

Course Number: 5001010
Course Path: TBA
Course Title: Art – Grade K
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: Art – GRADE K
Course Length: Year
Course Status: DRAFT – State Board approval pending
Course Description: Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.
General Note: All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.
Special Note: This course incorporates hands-on activities and consumption of art materials.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.K.C.1.1 Create and share personal works of art with others.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.K.C.2.1 Describe personal choices made in the creation of artwork.
VA.K.C.2.2 Identify media used by self or peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.K.S.1.1 Explore art processes and media to produce artworks.
VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.K.S.3.1 Develop artistic skills through the repeated use of tools, processes, and media.
VA.K.S.3.2 Practice skills to develop craftsmanship.
VA.K.S.3.3 Handle art tools and media safely in the art room.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
VA.K.O.1.1 Explore the placement of the structural elements of art in personal works of art.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
VA.K.O.2.1 Generate ideas and images for artworks based on memory, imagination, and experiences.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.K.O.3.1	Create works of art to document experiences of self and community.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.K.H.1.1	Describe art from selected cultures and places.
VA.K.H.1.2	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.K.H.2.1	Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2	Explore everyday objects that have been designed and created by artists.
VA.K.H.2.3	Describe where artwork is displayed in school or other places.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.K.H.3.1	Express ideas related to non-art content areas through personal artworks.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.K.F.1.1	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2	Identify real and imaginary subject matter in works of art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.K.F.2.1	Describe where art ideas or products can be found in stores.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.K.F.3.1	Create artwork that communicates an awareness of self as part of the community.
Additional Required Benchmarks:	
LACC.K.RL.1	Key Ideas and Details
LACC.K.RL.1.2	With prompting and support, retell familiar stories, including key details.
MACC.K.MD.1	Describe and compare measurable attributes
MACC.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
MACC.K.G.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
MACC.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MACC.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MACC.K.G.2	Analyze, compare, create, and compose shapes.

MACC.K.G.2.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices / "corners") and other attributes (e.g., having sides of equal length).
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

Course Number: 5001020	
Course Path: TBA	
Course Title: Art - GRADE 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Art - Grade 1	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.	
General Note: All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.1.C.1.1	Create and discuss works of art that convey personal interests.
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.1.C.2.1	Describe visual imagery used to complete artwork.
VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.
VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.1.S.1.1	Experiment with art processes and media to express ideas.
VA.1.S.1.2	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
VA.1.S.1.3	Create works of art to tell a personal story.
VA.1.S.1.4	Use accurate art vocabulary to communicate ideas about art.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.1.S.2.1	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2	Describe the steps used in art production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.

VA.1.S.3.2	Discuss the qualities of good craftsmanship.
VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.1.O.1.1	Identify and use the structural elements of art and organizational principles of design to support artistic development.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.1.O.2.1	Create imagery and symbols to express thoughts and feelings.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.1.O.3.1	Use personal symbols in artwork to document surroundings and community.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.1.H.1.1	Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.2	Discuss suitable behavior expected of audience members.
VA.1.H.1.3	Describe ways in which artists use their work to share knowledge and life experiences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.1.H.2.1	Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.2	Identify objects of art that are used every day for utilitarian purposes.
VA.1.H.2.3	Identify places in which artworks may be viewed by others.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.1.H.3.1	Identify connections between visual art and other content areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.1.F.1.1	Use various art media and real or imaginary choices to create artwork.
VA.1.F.1.2	Identify how classmates solve artistic problems.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.1.F.2.1	Explain how artists impact the appearance of items for sale in stores.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.1.F.3.1	Describe the use of art to share community information.

VA.1.F.3.2	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21 st -century skills.
Additional Required Benchmarks:	
LACC.1.RL.1	Key Ideas and Details
LACC.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
MACC.1.G.1	Reason with shapes and their attributes.
MACC.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")
MACC.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
SC.1.L.14.1	Make observations of living things and their environment using the five senses.
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.

