Volusia County Schools ART Curriculum Map

ART: Grade 2

(5005030)
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Phase 2 – NGSSS Visual Art: Janice Knestrick, Catie Tappan, Richard West
Phase 3 – NGSSS Visual Art & Common Core: Cheryl Gentry-Thomas, Nancy Hatch, Angel Sessoms, Janet Stone, Rose Vannieuwenhoven, Barbara Wells, Richard West, Margaret Williams
Phase 4 – Nancy Hatch, Barbara Wells, Richard West, Margaret Williams
Update – July 2016

Vision Statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
VERSION 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 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.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

- Respect is shown for the artwork of peers and copyrighted works of others.
- Students have opportunities to build 21st –century skills to aid them in middle and high school and well beyond.

- All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings.
  - **Big Ideas** are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes
  - **The Enduring Understandings** (EUs) are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida’s students to begin building during the primary grades, where foundations are laid, through to students’ arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they’re expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.
  - **Benchmarks/standards** drive instruction in Florida’s classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the benchmarks/standards explicitly describe what students should know and be able to do in Visual Art. These benchmarks/standards address other topics of learning such as literacy, math, civic engagement, problem-solving, creativity, innovation, cross-cultural understandings, 21st-century skills, and the importance of concepts involving learning and the brain such as cognition, sequencing, filtering, and delayed gratification.

- **The Florida Standards are incorporated into every Volusia County Art course.**
### Grade 2 Visual Art Curriculum Map

- Top of Map: course and grade level in larger font

**VISUAL ART - 5001030**  
Grade 2

- **1st Quarter, Recommended Topic, Art Standard** (learning target/skills) and **Standard #** are all in white font on dark background for easier finding as noted by:

  **1ST QUARTER: INNOVATE ART:**  
  Use the art-making process...  
  VA.2.C.1.1

**MAP:**
- Standards and assessed content to be addressed per quarter have white background, and are in either in yellow highlight or under yellow filled columns.
- Resources and recommended or suggested content is located in columns with grey backgrounds.

**Under Recommended Topics:**
- Unit 1-6 (art content) are divide among the 4 quarters for recommended lessons/activities and artists.
- Integrated connections are listed per quarter for when language arts, math, science, and social studies are taught grade level.

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### Florida Standards Required by Florida DOE for this Course

**Course Number:** 5001030 Art – GRADE 2

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD.K12.ELL.SL.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>HE.2.C.2.4</td>
<td>Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.</td>
</tr>
<tr>
<td>LAFS.2.SL.1.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>LAFS.2.SL.1.2</td>
<td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>LAFS.2.SL.1.3</td>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
</tr>
<tr>
<td>MAFS.2.G.1.1</td>
<td>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.</td>
</tr>
<tr>
<td>MAFS.2.G.1.3</td>
<td>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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</td>
</tr>
<tr>
<td>MAFS.2.MD.1.1</td>
<td>Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</td>
</tr>
<tr>
<td>SC.2.N.1.5</td>
<td>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</td>
</tr>
</tbody>
</table>

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

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

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**Rubrics at end of interim and marking period:**
- Rubric ("Special Area Grading") per 9-week grading period
- FAEA Rubric for completed 2D and 3D art work
- General Visual Art Rubric

**Resources in Preface of each Curriculum Map:**
- Artists, Text resources for Structural Elements & Organizational Principles, 21st Century Skills
### General Visual Arts Rubric

#### LEVEL 3 & 4

*CDE: 81-100
Grade Range which defaults to \(\star\) (PLUS) on report card

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
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</thead>
</table>
| - Objects appear integrated with the picture plane  
- Represents distance and direction pictorially  
- Places shapes/objects higher and lower on the picture plane  
- Makes shapes which vary in height and width  
- Places objects appropriately with meaning  
- Provides good details in objects | - Makes form(s) which vary in height and width  
- Provides recognizable detail(s)  
- Shows variety in surface(s)  
- Shows evidence of thought in developing form(s) |

**4 Points**

Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

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#### LEVEL 2

*DEV: 61 – 80
Grade Range which defaults to \(\checkmark\) (CHECK) on report card

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| - Positions objects unrelated to their environments  
- Makes few variable shapes  
- Shows some recognizable objects  
- Provides some details in objects  
- Shows some variety in surfaces | - Makes some variable form(s).  
- Provides few recognizable detail(s)  
- Shows little variety in surface(s).  
- Shows little evidence of thought in developing form(s) |

**3 Points**

Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

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#### LEVEL 1

*NDE: 0 – 60
Grade Range which defaults to \(\square\) (NULL) on report card

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
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</thead>
</table>
| - Objects or shapes appear isolated  
- Makes shapes which generally lack structure  
- Makes forms which lack recognition  
- Provides little or no detail  
- Shows little or no variety in surfaces | - Makes form(s) which generally lack structure  
- Provides no recognizable detail(s)  
- Shows little or no variety in surface(s)  
- Shows little or no thought in developing form(s) |

**1 Point**

Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.

**0 Point**

Student has provided a completely incorrect or uninterpretable response or no response at all.

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* Denotes Volusia County Schools Grade Scale for Report Cards
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
• Line
• Shape (organic, geometric, positive, negative)
• Form
• Color (hue, primary, secondary, etc.)
• Value (tint, shade)
• Space
• Texture

Principles of Design:
• Balance (symmetry)
• Unity (dominance, harmony)
• Variety
• Emphasis
• Pattern
• Proportion (scale)
• Movement
• Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
Spelling of complex and simple words is correct.
Effective use of punctuation guides reader through text.
Shows mastery of grammar Sufficiently long and complex enough.
Needs little or no editing.

3 Points
Common words are correctly spelled. Spelling of more complex words is usually correct.
End of sentence punctuation is always correct.
Few mistakes with internal punctuation.
May contain lapses in usage but not enough to distract the reader.
Minimal editing required.

2 Points
Some misspelling of common words.
End of sentence punctuation is usually correct. Internal punctuation contains some errors.
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
Significant editing required.

1 Point
Frequent misspellings of common words.
Incorrect or random use of end of sentence punctuation.
Little or no internal punctuation.
Infrequent or incorrect use of capitalization.
Errors so severe that it is difficult to focus on meaning.
Excessive editing required.
FOCUS of the Elementary Visual Art Program is to:

- Introduce art and artists (Vincent Van Gogh and Claude Monet)
  - Free Clip Art & Public Domain Images
- Improve skills and increase knowledge of art techniques
- Activate prior knowledge
- Use literature, main idea, and details
- Integrate with themes and other subjects to make connections
- Expand research capabilities for art history & culture
- Collaborate
- Grow imagination, creativity, and innovation
- Acquire aesthetic perception and awareness through art criticism, analysis, assessment, and presentation.
- Learn about exhibiting quality works,
- Explore art and art-related careers.

For Grade 2, the SRA Art Connections text and ancillary materials support the focus with references throughout this curriculum map.

The following pages provide a quick reference for locating art content in the Grade 2 art text.
RESOURCES: GRADE 2 - STRUCTURAL ELEMENTS OF ART

**LINE:**
34A-34B - Unit Plan Guide, Line and Shape 34-35, line direction — define 35B
Calm Line 36-39, Active Lines 43-51A, vocab review 59B-63

Focus: buildings 36, visualizing 48,
Science: Forces in Motion 44,
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): 38, 42, 46, 50,
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 39, 43, 47, 51
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 35A, 35B, 39B, 43B, 47B
ASSESSMENT: Pg. 39a, 43A, 47A, 51A

**SHAPE:**
Pg. 34A-34B (Unit Plan Guide), Geometric Shapes 51B-55A, Free-Form Shapes 56-59A, vocab review 59B-63

Focus: Similar shapes — geometry 52, shadows 56
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): 50, 54, 58
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): 51, 55, perimeter 56, 59
ARTS INTEGRATED (Theatre, Music, Movement & Dance): 51B, 55B.
ASSESSMENT: 55A, 59A, Pg. 62 (for Unit).

