<p>Develop works with prominent personal vision revealed through mastery of art tasks and tools.</p>
<u>VA.912.S.3.7:</u>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>



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<u>VA.912.S.3.11:</u>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.2:</u>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<u>VA.912.S.3.4:</u>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
<u>VA.912.S.3.5:</u>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
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Course: Portfolio Development: Drawing-Honors- 0109310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4774.aspx>

BASIC INFORMATION

Course Title:	Portfolio Development: Drawing-Honors
Course Number:	0109310
Course Abbreviated Title:	PORT DEV: DRAW HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Art - Visual Arts SubSubject: Portfolio
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and

	problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (40)

Aligned Standards

MACC.912.G-CO.1 - Experiment with transformations in the plane.

MACC.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

<u>LACC.1112.RST.2.4:</u>	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 11–12 texts and topics.
<u>LACC.1112.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and

	<p>decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><u>LACC.1112.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><u>LACC.1112.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.1112.WHST.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><u>LACC.1112.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;</p>

	narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>VA.912.C.1.1:</u>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<u>VA.912.C.1.2:</u>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<u>VA.912.C.1.8:</u>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<u>VA.912.C.2.2:</u>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<u>VA.912.C.2.3:</u>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<u>VA.912.C.2.5:</u>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<u>VA.912.C.2.6:</u>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<u>VA.912.C.3.3:</u>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
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<u>VA.912.F.3.12:</u>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

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<u>VA.912.S.1.8:</u>	Use technology to simulate art-making processes and techniques. Remarks/Examples e.g., drawing subtleties, watercolor painting techniques
<u>VA.912.S.2.4:</u>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
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<u>VA.912.S.3.3:</u>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

	<p>Remarks/Examples</p> <p>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<u>VA.912.S.3.4:</u>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>
<u>VA.912.S.3.5:</u>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>
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