Course Number: 5001030	
Course Path: TBA	
Course Title: Art - Grade 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Art – GRADE 2	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.	
General Note: All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.2.C.1.1	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2	Reflect on and discuss various possible meanings in works of art.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.2.C.2.1	Use appropriate decision-making skills to meet intended artistic objectives.
VA.2.C.2.2	Identify skillful techniques used in works by peers and others.
VA.2.C.2.3	Use suggestions from others to modify the structural elements of art.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.2.C.3.1	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.2.S.1.1	Experiment with tools and techniques as part of art-making processes.
VA.2.S.1.2	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4	Use accurate art vocabulary to discuss art.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.2.S.2.1	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2	Follow sequential procedures focused on art production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.2.S.3.1	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.2	Demonstrate growth in craftsmanship through purposeful practice.
VA.2.S.3.3	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.2.O.1.1	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.2.O.2.1	Use personal experience to convey meaning or purpose in creating artworks.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.2.O.3.1	Create personally meaningful works of art to document and explain ideas about local and global communities.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.
VA.2.H.2.2	Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.3	Identify the physical features or characteristics of artworks displayed in the community.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.2.H.3.1	Describe connections made between creating with art ideas and creating with information from other content areas.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.2.F.1.1	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2	Explore the advantages of having multiple solutions to solve an artistic problem.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.2.F.2.1	Identify work created by artists and designers.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.2.F.3.1	Describe the use of art to promote events within the school or community.
VA.2.F.3.2	Work with peers to complete a task in art.
VA.2.F.3.3	Use time effectively while focused on art production to show early development of 21 st -century skills.
Additional Required Benchmarks:	
LACC.2.RL.3	Integration of Knowledge and Ideas
LACC.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
MACC.2.G.1	Reason with shapes and their attributes.
MACC.2.G.1.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
MACC.2.G.1.3	Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MACC.2.MD.1	Measure and estimate lengths in standard units.
MACC.2.MD.1.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Course Number: 5001040	
Course Path: TBA	
Course Title: Art – Intermediate 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Art – INTERM 1	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Grade three* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.	
General Notes: All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. 	
Special Note: This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3	Use constructive criticism to improve artwork.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.3	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.3.S.2.1	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2	Follow procedures, focusing on the art-making process.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.3.S.3.1	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.3.O.2.1	Use creative and innovative ideas to complete personal artworks.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.3.O.3.1	Use symbols, visual language, and/or written language to document self or others.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.3.H.1.1	Describe cultural similarities and differences in works of art.
VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3	Describe various venues in which artwork is on display for public viewing.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.3.H.3.1	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2	Explore the effects and merits of different solutions to solve an artistic problem.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.3.F.3.1	Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2	Collaborate to complete a task in art.
VA.3.F.3.3	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21 st -century skills.
Additional Required Benchmarks:	
LACC.3.RL.3	Integration of Knowledge and Ideas
LACC.3.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LACC.3.SL.1	Comprehension and Collaboration

LACC.3.SL.1.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

Course Number: 5001050	
Course Path: TBA	
Course Title: Art – Intermediate 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Art – INTERM 2	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Grade four* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.	
General Notes: All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. 	
Special Note: This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.4.C.1.1	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.4.C.2.1	Revise artworks to meet established criteria.
VA.4.C.2.2	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3	Develop and support ideas from various resources to create unique artworks.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.4.C.3.1	Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

VA.4.C.3.3	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.4.S.1.1	Manipulate tools and materials to achieve diverse effects in personal works of art.
VA.4.S.1.2	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4	Use accurate art vocabulary to discuss works of art and the creative process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.4.S.2.1	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.4.S.3.1	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4	Discuss the importance of copyright law in regard to the creation and production of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.4.O.2.1	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.4.O.3.1	Apply meaning and relevance to document self or others visually in artwork.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	

VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2	Identify suitable behavior for various art venues and events.
VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4	Identify and practice ways of showing respect for one’s own and others’ personal works of art.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.4.H.2.1	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2	Identify differences between artworks and utilitarian objects.
VA.4.H.2.3	Identify reasons to display artwork in public places.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.4.H.3.1	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.4.F.1.1	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2	Examine and apply creative solutions to solve an artistic problem.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.4.F.3.1	Create art to promote awareness of school and/or community concerns.
VA.4.F.3.2	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21 st -century skills.
Additional Required Benchmarks:	
LACC.4.SL.1	Comprehension and Collaboration
LACC.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
LACC.4.W.1	Text Types and Purposes
LACC.4.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
MACC.4.G.1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

MACC.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Course Number: 5001060	
Course Path: TBA	
Course Title: Art - Intermediate 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Art – INTERM 3	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Grade five* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.	
General Notes: All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. 	
Special Note: This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.5.C.1.1	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.5.C.2.1	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3	Apply established criteria to the art-making process to measure artistic growth.