**ARTISTS:**
Auguste Herbin 52, Edward Hopper 53, Artist Unknown – Indonesian Shadow Puppet 56, Artist Unknown – Thai Shadow Puppet 57

**VALUE:**
Pg. 94-95 (Unit Plan), Color & Value 94-95, Value 107B-111A, Light Values 111B-119A, Dark Values 115B, vocab review 119B-123A

DIFFERENTIATED INSTRUCTION 108, 110, 114, 118
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: 111, 115, 119
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 95, 101B, 115B
ASSESSMENT: 111A, 115A119A

**ARTISTS:**

**COLOR:**
Pg. 94A-94B Unit Plan, Color & Hue 95B-99A, Warm Hues 99B-103A, Cool Hues 103B-107A, vocab review 119B-123A

Focus: Compare/Contrast 96, logical reasoning, weather/seasons 100, Environment & Society 104
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 98, 102, 106, 110, 114, 118
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: Pg. 99, 103, 107, 111, 115, 119

**ARTISTS:**
Georgia O'Keeffe 94, Robert Lostutter 96, Robert Delaunay 97, Patrick Des Jarlait 100, Tom Thomson 104, John Frederick Kensett 105

**SPACE:**
Pg. 64A-64B Unit Plan, Space & Form 64-65, People & Space 81B-85A, Objects & Space 85B-89A, vocab review 89B-93

Focus: Main Idea & Details 82, classifying-math 86
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 68, 84, 88
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: Pg. 69, 85, 89
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 65A-B, 81B, 85B
ASSESSMENT: Pg. 69A, 85A, 89A, Unit 92

**ARTISTS:**
Henry Moore 64, James J. Shannon 82, Auguste Renoir 83, Louise Moillon (still Life) 86, Paul Cézanne 87, Yoruba People 90

**FORM:**
Pg. 64A-64B Unit Plan, Geometric Form 65A-69A, define 65B, Free-Form Forms 69B-73A, Body Forms 73B-77A, Animal Forms 77B-81A, vocab review 89B-93

Focus: ancient civilizations 70, native Americans 74, Science: hypothesizing 78,
DIFFERENTIATED INSTRUCTION 68, 72, 76, 80
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology: 69, similarity/math 73, diversity 74, 81

**ARTISTS:**
Henry Moore 64, David Smith 66, Jesús Morales 67, Artist Unknown—Plate 70, Artist Unknown-pectoral name 71, Roxanne Swentzell 74, Kiawak Ashoona 75, John Bell 78, Artist Unknown Leopard 79, Yoruba People 90
RESOURCES: GRADE 2 - ORGANIZATIONAL PRINCIPLES OF DESIGN

**Pattern:**
Pg. 124A-124B (Unit Plan), Pattern, Rhythm, & Movement 124-125, Patterns 125B-129B, Patterns in Nature 129B-133A, vocab review 149B-153

**Focus:** Main idea & details, cultural diversity 128, finding a pattern, living things 130

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 128, 132

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 129, 133

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 155A-B, 159B

**ASSESSMENT:** 129A, 133A

**ARTISTS:**
Artist Unknown/bag 126, Artist unknown/quilt 127, Marie Sibylia Merian 130, John James Audubon 131

**Texture:**
154A-154B Unit Plan, Balance, Emphasis, & Texture 154-155, Tactile Texture 171B-175A, Visual Texture 175B, vocab review 179B-183

**Focus:** map scales 172, environment & society, communications 176

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 174, 178

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 175, 179

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 155A-B, 171B, 175B

**ASSESSMENT:** 175A, 179A

**ARTISTS:**
Jacob Gay 172, Artist unknown 173, Jan Vermeer 176, George Catlin 177, Rosalind Ragans 180

**Balance:**
154A-154B Unit Plan, Balance, Emphasis, & Texture 154-155, Balance 155B-159A, balance in People 159B, vocab review 179B-183

**Focus:** human systems, containers/social studies 156, citizen responsibility, heroes 160

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 158, 162

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 159, 163

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 155A-B, 159B

**ASSESSMENT:** 159A, 163A

**ARTISTS:**
Artist unknown /container 156, Greek flask 157, Duane Hanson 160, James Peale 161, Rosalind Ragans 180

**Unity:**
184A-184B Unit Plan, Harmony, Variety, & Unity 184-185, Unity in Sculpture 201B-205A, Unity in Architecture 205B-209A, vocab review 209B-213

**Focus:** making connections, recreation 202, human settlement, society 206

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 204, 208

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 205, 209

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 185A, 201B, 205B

**ASSESSMENT:** 205A, 209A

**ARTISTS:**
Diego Velázquez 184, Dentzel Company 202 & 203, Artist unknown Maison Carré 206, Simon Rodia 207, Yvonne Jacquette 210

**Harmony:**
184A-184B Unit Plan, Harmony, Variety, & Unity 184-185, Variety of Color 193B-196A, Variety of Shape & Form 197B-201A, vocab review 209B-213

**Focus:** Fact & opinion, ocean life 194, spatial visualization, birds 198

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 196, 200

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 197, 201

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 185A, 196B, 197B

**ASSESSMENT:** 197A, 201A

**ARTISTS:**
Diego Velázquez 184, Leo Lionni 184, Claude Monet 195, John James Audubon 198, Wilhelm Schimmel 199, Yvonne Jacquette 210

**Rhythm:**
Pattern, Rhythm, & Movement 124-125, Rhythm 133B-137A, Rhythm & Form 137B, Diagonal Movement 141B-144A, Curving Movement 145B-149A, vocab review 149B-153

**Focus:** similarity/math, plants 134, predicting outcomes, storytelling 138, asking questions, dancing 142, forces & motion, journeys 146

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 136, 140, 144, 148

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 137, 141, 145, 149

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 133B, 137B, 141B, 145B

**ASSESSMENT:** 137A, 141A, 145A, 149A

**ARTISTS:**
Louise Nevelson 124, Peggy Flora Zalucha 134, Helen Cordero 138, Vigil Family 139, Thomas Hart Benson 142, Edgar Degas 143, Van Gogh 146, David Hockney 147, Grandma Moses 150

**Vignette:**
184A-184B Unit Plan, Harmony, Variety, & Unity 184-185, Harmony of Color 185B-189A, harmony of Shape & Form 189B-192A, vocab review 209B-213

**Focus:** environment, sharing stories 186, similar figures, animals 190

**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** 186, 192

**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** 187, 193

**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** 185A-B

**ASSESSMENT:** 189A, 189B, 193A

**ARTISTS:**
Diego Velázquez 184, Paul Klee 186, Ivan Eyre 187, Taqialuk Nuna 190, Paul Brach 191, Yvonne Jacquette 210

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OTHER RESOURCES
• Visual Index of all images in Grade 2 text, p.250-259
• Glossary for Grade 2, - 260-271
• Program Index, T40-T48

Activity Tips for Creative Expression, Grade 5

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- Unit 1/Lesson 3: Calm Lines, 233
- Unit 1/Lesson 4: Active Lines, 233
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- Unit 1/Lesson 6: Free-Form Shapes, 234
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• Art Instruction for Students with Disabilities – T11
• Community as a Resource for Art Materials – T-13
• Displaying student work – T14
• Art Assessments – T15
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Not New NGSSS - Non-updated Florida Sunshine State Standards information

• Florida Handbook FL1
• State of the Arts in Florida – FL2-3
• Florida Museum Resources – FL4-5
• Correlation to Sunshine State Standards (old) and Grade Level Expectations - FL6-29
### ARTISTS - FIRST SEMESTER

Links last checked 7.17.13 (YouTube videos included, **ALWAYS PREVIEW before showing to students**).

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>ARTIST</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M/F</th>
<th>Medium</th>
<th>Culture</th>
<th># grades ARTIST IS FOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUGUST 6</td>
<td>Andy Warhol</td>
<td>8/6/1928 – 2/22/1987</td>
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<td>POP</td>
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<tr>
<td>SEPTEMBER 7</td>
<td>Jacob Lawrence</td>
<td>9/ 7/ 1917 - 6/ 9/ 2000</td>
<td></td>
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<td>Mixed - stories</td>
<td>African - Amer.</td>
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<td>OCTOBER 21</td>
<td>Katshushika Hokusai</td>
<td>10/21/1760 – 5/10/1849</td>
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<td>painting</td>
<td>Edo Period</td>
<td>2</td>
</tr>
<tr>
<td>NOVEMBER 14</td>
<td>Claude Monet</td>
<td>11/14/1840 – 12/5/1926</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>Impressionism</td>
<td>Plein-air landscape</td>
<td>French</td>
</tr>
<tr>
<td>DECEMBER 8</td>
<td>Walt Disney (animators)</td>
<td>12/5/1901 – 12/15/1966</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>animation</td>
<td>Amer. + Orlando</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Diego Rivera</td>
<td>12/8/1886 – 11/24/1957</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>painting</td>
<td>muralist</td>
<td>Mexican</td>
</tr>
</tbody>
</table>
## ARTISTS - SECOND SEMESTER

Links last checked 7.17.13 (YouTube videos included, always preview before showing to students).

<table>
<thead>
<tr>
<th>Month</th>
<th>Artist</th>
<th>Date of Birth – Date of Death</th>
<th>Year</th>
<th>Gender</th>
<th>Medium &amp; Style</th>
<th>Nationality</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY</strong></td>
<td><strong>Paul Cézanne</strong></td>
<td>1/19/1839 – 10/22/1906</td>
<td>1857</td>
<td>M</td>
<td>Painting Postimpressionism</td>
<td>French</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.ibiblio.org/wm/paint/auth/cezanne/" alt="http://www.ibiblio.org/wm/paint/auth/cezanne/" /></td>
</tr>
<tr>
<td><strong>FEBRUARY</strong></td>
<td><strong>Louis Comfort Tiffany</strong></td>
<td>2/18/1848 – 1/17/1933</td>
<td>1895</td>
<td>M</td>
<td>Art Nouveau Stained glass</td>
<td>Amer. + Orlando</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.morsemuseum.org/" alt="http://www.morsemuseum.org/" /></td>
</tr>
<tr>
<td></td>
<td><strong>Ansel Adams</strong></td>
<td>2/20/1902 – 4/22/1984</td>
<td>1919</td>
<td>M</td>
<td>Photography B&amp;W</td>
<td>Amer.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.anseladams.com/" alt="http://www.anseladams.com/" /></td>
</tr>
<tr>
<td><strong>MARCH</strong></td>
<td><strong>Jennifer Bartlett</strong></td>
<td>3/14/1941 - today</td>
<td>1963</td>
<td>F</td>
<td>Mixed – painting + dots</td>
<td>Amer.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Vincent Van Gogh</strong></td>
<td>3/30/1853 – 7/29/1890</td>
<td>1877</td>
<td>M</td>
<td>Postimpressionist</td>
<td>Dutch</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Marisol Escobar</strong></td>
<td>5/22/1930 - today</td>
<td>1960</td>
<td>F</td>
<td>Sculpture mixed</td>
<td>Venezuela</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Frank Lloyd Wright</strong></td>
<td>6/8/1867 – 4/9/1959</td>
<td>1926</td>
<td>M</td>
<td>Architecture Prairie</td>
<td>Amer.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Henry Moore</strong></td>
<td>7/30/1898 – 8/31/1986</td>
<td>1942</td>
<td>M</td>
<td>Abstract sculpture</td>
<td>British</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.henry-moore-fdn.co.uk/" alt="http://www.henry-moore-fdn.co.uk/" /></td>
</tr>
</tbody>
</table>
Partnership for 21st Century Skills

The 4C’s – Communication, Collaboration, Critical Thinking, and Creativity


21st Century Skills are embedded in NGSSS Visual Art

[http://www.arteducators.org/research/21st-century-skills-arts-map](http://www.arteducators.org/research/21st-century-skills-arts-map) for general information


The Partnership for 21st Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum. All of the maps are organized around 13 skills areas, with examples of how each subject can help students build skills in these areas at 4th grade, 8th grade, and 12th grade levels.


The skills areas are:

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity
- Innovation
- Information Literacy
- Media Literacy
- Information, Communication, and Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
**UNIT/ORGANIZING PRINCIPLE:**
Organizing Thoughts to Create and Complete Art

**VISUAL ART – 5001030**
Art - Grade 2

**ESSENTIAL QUESTIONS**

| What is art? How are art objects described? What are the uses? | What art vocabulary is important to understand for art criticism? |
| What are sources for art ideas? How does personal interest affect how or why an artwork is created? | How is that understanding used to improve artwork or skill safely? |
| How are art materials and tools used in a safe manner? |

**Overview of Curriculum – Narrative for Grade 2 – Q1f**

WEEK 1-4

**innovate** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/ days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

While creating, art students learn to:

- Use the art-making process to communicate personal interests and self-expression
- Use accurate art vocabulary to discuss art.
- Follow directions for safety procedures and explain their importance in the art room.
- Identify objects from everyday life that have been designed and created using artistic skills.
- Identify the physical features or characteristics of artworks displayed in the community.

A student producing work assessed as proficient would be able to demonstrate the ability to explain personal work with accurate art terms; identify objects that use art skills; explain where artworks are viewed; and follow directions for safety in the art room.

**INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art**

**NGSSS Visual Art STANDARDS**

**Unpacking - Learning Targets**

**VA.2.C.1.f**

**Art vocabulary (22-3, 59B)**

Language of art Inventory Description Main idea

**TOPICS**

| Unit 1-Line and Shape |
| Lesson/Activities: |
| Types of Lines |
| Line Meanings |
| Shapes |
| 1. Free Form |
| 2. Geometric |

**Assessed Content:**

- 2-24 Compares historical and cultural works of art that have the same theme but use different styles, processes or techniques such as van Gogh’s *The Starry Night* (p. 146 & Hockney’s *Garrowby Hill* (p. 147)
<table>
<thead>
<tr>
<th>Suggested Artists:</th>
<th>Identify objects from everyday life that have been designed and created using artistic skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wassily Kandinsky</td>
<td>- Identify artistic skill used to create artwork.</td>
</tr>
<tr>
<td>• Henri Matisse</td>
<td>- Identify items at school, home and community that have been designed by an artist.</td>
</tr>
<tr>
<td>• Jacob Lawrence</td>
<td>Assessed Content:</td>
</tr>
<tr>
<td>• Edward Hopper</td>
<td>2-28 Compares and contrasts functional &amp; non-functional works of art</td>
</tr>
<tr>
<td>• William Johnson</td>
<td>2-29 Discusses why people create art</td>
</tr>
<tr>
<td>• Piet Mondrian</td>
<td>2-31 Discuss diverse careers available to artists such as animator, museum curator, fashion designer, etc.</td>
</tr>
<tr>
<td></td>
<td>2-33 makes &amp; supports judgments about works of art using specific criteria and appropriate vocabulary</td>
</tr>
</tbody>
</table>

**Florida Standards**

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**VA.2.H.2.3** Attribute Function Artworks
- Aesthetic
- Non-utilitarian
- Utilitarian objects
  - Useful
  - Functional

<table>
<thead>
<tr>
<th>Math</th>
<th>Identify the physical features or characteristics of artworks displayed in the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic Facts</td>
<td>- Know reason artwork is displayed at venue in community.</td>
</tr>
<tr>
<td>• Place Value</td>
<td>- Discuss the kinds of art is visible in the community</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>- What does student observe?</td>
</tr>
<tr>
<td>• Main Idea/Point of View</td>
<td>- What does student infer?</td>
</tr>
<tr>
<td>• Fluency and Comprehension of Art</td>
<td>Assessed Content:</td>
</tr>
<tr>
<td>• Reading for Text Complexity</td>
<td>2-30 Understands that artists’ creations influence home, school, work life</td>
</tr>
</tbody>
</table>

**Florida Standards**

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small group settings.

**VA.2.H.2.3** Bulletin boards Exibits Museums Festivals Statue Decoration City Speedway

<table>
<thead>
<tr>
<th>Science</th>
<th>Use accurate art vocabulary to discuss art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science Process</td>
<td>- Review Grade1 terms when viewing personal art work or works by others.</td>
</tr>
<tr>
<td>• Rocks</td>
<td>Assessed Content:</td>
</tr>
<tr>
<td>• Soil</td>
<td>2-33 makes &amp; supports judgments about works of art using specific criteria and appropriate vocabulary</td>
</tr>
</tbody>
</table>

**Florida Standards**

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
<table>
<thead>
<tr>
<th>Follow directions for safety procedures and explain their importance in the art room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Know safety and rules at school are important.</td>
</tr>
<tr>
<td>• Repeat established safety procedures to ensure appropriate use of tools and materials.</td>
</tr>
</tbody>
</table>

**Assessed Content:**
2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
2-16 Consistently follows directions/instructions and cleanup procedures

**Florida Standards**
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
MAFS.K12.MP.5.1: Use appropriate tools strategically

**VA.2.S.3.** Safety (32-33, T12)
• Guidelines
• Procedures,
• Process
• Techniques
• Responsibility
• Meaning of safety in art
• Care of tools
## Special Area Grading - **INNOVATE ART**

### CDE: 81 - 100 Grade Range which defaults to + (PLUS) on report card

The student explains personal work with accurate art terms; identifies objects that use art skills and where works are viewed; and follows directions for safety in the art room.

### DEV: 61 – 80 Grade Range which defaults to ✓ (CHECK) on report card

The student provides an incomplete explanation of what personal work communicates using limited art vocabulary; identifies some objects that use art skills and where they are viewed in the community; and follows safety procedures.

### NDE: 0 – 60 Grade Range which defaults to ☉ (NULL) on report card

The student struggles to remember art terms to describe personal images; may confuses person-created/design objects with machine-designed objects and/or does not know that works can be viewed in the community; may ignore some safety directions.