VA.5.C.2.4	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.
VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.5.S.1.1	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
VA.5.S.1.2	Use media, technology, and other resources to inspire personal art-making decisions.
VA.5.S.1.3	Create artworks to depict personal, cultural, and/or historical themes.
VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.5.S.2.1	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
VA.5.S.2.2	Identify sequential procedures to engage in art production.
VA.5.S.2.3	Visualize the end product to justify artistic choices of tools, techniques, and processes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.5.S.3.1	Use materials, tools, techniques, and processes to achieve expected results in two-and/or three-dimensional artworks.
VA.5.S.3.2	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3	Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4	Use ethical standards, including copyright laws, when producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.5.O.2.1	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
VA.5.O.2.2	Use a variety of sources for ideas to resolve challenges in creating original works.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.5.O.3.1	Create meaningful and unique works of art to effectively communicate and document a personal voice.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2	Use suitable behavior as a member of an art audience.
VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3	Discuss artworks found in public venues to identify the significance of the work within the community.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.5.H.3.1	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.5.F.1.1	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
VA.5.F.1.2	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.5.F.2.1	Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3	Discuss contributions that artists make to society.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.5.F.3.1	Create artwork to promote public awareness of community and/or global concerns.

VA.5.F.3.2	Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3	Work collaboratively with others to complete a task in art and show leadership skills.
VA.5.F.3.4	Follow directions and complete artwork in the timeframe allotted to show development of 21 st -century skills.
Additional Required Benchmarks:	
LACC.5.RL.3	Integration of Knowledge and Ideas
LACC.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
LACC.5.SL.1	Comprehension and Collaboration
LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LACC.5.L.2	Knowledge of Language
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LACC.5.W.1	Text Types and Purposes
LACC.5.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Course Number: 0100060
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: General Art »
Course Title: M/J Introduction to Art History
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J INTRO ART HIST
Course Length: Semester
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.1	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Course Number: 0100070	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: General Art »	
Course Title: M/J Art in World Cultures	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J ART WORLD CULTR	
Course Length: Half-year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.3	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.3	Identify art careers that have a financial impact on local communities.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Course Number: 0101005	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: General Art »	
Course Title: M/J Exploring Two-Dimensional Art	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J EXPLORING 2D ART	
Course Length: Half-year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21 st -century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0101010	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Two-Dimensional Studio Art 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 2D STUDIO ART 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration

LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0101020	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Two-Dimensional Studio Art 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 2D STUDIO ART 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0101025	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Two-Dimensional Studio Art 2 and Career Planning	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 2D STUD ART 2 CP	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.	
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 0101026	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Two-Dimensional Studio Art 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 2D STUDIO ART 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.3	Identify art careers that have a financial impact on local communities.

VA.68.F.2.4	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0101035	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: General Art »	
Course Title: M/J Exploring Three-Dimensional Art	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J EXPLORING 3D ART	
Course Length: Half-year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.4	Explain the purpose of public art in the community.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.6.SL.1 Comprehension and Collaboration	
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	

LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0101040	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Three-Dimensional Studio Art 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 3D STUDIO ART 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.4	Explain the purpose of public art in the community.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0101050	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Three-Dimensional Studio Art 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 3D STUDIO ART 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. 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. Students 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.

Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 01001055	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Three-Dimensional Studio Art 2 and Career Planning	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 3D STU ART 2 CP	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students develop spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art form. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students 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 tandem with their learning opportunities in 3-D Studio Art, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.	
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.7.SL.1 Comprehension and Collaboration	
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	

LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 0101060	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Art »	
Course Title: M/J Three-Dimensional Studio Art 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J 3D STUDIO ART 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.4	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0102040
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: M/J Creative Photography 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J CREATIVE PHOTO 1
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.68.C.1.1 Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.68.C.2.4 Use constructive criticism as a purposeful tool for artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.68.C.3.1 Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.68.S.1.1 Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.68.S.2.1 Organize the structural elements of art to achieve artistic goals when producing personal works of art.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0102050	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Creative Photography 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CREATIVE PHOTO 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0102055	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Creative Photography 2 and Career Planning	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CREA PHOTO 2 C/P	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students advance their technical and aesthetic foundations and explore careers in photography and other arts as well as careers outside the arts. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student 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. In tandem with their learning opportunities in Creative Photography 2 students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.	
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing

LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 0102060	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Creative Photography 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CREATIVE PHOTO 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students advance their technical and aesthetic foundations to achieve mastery of technique and advanced expressive use of the language of art. This course may include, but is not limited to, color and/or black and white photography, content in research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing using varied techniques. Processes, techniques and media may include but not be limited to video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, 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, and expression of personal ideas and feelings. Student 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0103000	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Digital Art and Design 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DIG ART & DES 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students 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 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0103010	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Digital Art and Design 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DIG ART & DES 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students 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 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.

Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0103015
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: M/J Digital Art and Design 2 and Career Planning
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J DIG ART & DES 2 CP
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students 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 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. In tandem with their learning opportunities in Digital Art Design 2, they investigate careers in a wide variety of fields, guided by the competencies required by Florida Statute.
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.68.C.2.2 Evaluate artwork objectively during group assessment to determine areas for refinement.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.68.S.1.2 Use media, technology, and other resources to derive ideas for personal art-making.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.68.S.2.2 Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.68.S.3.3 Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.3	Identify art careers that have a financial impact on local communities.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self- Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 0103020	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Digital Art and Design 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DIG ART DESIGN 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students 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. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.

Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.4	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
Additional Required Benchmarks:	
LACC.8.SL.1 Comprehension and Collaboration	
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Course Number: 0114810

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

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: ART 2 FL PRE-IB

Number of Credits: 1.0

Course Length: Year

Course Level: 3

Course Status: State Board approved

Graduation Requirements: PF

Course 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 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.

Special Note: *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"? <http://www.ibo.org/myp/curriculum/group6/> Published 12/06/2010 Updated 05/23/2011

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.1 Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

VA.912.C.1.2 Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.

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

VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.

VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

VA.912.C.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

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

VA.912.C.3.3 Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

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

VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

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

VA.912.S.2.4 Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

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

VA.912.S.3.2 Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.

VA.912.S.3.3 Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

VA.912.S.3.4 Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

VA.912.S.3.8 Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

VA.912.S.3.11 Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

VA.912.S.3.12 Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

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

VA.912.O.1.3 Research and use the techniques and processes of various artists to create personal works.

VA.912.O.1.4 Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.

VA.912.O.1.5 Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.912.O.2.2 Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.912.O.3.2 Create a series of artworks to inform viewers about personal opinions and/or current issues.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.912.H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.1.9 Describe the significance of major artists, architects, or masterworks to understand their historical influences.

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

VA.912.H.2.3 Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

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

VA.912.H.3.3 Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.912.F.1.3 Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

Careers in and related to the arts significantly and positively impact local and global economies.

VA.912.F.2.3 Analyze the potential economic impact of arts entities to revitalize a community or region.

VA.912.F.2.6 Research and discuss the potential of the visual arts to improve aesthetic living.

VA.912.F.2.7 Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.

VA.912.F.2.8 Describe community resources to preserve, restore, exhibit, and view works of art.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.912.F.3.6 Identify ethical ways to use appropriation in personal works of art.

VA.912.F.3.11 Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

Additional Required Benchmarks:

LACC.1112.W.2 Production and Distribution of Writing

LACC.1112.W.2.5 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.

LACC.1112.SL.1 Comprehension and Collaboration

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.

LACC.1112.SL.1.1d 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.

Course Number: 0114800

Course Title: Art 1 – Florida’s Pre-International Baccalaureate

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: ART 1 FL PRE-IB

Number of Credits: 1.0

Course Length: Year

Course Level: 3

Course Status: State Board approved

Graduation Requirements: PF

Course 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 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.

Special Note: *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”? <http://www.ibo.org/myp/curriculum/group6/> Published 12/06/2010 Updated 05/23/2011*

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.1 Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.

VA.912.C.2.7 Assess the challenges and outcomes associated with the media used in a variety of one’s own works.

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

VA.912.C.3.3 Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

VA.912.C.3.4 Use analytical skills to examine issues in non-visual arts contexts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

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

VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

VA.912.S.1.6 Describe processes and techniques used to record visual imagery.

VA.912.S.1.7 Manipulate lighting effects, using various media to create desired results.

VA.912.S.1.9 Use diverse media and techniques to create paintings that represent various genres and schools of painting.

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

VA.912.S.2.3 Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.

VA.912.S.2.4 Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

VA.912.S.2.5 Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

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

VA.912.S.3.2 Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.

VA.912.S.3.3 Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

VA.912.S.3.4 Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

VA.912.S.3.7 Use and maintain tools and equipment to facilitate the creative process.