## Florida Standards Required by Florida DOE for this Course

**Course Number: 5001030 Art – GRADE 2**

Highlighted are Included with visual art standards in Q1f)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**HE.2.C.2.4** Explain the ways that rules make the classroom, school, and community safer.

**Remarks/Examples:** Walking not running, waiting your turn, and following traffic laws.

**LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**LAFS.2.SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**MAFS.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.

**SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.
### General Visual Arts Rubric

#### LEVEL 3

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Rubric Details</th>
</tr>
</thead>
</table>
| 81 - 100   | - Objects appear integrated with the picture plane  
- Represents distance and direction pictorially  
- Places shapes/objects higher and lower on the picture plane  
- Makes shapes which vary in height and width  
- Places objects appropriately with meaning  
- Provides good details in objects  
- Shows arrangement of objects on the picture plane  
- Shows some evidence of thought in placing shapes  
- Uses different size shapes  
- Provides moderate details in objects  
- Shows moderate variety in surfaces  
- Makes form(s) which vary in height and width  
- Provides recognizable detail(s)  
- Shows variety in surface(s)  
- Shows evidence of thought in developing form(s) |

#### LEVEL 2

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Rubric Details</th>
</tr>
</thead>
</table>
| 61 – 80    | - Positions objects unrelated to their environments  
- Makes few variable shapes  
- Shows some recognizable objects  
- Provides some details in objects  
- Shows some variety in surfaces  
- Makes some variable form(s)  
- Provides few recognizable detail(s)  
- Shows little variety in surface(s)  
- Shows little evidence of thought in developing form(s) |

#### LEVEL 1

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Rubric Details</th>
</tr>
</thead>
</table>
| 0 – 60     | - Objects or shapes appear isolated  
- Makes shapes which generally lack structure  
- Makes forms which lack recognition  
- Provides little or no detail  
- Shows little or no variety in surfaces  
- Makes form(s) which generally lack structure  
- Provides no recognizable detail(s)  
- Shows little or no variety in surface(s)  
- Shows little or no thought in developing form(s) |

#### CDE: 81- 100

Grade Range which defaults to ✶ (PLUS) on report card

* CDE: 81- 100

**4 Points**

Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

**3 Points**

Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

**2 Points**

Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.

**1 Point**

Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.

**0 Point**

Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled. Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct. Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
**UNIT/ORGANIZING PRINCIPLE:**
Organizing Thoughts to Create and Complete Art

**VISUAL ART – 5001030**
Art - Grade 2

**ESSENTIAL QUESTIONS**

- What decision-making skills are needed to meet intended objectives and/or document community ideas?
- How is art criticism and collaboration used in group situations?
- How do self-expression, media usage, and imagery contribute to visual communication?
- How are art materials and tools used in a safe manner?

**Overview of Curriculum – Narratives for Grade 2: Q1s**

**WEEK 5-9**

**Innovate** is the current topic and students are continually assessed on the concepts included below as they create art.

- **NOTE:** Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

While creating, art students learn to:

- Use appropriate decision-making skills to meet intended artistic objectives.
- Use suggestions from others to modify the structural elements of art.
- Follow directions for safety procedures and explain their importance in the art room.
- Create personally meaningful works of art to document and explain ideas about local and global communities.
- Use imagination to create unique artwork incorporating personal ideas and selected media.
- Work with peers to complete a task in art.

A student producing work assessed as proficient would be able to demonstrate the ability to describe choices made in media and imagination to meet objectives; document community ideas; work with peers to complete a task in art, use their suggestions to improve works; and practice safety procedures in the art room.

**TOPICS**

**INNOVATE ART:** Includes Cognition, Engagement, Persistence, **How to Think About Art**

**NGSSS Visual Art STANDARDS**

Unpacking - Learning Targets

| Use appropriate decision-making skills to meet intended artistic objectives. | **VA.2.C.2.1** |
| - Know procedure for art objective. |  |
| - Consider choices for innovation. |  |
| - Practice decision-making when sketching ideas for an image. |  |

**Assessed Content:**

| 2-2 Uses a variety of thematic subject matter and visual symbols to create works of art |  |

**DUE:**

- September
  - Art Teachers’ Exhibit/ArtHaus
  - Volusia County Schools – Safety Poster Contest

- October
  - FAEA Conference
  - Volusia County Fair

**ACADEMIC LANGUAGE**

*italics = integration (text pages)*

**STANDARDS** (* are repeated)**

**Unit 2- Shape and Form**

<table>
<thead>
<tr>
<th>Lesson/ Activities</th>
<th>Suggested Artists:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometric Form</td>
<td>Paul Cezanne</td>
</tr>
<tr>
<td>Free Form</td>
<td>Louise Moillon</td>
</tr>
<tr>
<td>Body/Animal Form</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
</tr>
</tbody>
</table>

**Critical thinking**

- Describe
- Visual ideas
- Objective
<table>
<thead>
<tr>
<th>Subject</th>
<th>Topics</th>
<th>Florida Standards</th>
<th>Assessed Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>• Basic Facts</td>
<td></td>
<td>2-5 Explains choices made in her/his artwork</td>
</tr>
<tr>
<td></td>
<td>• Place Value</td>
<td></td>
<td>2-6 Identifies purposes for creating specific artwork such as Peale’s George</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington/p.161</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2-7 Identifies which art elements &amp; design principles are used by an artist to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>express and idea</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>• Main Idea/Point of View</td>
<td>Florida Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fluency and Comprehension of Art</td>
<td>LAFS.2 SL 1.2 Recount or describe key ideas or details from a text read aloud or</td>
<td></td>
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<tr>
<td></td>
<td>• Reading for Text Complexity</td>
<td>information presented orally or through other media.</td>
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<tr>
<td>Social Studies</td>
<td>• History</td>
<td></td>
<td>Use suggestions from others to modify the structural elements of art.</td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
<td></td>
<td>• Know artwork can have more than one solution.</td>
</tr>
<tr>
<td></td>
<td>• Civics</td>
<td></td>
<td>• Listen to comments of others and use ideas to change the image in progress.</td>
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<td></td>
<td></td>
<td>Assessed Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-5 Explains choices made in her/his artwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-3 Compares works of art based on similar themes and interprets how choice of</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>media, technique and processes can communicate an idea visually</td>
</tr>
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<td></td>
<td></td>
<td>2-6 Identifies purposes for creating specific artwork such as Peale’s George</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington/p.161</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-7 Identifies which art elements &amp; design principles are used by an artist to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>express and idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>• Science Process</td>
<td>Use imagination to create unique artwork incorporating personal ideas and selected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rocks</td>
<td>media.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Soil</td>
<td>- Create unique art.</td>
<td>2-10 Creates personally meaningful works drawn from experience, observation or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use personal ideas and expand upon them to use be more creative and innovative.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Assessed Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-5 Explains choices made in her/his artwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-3 Compares works of art based on similar themes and interprets how choice of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>media, technique and processes can communicate an idea visually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-6 Identifies purposes for creating specific artwork such as Peale’s George</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington/p.161</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>express and idea</td>
</tr>
</tbody>
</table>

**Florida Standards**

**21st Century Skills; view list in Appendix**
- Collaboration
- Patience
- Perseverance
- Practice
- Problem-solving
- Innovation.
<table>
<thead>
<tr>
<th>Florida Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create personally meaningful works of art to document and explain ideas about local and global communities.</strong></td>
<td>VA.2.O.3.1</td>
</tr>
<tr>
<td>- Know local concerns may contain ideas about safety, respect and/or beauty/aesthetics.</td>
<td></td>
</tr>
<tr>
<td>- Follow directions to document community concerns.</td>
<td></td>
</tr>
<tr>
<td>- Create art as an illustration of community concerns.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessed Content:**
- 2-5 Explains choices made in her/his artwork
- 2-26 Understands that artists create works based on culture and life experiences such as urban and rural environment

<table>
<thead>
<tr>
<th><strong>Follow directions for safety procedures and explain their importance in the art room.</strong></th>
<th>VA.2.S.3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Repeat established safety procedures to ensure appropriate use of tools and materials.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessed Content:**
- 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
- 2-16 Consistently follows directions/instructions and cleanup procedures

<table>
<thead>
<tr>
<th><strong>Florida Standards</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD.K12.ELL.SL.1 English language learners communicate for social and instructional purposes within the school setting</td>
<td></td>
</tr>
<tr>
<td>HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.</td>
<td></td>
</tr>
<tr>
<td>Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.</td>
<td></td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1 Use appropriate tools strategically</td>
<td></td>
</tr>
</tbody>
</table>

**Q1s Summative**
- Visual communication 21st Century Skills
  - Following directions

- Safety (32-33, T12)
  - Guidelines
  - Procedures
  - Process
  - Techniques
  - Responsibility
  - Meaning of safety in art
  - Care of tools
### Special Area Grading - **INNOVATE ART**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE: 81-100</td>
<td>The student describes choices made for media and imagination to meet objectives; meaningfully documents community ideas; works with peers to complete a task in art; uses their suggestions to improve works; and practices safety procedures in the art room.</td>
</tr>
<tr>
<td>DEV: 61-80</td>
<td>The student has difficulty incorporating suggestions from others or completing an art task with others; uses various media to complete works with little thought to choices made; self-expression, or documentation of local/global ideas, but follows safety procedures.</td>
</tr>
<tr>
<td>NDE: 0-60</td>
<td>The student ignores suggestions from others or opportunity to work with others on an art task; struggles to complete works or works hastily not understanding how to incorporate choices for media; imagination, personal interests and/or community ideas to meet objectives; may ignore some safety procedures.</td>
</tr>
</tbody>
</table>

### Florida Standards Required by Florida DOE for this Course

<table>
<thead>
<tr>
<th>Course Number: 5001030 Art – GRADE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighted are Included with visual art standards in Q1s</td>
</tr>
</tbody>
</table>

- **ELD.K12.ELL.SI.1**: English language learners communicate for social and instructional purposes within the school setting.
- **HE.2.C.2.4**: Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
- **LAFS.2.SL.1.1**: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **LAFS.2.SL.1.2**: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **LAFS.2.SL.1.3**: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **MAFS.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.
- **MAFS.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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
- **MAFS.2.MD.1.1**: Measure the length of an object to the nearest inch, foot, centimeter, or meter 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).

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

- **MAFS.K12.MP.5.1**: Use appropriate tools strategically.
- **MAFS.K12.MP.6.1**: Attend to precision.
- **MAFS.K12.MP.7.1**: Look for and make use of structure.
# General Visual Arts Rubric

**LEVEL 3**  
(3 & 4)  
*CDE: 81 - 100*  
Grade Range which defaults to **+ (PLUS)** on report card

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| - Objects appear integrated with the picture plane  
- Represents distance and direction pictorially  
- Places shapes/objects higher and lower on the picture plane  
- Makes shapes which vary in height and width  
- Places objects appropriately with meaning  
- Provides good details in objects  
- Shows arrangement of objects on the picture plane  
- Shows some evidence of thought in placing shapes  
- Uses different size shapes  
- Provides moderate details in objects  
- Shows moderate variety in surfaces | - Makes form(s) which vary in height and width  
- Provides recognizable detail(s)  
- Shows variety in surface(s)  
- Shows evidence of thought in developing form(s)  
- Makes form(s) that vary in height and width  
- Provides some recognizable detail(s)  
- Shows some variety in surface(s)  
- Shows some evidence of thought in developing form(s) |

**4 Points**  
Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

**LEVEL 2**  
*DEV: 61 – 80*  
Grade Range which defaults to **✓ (CHECK)** on report card

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| - Positions objects unrelated to their environments  
- Makes few variable shapes  
- Shows some recognizable objects  
- Provides some details in objects  
- Shows some variety in surfaces | - Makes some variable form(s).  
- Provides few recognizable detail(s).  
- Shows little variety in surface(s)  
- Shows little evidence of thought in developing form(s) |

**3 Points**  
Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The student's work lacks an essential understanding of the underlying artistic concepts and/or procedures.

**LEVEL 1**  
*NDE: 0 – 60*  
Grade Range which defaults to **NULL** on report card

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| - Objects or shapes appear isolated  
- Makes shapes which generally lack structure  
- Makes forms which lack recognition  
- Provides little or no detail  
- Shows little or no variety in surfaces | - Makes form(s) which generally lack structure  
- Provides no recognizable detail(s)  
- Shows little or no variety in surface(s)  
- Shows little or no thought in developing form(s) |

**1 Point**  
Student has demonstrated a very limited understanding of visual art concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution, the student's work lacks an essential understanding of the underlying artistic concepts.

**0 Point**  
Student has provided a completely incorrect or uninterpretable response or no response at all.
### Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

**Elements of Art:**
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

**Principles of Design:**
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

### General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Points</strong></td>
<td>Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar. Sufficiently long and complex enough. Needs little or no editing.</td>
</tr>
<tr>
<td><strong>3 Points</strong></td>
<td>Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. Minimal editing required.</td>
</tr>
<tr>
<td><strong>2 Points</strong></td>
<td>Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. Significant editing required.</td>
</tr>
<tr>
<td><strong>1 Point</strong></td>
<td>Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. Excessive editing required.</td>
</tr>
</tbody>
</table>
**UNIT/ORGANIZING PRINCIPLE:**
Creating Art for a Purpose

**VISUAL ART – 5001030**
Art - Grade 2

**2nd QUARTER**
For Progress Report
PACING: WEEK 10-13

**Q2f**
Formative

---

**ESSENTIAL QUESTIONS**

- What resources and experimentation are needed in the art-making process to focus on art production?
- How are art materials and tools used in a safe manner?
- What type of artwork do artists and designers create?

---

**Overview of Curriculum – Narratives for Grade 2: Q2f**

**WEEK 10-13**

*Develop Art* is the current topic and students are continually assessed on the concepts included below as they create art.

**NOTE:** Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:

- Experiment with tools and techniques as part of art-making processes.
- Use diverse resources to inspire expression of personal ideas and experiences in works of art.
- Follow sequential procedures focused on art production.
- Follow directions for safety procedures and explain their importance in the art room.
- Identify the work created by artists and designers.

A student producing work assessed as proficient would be able to demonstrate the ability to experiment throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identify works using art skills of artists/designers; and practice safety procedures in the art room.

---

**TOPICS**

**DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety**

**NGSSS Visual Art STANDARDS**
Unpacking - Learning Targets

**STANDARDS**

(* are repeated)

**DUE:**

November:
- Halifax Art Festival (East side)
- Volusia County Fair
- DeLand Fall Festival (West side)

---

**Text:**
SRA Art Connections
Grade 2

---

**Unit 2 Continued:**
Space

1. People in Space
2. Objects in Space/Still Life

- Examine art works that contain pattern.
- Associate artist’s careers with their work.

**Assessed Content:**

1-30 Understands that artists’ creations influence home, school, and work life

---

**ACADEMIC LANGUAGE**

*italics* = integration (text pages)