VA.912.S.3.11 Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

VA.912.S.3.12 Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

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

VA.912.O.1.3 Research and use the techniques and processes of various artists to create personal works.

VA.912.O.1.5 Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.912.O.2.1 Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.

VA.912.O.2.4 Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.912.O.3.2 Create a series of artworks to inform viewers about personal opinions and/or current issues.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.912.H.1.3 Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

VA.912.H.1.7 Research and report technological developments to identify influences on society.

VA.912.H.1.9 Describe the significance of major artists, architects, or masterworks to understand their historical influences.

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

VA.912.H.2.3 Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

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

VA.912.H.3.1 Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.912.F.1.2 Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.

Careers in and related to the arts significantly and positively impact local and global economies.

VA.912.F.2.3 Analyze the potential economic impact of arts entities to revitalize a community or region.

VA.912.F.2.6 Research and discuss the potential of the visual arts to improve aesthetic living.

VA.912.F.2.7 Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.912.F.3.5 Use appropriately cited sources to document research and present information on visual culture.

VA.912.F.3.6 Identify ethical ways to use appropriation in personal works of art.

VA.912.F.3.9 Identify and apply collaborative procedures to coordinate a student or community art event.

VA.912.F.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

Additional Required Benchmarks:

LACC.910.SL.1 Comprehension and Collaboration

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.W.2 Production and Distribution of Writing

LACC.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.3 Research to Build and Present Knowledge

LACC.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Course Number: 0113320
Course Title: Architectural Design and Drawing 3 Honors
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: ARCH DES & DRAW 3 H
Number of Credits: 1.0
Course Length: Year
Course Level: 3
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course 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.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

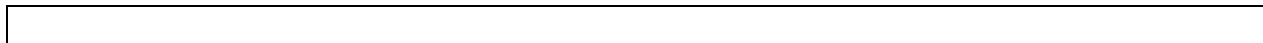
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.

VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.1	Key Ideas and Details
LACC.1112.RST.1.3	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	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.
LACC.1112.WHST.3	Research to Build and Present Knowledge
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.
LACC.1112.WHST.3.8	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.



Course Number: 0113310
Course Title: Architectural Design and Drawing 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: ARCH DES & DRAW 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: 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 architectural design, drawing, hands-on construction, time management, architecture history, written and oral presentations, architectural career exploration and art criticism and evaluation.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.2.6	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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0113300
Course Title: Architectural Design and Drawing 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: ARCH DES & DRAW 1
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: 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. 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.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	

VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details

LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.2.6	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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0111330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Sculpture 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: SCULPT 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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. 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	

VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build Knowledge and Ideas	
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.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0111320
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »
Course Title: Sculpture 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: SCULPT 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	

VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0111310
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »
Course Title: Sculpture 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: SCULPT 1
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
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VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0110310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Printmaking 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PRINTMG 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.

VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA,912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0110300	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Printmaking 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PRINTMG 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0109330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Advanced Art »	
Course Title: Portfolio Development: Three Dimensional Design Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PORT DEV: 3D DES HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
<p>Course 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.</p> <p>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.</p>	
<p>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</p>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	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.

LACC.1112.WHST.2.6 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.
LACC.1112.WHST.3 Research to Build and Present Knowledge
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.
LACC.1112.WHST.3.8 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.
LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0109320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Advanced Art »	
Course Title: Portfolio Development: Two-Dimensional Design Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PORT DEV: 2D DES HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
<p>Course 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.</p>	
<p>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</p>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.1.4	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.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.4	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.S.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.WHST.2.5	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.
LACC.1112.WHST.2.6	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.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
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.
LACC.1112.WHST.3.8	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0109310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Advanced Art »	
Course Title: Portfolio Development: Drawing Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PORT DEV: DRAW HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
<p>Course 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.</p> <p>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.</p>	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.4	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.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing

LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	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.
LACC.1112.WHST.2.6	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.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
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.
LACC.1112.WHST.3.8	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0108390	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: Digital Art Imaging 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DIGITAL ART IMG 3 H	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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 graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and 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 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	

Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration

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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
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.
LACC.1112.WHST.3.8	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0108380
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: Digital Art Imaging 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: DIGITAL ART IMG 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7 Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7 Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.8 Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	

VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.8	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0108370
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: Digital Art Imaging 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: DIGITAL ART IMG 1
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6 Describe processes and techniques used to record visual imagery.
VA.912.S.1.8 Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.912.S.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.913.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.

VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.8	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0108330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: Creative Photography 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CREATIVE PHOTO 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1d	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.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	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 or formal and informal tasks.
LACC.1112.RH.1 Key Ideas and Details	
LACC.1112.RH.1.1	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.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	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.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
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.

LACC.1112.WHST.3.8 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.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0108320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: Creative Photography 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CREATIVE PHOTO 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1d	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.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.
LACC.910.RST.1 Key Ideas and Details	
LACC.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LACC.910.RST.1.3	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
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.
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.
LACC.910.WHST.2.6	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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0108310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: Creative Photography 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CREATIVE PHOTO 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.RST.1 Key Ideas and Details	
LACC.910.RST.1.3	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.
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.
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.
LACC.910.WHST.2.6	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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0107460	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: Visual Technology 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VISUAL TECH 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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, and display original two-dimensional animations which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	

Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration

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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	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.
LACC.1112.WHST.3	Research to Build and Present Knowledge
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.
LACC.1112.WHST.3.8	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0107450
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: Visual Technology 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: VISUAL TECH 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques available to them, students design animated digital 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. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7 Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7 Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.8 Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	

VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.8	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.

Course Number: 0107440
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: Visual Technology 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: VISUAL TECH 1
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital 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 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6 Describe processes and techniques used to record visual imagery.
VA.912.S.1.8 Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.912.S.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.913.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.

VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.8	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.

Course Number: 0107430	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: Film 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: FILM 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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 in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	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.
LACC.1112.WHST.3	Research to Build and Present Knowledge
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.
LACC.1112.WHST.3.8	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0107420
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: Film 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: FILM 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital 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. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7 Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7 Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.8 Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	

VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.RST.1 Key Ideas and Details	
LACC.910.RST.1.3	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
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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.8	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.

Course Number: 0107410
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »
Course Title: Film 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: FILM 1
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital 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 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6 Describe processes and techniques used to record visual imagery.
VA.912.S.1.8 Use technology to simulate art-making processes and techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.912.S.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.913.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.

VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.RST.1	Key Ideas and Details
LACC.910.RST.1.3	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
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.8	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.

Course Number: 0104410	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Figure Drawing	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: FIG DRAW	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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 figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0104390	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Painting 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PAINT 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students demonstrate proficiency in the conceptual development of content in painting 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4	Use analytical skills to examine issues in non-visual arts contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7	Research and report technological developments to identify influences on society.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
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.
LACC.1112.RST.2 Craft and Structure	
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.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	

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.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0104380	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Painting 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PAINT 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students develop and refine technical skills and create 2-D compositions in painting. 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA,912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0104370	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Painting 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: PAINT 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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 painting. 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0104360	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Drawing 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DRAW 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students demonstrate proficiency in the conceptual development of content in drawing 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4	Use analytical skills to examine issues in non-visual arts contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7	Research and report technological developments to identify influences on society.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge

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.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0104350	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Drawing 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DRAW 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA,912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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..
LACC.910.WHST.3 Research to Build and Present Knowledge	

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0104340	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Drawing 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DRAW 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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..
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0102340	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Innovation and Collaboration »	
Course Title: Arts Collaboration: Designing Solutions for Art, Work, and Life - Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ART COLLAB DSGN HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirement: PF	
Course Description: Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.	
Special Note: Time, materials, and technologies needed for project development should be provided to students to the greatest extent possible. This course requires significant independent research and project development, some of which may necessitate out-of-school and/or off-campus class work. Interaction with an individual and/or group for consultation, project development, or service may also require out-of-school and/or off-campus time. In-person interaction is strongly encouraged; frequency and distance may determine the degree to which technology-supported interaction is necessary in place of, or in addition to, face-to-face interaction.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own work.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art".

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.5	Develop a personal artist statement, resume, presentation, or digital portfolio to interview for an art-related position or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.3	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.7	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8	Combine art and design skills with entrepreneurialism to provide community service and leverage strength in accomplishing a common objective.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
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.

LACC.1112.SL.1.1.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.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.3	Integration of Knowledge and Ideas
LACC.1112.RST.3.7	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.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	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.
LACC.1112.WHST.3	Research to Build Knowledge and Ideas
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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0102320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Ceramics/Pottery 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CERAM/POT 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students communicate a sense of motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 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. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.

LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build Knowledge and Ideas
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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0102310
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »
Course Title: Ceramics/Pottery 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: CERAM/POT 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery 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 ceramics and/or pottery 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.912.H.1.4	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.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0102300	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Ceramics/Pottery 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CERAM/POT 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, 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 ceramics and/or pottery 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101460	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Fine Craft Studio Art 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: FIN CFT STUD ART 3 H	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students combine studio practice with academic study to generate self-initiated work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design and embellishment. Student craftsmen and craftswomen manipulate the structural elements of art and the organizational principles of design to create art works that are progressively more innovative and representative of the student's voice and cognitive growth. Students continually reflect upon and analyze aesthetic and visual issues individually and as a group to increase visual literacy. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.4	Use analytical skills to examine issues in non-visual arts contexts.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.3	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
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.
LACC.1112.RST.2 Craft and Structure	
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.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build Knowledge and Ideas	
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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101450	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Fine Craft Studio Art 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: FIN CFT STUD ART 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.10	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.SL.1.1d	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.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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101440
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »
Course Title: Fine Craft Studio Art 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: FIN CFT STUD ART 1
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.912.S.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.6	Create a timeline for the development of artists' materials to show multiple influences on the use of art media.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.3	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101365	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: General Art »	
Course Title: Creating Three-Dimensional Art	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CREATING 3-D ART	
Number of Credits: 0.5	
Course Length: Half-year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101355
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: General Art »
Course Title: Creating Two-Dimensional Art
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: CREATING 2-D ART
Number of Credits: 0.5
Course Length: Half-year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21 st -century skills. This course incorporates hands-on activities and consumption of art materials.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.912.S.2.2 Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5 Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.912.S.3.1 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101350	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Three- Dimensional Studio Art 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: 3-D STUDIO ART 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure

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.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build Knowledge and Ideas	
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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101340
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »
Course Title: Three-Dimensional Studio Art 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: 3-D STUDIO ART 2
Number of Credits: 1.0
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. 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. 3-D 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 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.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.912.C.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21 st -century skills.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Three-Dimensional Studio Art 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: 3-D STUDIO ART 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. 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 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Two-Dimensional Studio Art 3Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: 2-D STUDIO ART 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4	Use analytical skills to examine issues in non-visual arts contexts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7	Research and report technological developments to identify influences on society.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
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.
LACC.1112.SL.1.1d	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.
LACC.1112.RST.2	Craft and Structure
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.WHST.2 Production and Distribution of Writing	

LACC.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build Knowledge and Ideas
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.
LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Two-Dimensional Studio Art 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: 2-D STUDIO ART 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, 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.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.2	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.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
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.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.
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.
LACC.910.WHST.3 Research to Build Knowledge and Ideas	

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0101300	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »	
Course Title: Two-Dimensional Studio Art 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: 2-D STUDIO ART 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0100340
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: General Art »
Course Title: Art History and Criticism 2 Honors
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: ART HIST & CRIT 2 H
Number of Credits: 1.0
Course Length: Year
Course Level: 3
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore art and architecture as an expressive response to the artist's experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-cultural influences as a means of discovering and tracing the changing definition of art. Student historians research and write about art using appropriate discipline-based methods (i.e., historical, critical, and aesthetic). This course may incorporate hands-on activities and consumption of art materials.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

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

VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	

Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1d	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.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.
LACC.910.RST.1 Key Ideas and Details	
LACC.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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.
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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.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.
LACC.910.WHST.3.8	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.

Course Number: 0100330
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: General Art »
Course Title: Art History and Criticism 1 Honors
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: ART HIST & CRIT I H
Number of Credits: 1.0
Course Length: Year
Course Level: 3
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16 th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.4	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.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
Additional Required Benchmarks:	
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge

LACC.910.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.

LACC.910.WHST.3.8 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.

Course Number: 0100320
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: General Art »
Course Title: Art in World Cultures
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: ART IN WRLD CULTURES
Number of Credits: 0.5
Course Length: Half-year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today’s museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4	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.
VA.912.H.1.10	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.5	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	

VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.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.
LACC.910.WHST.3.8	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.

Course Number: 0100310
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: General Art »
Course Title: Introduction to Art History
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: INTRO TO ART HIST
Number of Credits: 0.5
Course Length: Half-year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook 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:

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).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.5	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration

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.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.
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.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.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.
LACC.910.WHST.3.8	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.