Pattern, motif, Rhythm, movement, Printmaking,
- Positive,
- Negative space
<table>
<thead>
<tr>
<th>Suggested Artists:</th>
<th><strong>Experiment with tools and techniques as part of art-making processes.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Edgar Degas</td>
<td>- Know the purpose of tool(s) and media in art activity.</td>
</tr>
<tr>
<td>• Pierre Auguste</td>
<td>- Know how to mix colors and values.</td>
</tr>
<tr>
<td>Renoir</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Assessed Content:</strong></td>
</tr>
<tr>
<td>• Addition</td>
<td>2-12 Experiments with a variety of materials, techniques and</td>
</tr>
<tr>
<td>• Subtraction</td>
<td>processes.</td>
</tr>
<tr>
<td><strong>English/Language Arts</strong></td>
<td><strong>Florida Standards</strong></td>
</tr>
<tr>
<td>• Prior Knowledge</td>
<td>MAFS.2.G.1.1 Recognize and draw shapes having specified</td>
</tr>
<tr>
<td>• Fact/Opinion</td>
<td>attributes, such as a given number of angles or a given</td>
</tr>
<tr>
<td>• Compare/Contrast</td>
<td>number of equal faces. Identify triangles, quadrilaterals,</td>
</tr>
<tr>
<td>• Vocabulary/Proces ses/Concepts</td>
<td>pentagons, hexagons, and cubes.</td>
</tr>
<tr>
<td>• Reading for Text</td>
<td>MAFS.2.G.1.3 Partition circles and rectangles into two, three,</td>
</tr>
<tr>
<td>Complexity</td>
<td>or four equal shares, describe the shares using the words</td>
</tr>
<tr>
<td></td>
<td>halves, thirds, half of, a third of, etc., and describe the</td>
</tr>
<tr>
<td></td>
<td>whole as two halves, three thirds, four fourths. Recognize that</td>
</tr>
<tr>
<td></td>
<td>equal shares of identical wholes need not have the same shape.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>MAFS.2.MD.1.1 Measure the length of an object to the nearest</td>
</tr>
<tr>
<td>• Weather</td>
<td>inch, foot, centimeter, or meter by selecting and using</td>
</tr>
<tr>
<td>• Sun’s Energy</td>
<td>appropriate tools such as rulers, yardsticks, meter sticks,</td>
</tr>
<tr>
<td>• Wind/Severe Weather</td>
<td>and measuring tapes.</td>
</tr>
<tr>
<td>• Weather</td>
<td>MAFS.K12.MP.6.1: Attend to precision.</td>
</tr>
<tr>
<td></td>
<td>MAFS.K12.MP.7.1: Look for and make use of structure.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Use diverse resources to inspire expression of personal ideas</strong></td>
</tr>
<tr>
<td>• Civics and</td>
<td>and experiences in works of art.</td>
</tr>
<tr>
<td>government</td>
<td>- Use ideas to inspire the use of line and color.</td>
</tr>
<tr>
<td>• History</td>
<td>- Know media and technique can change emotion or meaning in</td>
</tr>
<tr>
<td></td>
<td>work, i.e., Monet’s “Palazzo da Mula, Venice” (45) vs. Eyre’s</td>
</tr>
<tr>
<td><strong>VA.2.S.1.1</strong></td>
<td><strong>Assessed Content:</strong></td>
</tr>
<tr>
<td></td>
<td>2-10 Creates personally meaningful works drawn from experience,</td>
</tr>
<tr>
<td></td>
<td>observation or imagination.</td>
</tr>
<tr>
<td><strong>VA.2.S.1.2</strong></td>
<td><strong>Follow sequential procedures focused on art production.</strong></td>
</tr>
<tr>
<td></td>
<td>- Know the steps needed to how to accomplish an art task.</td>
</tr>
<tr>
<td></td>
<td>- Repeat established safety procedures to ensure appropriate</td>
</tr>
<tr>
<td></td>
<td>use of tools and materials.</td>
</tr>
<tr>
<td></td>
<td>- What is purpose of lesson? How is it done?</td>
</tr>
<tr>
<td></td>
<td>- What is purpose statement given to students to help them</td>
</tr>
<tr>
<td></td>
<td>understand the desired outcome?</td>
</tr>
<tr>
<td><strong>VA.2.S.2.2</strong></td>
<td><strong>Close Reading:</strong> SRA/FCAT Prep, Unit 4 Task 1, p 28-29,</td>
</tr>
<tr>
<td></td>
<td>painting</td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
<td>Perseverance</td>
</tr>
<tr>
<td></td>
<td>Productivity, accountability</td>
</tr>
<tr>
<td><strong>VA.2.S.3.1</strong></td>
<td><strong>Measurement:</strong></td>
</tr>
<tr>
<td></td>
<td>- Hue, spectrum, (94);</td>
</tr>
<tr>
<td></td>
<td>• warm (99B) or cool (103B);</td>
</tr>
<tr>
<td></td>
<td>- Value</td>
</tr>
<tr>
<td></td>
<td>• light/dark –(111B-119A)</td>
</tr>
<tr>
<td></td>
<td>- tint/shade</td>
</tr>
<tr>
<td><strong>Close Reading:</strong></td>
<td>Photography (109)</td>
</tr>
<tr>
<td></td>
<td>Van Gogh “Starry Night” (1889)</td>
</tr>
<tr>
<td></td>
<td>Van Gogh “Starry Night” (1889)</td>
</tr>
<tr>
<td></td>
<td>Van Gogh “Starry Night” (1889)</td>
</tr>
<tr>
<td><strong>VA.2.S.3.1</strong></td>
<td><strong>Unit 4 Task 1, p 28-29, painting</strong></td>
</tr>
<tr>
<td></td>
<td>Integration of Knowledge and Skills</td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
<td>Perseverance</td>
</tr>
<tr>
<td></td>
<td>Productivity, accountability</td>
</tr>
</tbody>
</table>
- Model thinking and demonstrate procedures.
  - Explain the steps followed and inspiration used.
  - Question students to scaffold instruction

Assessed Content:
2-16 Consistently follows directions/instructions and cleanup procedures

**Follow directions for safety procedures and explain their importance in the art room.**
- Know safety and rules at school are important.

Assessed Content:
2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
2-16 Consistently follows directions/instructions and cleanup procedures

**Florida Standards**
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
MAFS.K12.MP.5.1: Use appropriate tools strategically

**VA.2.S.3.3** Safety (32-33, T12)
- Guidelines
- Procedures,
- Process
- Techniques
- Responsibility
- Meaning of safety in art
- Care of tools

- Initiative, self-direction

Q2f Formative
<table>
<thead>
<tr>
<th>Special Area Grading - <strong>DEVELOP ART</strong></th>
<th>Florida Standards Required by Florida DOE for this Course</th>
</tr>
</thead>
</table>
| **CDE: 81-100 Grade Range** which defaults to + (PLUS) on report card | **Course Number:** 5001030 Art – GRADE 2  
Highlighted are Included with visual art standards in Q2f) |
| The student experiments throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identifies works using art skills of artists/designers; and practices safety procedures in the art room. |  
| **DEV: 61 – 80 Grade Range** which defaults to ✔ (CHECK) on report card | **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting. |
| The student uses available media and processes with limited experimentation and ideation to create art; identifies where art is located in the community; and follows safety procedures. | **HE.2.C.2.4** Explain the ways that rules make the classroom, school, and community safer.  
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. |
<p>| <strong>NDE: 0 – 60 Grade Range</strong> which defaults to ☒ (NULL) on report card | <strong>LAFS.2.SL.1.1</strong> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of art in community; ignores some safety procedures. | <strong>LAFS.2.SL.1.2</strong> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
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| <strong>MAFS.2.G.1.3</strong> 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, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | <strong>MAFS.2.MD.1.1</strong> Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |
| <strong>SC.2.N.1.5</strong> Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). | In addition to the listed benchmarks and standards, the following mathematical practices are required content: |
| <strong>In addition to the listed benchmarks and standards, the following mathematical practices are required content:</strong> | <strong>MAFS.K12.MP.5.1</strong> Use appropriate tools strategically. |
| <strong>MAFS.K12.MP.6.1</strong> Attend to precision. | <strong>MAFS.K12.MP.7.1</strong> Look for and make use of structure. |
| <strong>MAFS.K12.MP.7.1</strong> Look for and make use of structure. | <strong>MAFS.K12.MP.7.1</strong> Look for and make use of structure. |</p>
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
<th>2D</th>
<th>3D</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 3</strong></td>
<td>- Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects</td>
<td>- Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s)</td>
<td>4 Points</td>
<td>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td>- Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces</td>
<td>- Makes some variable form(s). - Provides few recognizable detail(s). - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s)</td>
<td>3 Points</td>
<td>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td>- Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces</td>
<td>- Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s)</td>
<td>1 Point</td>
<td>Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</td>
</tr>
</tbody>
</table>

* Denotes Volusia County Schools Grade Scale for Report Cards
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar
- Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled.
- Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct.
- Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose

VISUAL ART – 5001030
Art - Grade 2

ESSENTIAL QUESTIONS

- How do repeated experiences with media, processes, and tools refine 2D and 3D techniques and improve skill and craftsmanship?
- How are art materials and tools used in a safe manner?
- How is the creative process developed through use of the structural elements and the organizational principles?

Overview of Curriculum – Narratives for Grade 2: Q2s

WEEK 14-18

Develop Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:

- Develop artistic skills through repeated experiences with art media, techniques, tools, and processes.
- Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
- Demonstrate growth in craftsmanship through purposeful practice.
- Follow directions for safety procedures and explain their importance in the art room.
- Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

A student producing work assessed as proficient would be able to demonstrate the ability to organize and refine structural elements in 2D and/or 3D artwork, advance art skills, improve craftsmanship through practice, and safe use of tools, processes, and media.

TOPICs

DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety

NGSSS Visual Art STANDARDS Unpacking - Learning Targets

<table>
<thead>
<tr>
<th>STANDARDS (° are repeated)</th>
<th>ACADEMIC LANGUAGE</th>
</tr>
</thead>
</table>
| VA.2.O.1.1                | Types of Lines (active, calm, (40-51A)
|                           | Geometric shapes (51B-55A)
|                           | Free-Form (55B-59A) and/or Space-overlap |

Unit 3- Color and Value Lesson/Activities:

- Color and Hue
  1. Warm colors
  2. Cool colors
- Value
  1. Light
  2. Dark

Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

Know creative components include line and shape components in the art outcome.

Assessed Content:

2-13 Compares, contrasts, & applies art elements and design principles in works of art.
<table>
<thead>
<tr>
<th>Suggested Artists:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia O'Keefe</td>
</tr>
<tr>
<td>Ansel Adams</td>
</tr>
<tr>
<td>Adolph Gottlieb</td>
</tr>
<tr>
<td>Miriam Schapiro</td>
</tr>
<tr>
<td>Pablo Picasso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
</tr>
<tr>
<td>Subtraction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English/Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Knowledge</td>
</tr>
<tr>
<td>Fact/Opinion</td>
</tr>
<tr>
<td>Compare/Contrast</td>
</tr>
<tr>
<td>Vocabulary/Processes/Concepts</td>
</tr>
<tr>
<td>Reading for Text Complexity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather</td>
</tr>
<tr>
<td>Sun’s Energy</td>
</tr>
<tr>
<td>Wind/Severe Weather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and government</td>
</tr>
<tr>
<td>History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Florida Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K12.MP.7.1: Look for and make use of structure</td>
</tr>
</tbody>
</table>

**Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.**
- Know purpose of tool(s) and media in art activity.

**Assessed Content:**
2-12 Experiments with a variety of materials, techniques and processes

**Florida Standards**
MAFS.K12.MP.5.1: Use appropriate tools strategically.
MAFS.K12.MP.6.1: Attend to precision.

**Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.**
- Know the difference between 2D shapes and 3D forms.
- Know the difference between techniques and materials used in 2D and/or 3D art forms.

**Assessed Content:**
2-14 Identifies, uses & assesses qualities of good craftsmanship
2-15 Develops good craftsmanship skills through practice

**Florida Standards**
LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
MAFS.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.
MAFS.2.G.1.2 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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MAFS.K12.MP.6.1: Attend to precision.

**Demonstrate growth in craftsmanship through purposeful practice.**

**Assessed Content:**
2-14 Identifies, uses & assesses qualities of good craftsmanship
2-15 Develops good craftsmanship skills through practice

<table>
<thead>
<tr>
<th>VA.2.S.2.1</th>
</tr>
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</table>

2D and/or 3D vocabulary (89B)
Space & Form (64-93)
Geometric Form (65B-69B)
Sculpture
Free-form forms (69B-73A), Relief sculpture; Body Forms-statue (74-5)
Animal Forms-77B-81A

<table>
<thead>
<tr>
<th>VA.2.S.3.1</th>
</tr>
</thead>
</table>

21st Century Skills (Preface)
**Florida Standards**
MAFS.K12.MP.6.1: Attend to precision

**Follow directions for safety procedures and explain their importance in the art room.**
- Repeat established safety procedures to ensure appropriate use of tools and materials.

**Assessed Content:**
- 2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
- 2-16 Consistently follows directions/instructions and cleanup procedures

**Florida Standards**
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

**VA.2.S.3.3 Safety (32-3); Procedure, Process, Techniques, Importance**

**MAFS.K12.MP.5.1: Use appropriate tools strategically**
## Florida Standards Required by Florida DOE for this Course

**Course Number:** 5001030 Art – GRADE 2  
Highlighted are Included (with visual art standards in Q2s)

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **HE.2.C.2.4** Explain the ways that rules make the classroom, school, and community safer.  
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.  
- **LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
- **LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
- **LAFS.2.SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  
- **MAFS.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.  
- **MAFS.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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  
- **MAFS.2.MD.1.1** Measure the length of an object to the nearest inch, foot, centimeter, or meter 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).

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

- **MAFS.K12.MP.5.1**: Use appropriate tools strategically.  
- **MAFS.K12.MP.6.1**: Attend to precision.  
- **MAFS.K12.MP.7.1**: Look for and make use of structure.
# General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>2D</th>
<th>3D</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 &amp; 4)</td>
<td>- Objects appear integrated with the picture plane - Represents distance and direction pictorially - Places shapes/objects higher and lower on the picture plane - Makes shapes which vary in height and width - Places objects appropriately with meaning - Provides good details in objects</td>
<td>- Makes form(s) which vary in height and width - Provides recognizable detail(s) - Shows variety in surface(s) - Shows evidence of thought in developing form(s)</td>
<td>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
</tbody>
</table>

* CDE: 81-100

Grade Range which defaults to *(PLUS)* on report card

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>2D</th>
<th>3D</th>
<th>3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>* DEV: 61 – 80</td>
<td>- Positions objects unrelated to their environments - Makes few variable shapes - Shows some recognizable objects - Provides some details in objects - Shows some variety in surfaces</td>
<td>- Makes some variable form(s). - Provides few recognizable detail(s). - Shows little variety in surface(s) - Shows little evidence of thought in developing form(s)</td>
<td>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</td>
</tr>
</tbody>
</table>

* Denotes Volusia County Schools Grade Scale for Report Cards

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>2D</th>
<th>3D</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NDE: 0 – 60</td>
<td>- Objects or shapes appear isolated - Makes shapes which generally lack structure - Makes forms which lack recognition - Provides little or no detail - Shows little or no variety in surfaces</td>
<td>- Makes form(s) which generally lack structure - Provides no recognizable detail(s) - Shows little or no variety in surface(s) - Shows little or no thought in developing form(s)</td>
<td>Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.</td>
</tr>
</tbody>
</table>

* Denotes Volusia County Schools Grade Scale for Report Cards

<table>
<thead>
<tr>
<th>0 Point</th>
<th>0 Point</th>
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</thead>
<tbody>
<tr>
<td>Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0 Point</th>
<th>0 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</td>
<td></td>
</tr>
</tbody>
</table>
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

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Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar
- Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled.
- Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct.
- Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
**UNIT/ORGANIZING PRINCIPLE:** Creating Art for a Purpose

**VISUAL ART – 5001030**  
**Art - Grade 2**

**ESSENTIAL QUESTIONS**

- How is art vocabulary used to analyze the way in which multiple art solutions and local promotions are achieved?
- What is important for students to know about copyright?
- How is following directions for art or safety in the classroom suitable behavior in an art audience?

**WEEK 19-22**

**Connect With Art** is the current topic and students are continually assessed on the concepts included below as they create art.

**NOTE:** Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills, time for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:
- Use accurate art vocabulary to discuss art.
- Follow directions for safety procedures and explain their importance in the art room.
- 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.
- Distinguish between appropriate and inappropriate audience behavior.
- Explore the advantages of having multiple solutions to solve an artistic problem.
- Describe the use of art to promote events within the school or community.

A student producing work assessed as proficient would be able to demonstrate the ability to explain the differences between imaginary and real objects in artworks using appropriate art vocabulary, discuss how artworks can have different solutions, describe art connections to the home, school and/or community, and use suitable audience and safety behaviors.

**TOPICs**

**DEVELOP ART:** Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety

<table>
<thead>
<tr>
<th>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</th>
<th>STANDARDS (* are repeated)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VA.2.F.1.2</strong> Explore the advantages of having multiple solutions to solve an artistic problem.</td>
<td><strong>Dances, i.e., Jitterbugs</strong> (60) vs. “Country Dance” (142); Outdoor scene in town, i.e., “Street Scene” (34) vs. Pueblo Scene: Corn Dancers and Church” (139)</td>
</tr>
</tbody>
</table>

**Text:** SRA Art Connections Grade 2

**Overview of Curriculum – Narratives for Grade 2:** Q3f

**DUE:**
- January: End of month – 10 works due for Volusia Students Create Exhibit adjudication
- 1st Languages/Arthaus (Even years)

**February:** ATC’s
**Rhythm**

**Movement**
- Diagonal
- Curving

**Suggested Artists:**
- John James Audubon
- William McCloskey
- Thomas Hart Benton
- Edgar Degas
- Vincent Van Gogh
- Claude Monet
- Grandma Moses

**Math:**
- Addition
- Subtraction
- Place Value
- Fractions
- Time
- Money

**English/Language Arts:**
- Communicate ideas/experiences in creating visual art
- Context clues to determine meaning in artworks

**Science:**
- Energy and motion
- Matter
- Magnets
- Human Body

**Social Studies:**
- History
- Civics
- Government
- Economics

<table>
<thead>
<tr>
<th>Assessed Content:</th>
<th>2-1 Creates works that celebrate, record, communicate cultural heritage &amp; personal events 2-2 Uses a variety of thematic subject matter and visual symbols to create works of art</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the use of art to promote events within the school or community.</strong></td>
<td><strong>VA.2.F.3.1</strong></td>
</tr>
<tr>
<td>- Select work for the local art festival.</td>
<td><strong>Banner, brochure, poster, , Internet, Newspaper; People at Work</strong></td>
</tr>
<tr>
<td>- Promote idea through ads-TV</td>
<td></td>
</tr>
<tr>
<td><strong>Assessed Content:</strong></td>
<td><strong>2-8 Uses a variety of art elements and design principles to communicate ideas</strong></td>
</tr>
<tr>
<td>2-30 Understands that artists’ creations influence home, school, work life</td>
<td></td>
</tr>
<tr>
<td><strong>- Select and send 10 art works to District Art Office for Adjudication into annual K-12 Volusia Students Create, Exhibit - DUE end January</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Distinguish between appropriate and inappropriate audience behavior.</strong></td>
<td><strong>VA.2.H.1.2</strong></td>
</tr>
<tr>
<td>- Identify differences in audience behavior in the classroom, school and community.</td>
<td><strong>Art Festivals Good Citizens</strong></td>
</tr>
<tr>
<td><strong>Assessed Content:</strong></td>
<td><strong>2-32 Uses good observation and listening skills during guest artist visit, museum visit, and/or classroom art presentations</strong></td>
</tr>
<tr>
<td><strong>Florida Standards</strong></td>
<td></td>
</tr>
<tr>
<td>LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Use accurate art vocabulary to discuss art.</strong></td>
<td><strong>VA.2.S.1.4</strong></td>
</tr>
<tr>
<td>- Describe local art solution using accurate art terms.</td>
<td><strong>Vocabulary (22-3), Gathers Information</strong></td>
</tr>
<tr>
<td><strong>Assessed Content:</strong></td>
<td><strong>Close Reading: FCAT Prep, Unit 6, Task 1, p 44-45, architecture/pottery</strong></td>
</tr>
<tr>
<td>2-33 makes &amp; supports judgments about works of art using specific criteria and appropriate vocabulary</td>
<td></td>
</tr>
<tr>
<td><strong>Follow directions for safety procedures and explain their importance in the art room.</strong></td>
<td><strong>VA.2.S.3.3</strong></td>
</tr>
<tr>
<td>- Repeat established safety procedures to ensure appropriate use of tools and materials.</td>
<td><strong>Safety (32-3); Procedure, Process, Techniques, Importance</strong></td>
</tr>
</tbody>
</table>
Assessed Content:
2-9 Works w/tools, materials and processes safely, appropriately & responsibly
2-16 Consistently follows directions/instructions and cleanup procedures

Florida Standards
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
MAFS.K12.MP.5.1 Use appropriate tools strategically

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.

- Know the difference between using an idea to create art and copying the same visual image.

Assessed Content:
2-32 Uses good observation and listening skills during guest artist visit, museum visit, and/or classroom art presentations
<table>
<thead>
<tr>
<th>Special Area Grading</th>
<th>CONNECT WITH ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CDE: 81-100 Grade Range</strong> which defaults to <strong>+</strong> (PLUS) on report card</td>
<td><strong>Florida Standards Required by Florida DOE for this Course</strong></td>
</tr>
<tr>
<td>The student experiments throughout the art-making process to incorporate resources involving line and color to inspire personal expression and art production; identifies works using art skills of artists/designers; and practices safety procedures in the art room.</td>
<td><strong>Course Number:</strong> 5001030 Art – GRADE 2 <strong>Highlighted are included with visual art standards in Q3f</strong></td>
</tr>
<tr>
<td><strong>DEV: 61 – 80 Grade Range</strong> which defaults to <strong>✓</strong> (CHECK) on report card</td>
<td><strong>ELD.K12.ELL.SI.1</strong> English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>The student uses available media and processes with limited experimentation and ideation to create art; identifies where art is located in the community; and follows safety procedures.</td>
<td><strong>HE.2.C.2.4</strong> Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.</td>
</tr>
<tr>
<td><strong>NDE: 0 – 60 Grade Range</strong> which defaults to <strong>Ø</strong> (NULL) on report card</td>
<td><strong>LAFS.2.SL.1.1</strong> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of art in community; ignores some safety procedures.</td>
<td><strong>LAFS.2.SL.1.2</strong> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td><strong>MAFS.2.G.1.1</strong> 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.</td>
<td><strong>LAFS.2.SL.1.3</strong> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
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<tr>
<td><strong>MAFS.2.G.1.3</strong> 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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</td>
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<tr>
<td><strong>MAFS.2.MD.1.1</strong> Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</td>
<td><strong>SC.2.N.1.5</strong> Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</td>
</tr>
<tr>
<td>In addition to the listed benchmarks and standards, the following mathematical practices are required content: <strong>MAFS.K12.MP.5.1:</strong> Use appropriate tools strategically. <strong>MAFS.K12.MP.6.1:</strong> Attend to precision. <strong>MAFS.K12.MP.7.1:</strong> Look for and make use of structure.</td>
<td></td>
</tr>
<tr>
<td>Grade 2 (5005030)</td>
<td>8.15.2017</td>
</tr>
</tbody>
</table>

**FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**

**General Visual Arts Rubric**

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 &amp; 4)</td>
<td>* DEV: 61 – 80</td>
<td>* NDE: 0 – 60</td>
</tr>
</tbody>
</table>

### LEVEL 3

*CDE: 81-100*  
Grade Range *which defaults to* **+** (PLUS) on report card

- Objects appear integrated with the picture plane  
- Represents distance and direction pictorially  
- Places shapes/objects higher and lower on the picture plane  
- Makes shapes which vary in height and width  
- Places objects appropriately with meaning  
- Provides good details in objects  

- Shows arrangement of objects on the picture plane  
- Shows some evidence of thought in placing shapes  
- Uses different size shapes  
- Provides moderate details in objects  
- Shows moderate variety in surfaces

- Makes form(s) which vary in height and width  
- Provides recognizable detail(s)  
- Shows variety in surface(s)  
- Shows evidence of thought in developing form(s)

**4 Points**  
Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

### LEVEL 2

*DEV: 61 – 80*  
Grade Range *which defaults to* **✓** (CHECK) on report card

- Positions objects unrelated to their environments  
- Makes few variable shapes  
- Shows some recognizable objects  
- Provides some details in objects  
- Shows some variety in surfaces

- Makes some variable form(s).  
- Provides few recognizable detail(s)  
- Shows little variety in surface(s)  
- Shows little evidence of thought in developing form(s)

**3 Points**  
Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

### LEVEL 1

*NDE: 0 – 60*  
Grade Range *which defaults to* **.NULL** (NULL) on report card

- Objects or shapes appear isolated  
- Makes shapes which generally lack structure  
- Makes forms which lack recognition  
- Provides little or no detail  
- Shows little or no variety in surfaces

- Makes form(s) which generally lack structure  
- Provides no recognizable detail(s)  
- Shows little or no variety in surface(s)  
- Shows little or no thought in developing form(s)

**1 Point**  
Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response in incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.

**0 Point**  
Student has provided a completely incorrect or uninterpretable response or no response at all.

* Denotes Volusia County Schools Grade Scale for Report Cards
**Structural Elements of Art and Organizational Principles of Design**

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

**Elements of Art:**
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

**Principles of Design:**
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

**General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar**

**4 Points**
Spelling of complex and simple words is correct.
Effective use of punctuation guides reader through text.
Shows mastery of grammar
Sufficiently long and complex enough.
Needs little or no editing.

**3 Points**
Common words are correctly spelled. Spelling of more complex words is usually correct.
End of sentence punctuation is always correct.
Few mistakes with internal punctuation.
May contain lapses in usage but not enough to distract the reader.
Minimal editing required.

**2 Points**
Some misspelling of common words.
End of sentence punctuation is usually correct. Internal punctuation contains some errors.
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
Significant editing required.

**1 Point**
Frequent misspellings of common words.
Incorrect or random use of end of sentence punctuation.
Little or no internal punctuation.
Infrequent or incorrect use of capitalization.
Errors so severe that it is difficult to focus on meaning.
Excessive editing required.
UNIT/ORGANIZING PRINCIPLE:  
Art in Context – Past and Present

VISUAL ART – 5001030  
Art - Grade 2

ESSENTIAL QUESTIONS

- How have artists and students used life experiences and/or cultural periods as sources for inspiration and meaning in personal art work?
- How are art materials and tools used in a safe manner?

Overview of Curriculum – Narratives for Grade 2: Q3s

WEEK 23-27

Connect With Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 1/2 hours of elective instruction per each 9-week marking period of 45+- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills; time for students to respond creatively to the lesson; and time for clean-up.

While creating, art students learn to:
- Explore art from different time periods and cultures as sources for inspiration.
- Follow directions for safety procedures and explain their importance in the art room.
- Use personal experience to convey meaning or purpose in creating artworks.
- Identify examples in which artists have created works based on cultural and life experiences.

A student producing work assessed as proficient would be able to demonstrate the ability to create art based on personal ideas using art materials safely and to explain how people in other cultures and places express their ideas through art.

TOPICs

CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity

VA.2.H.1.1 People and Places, America’s Past; resources, background, heritage, i.e., storyteller doll, diorama, (138)

Art Criticism process
- Describe
- Analyze
- Interpret
- Judge

NGSSS Visual Art STANDARDS Unpacking - Learning Targets

- Identify examples in which artists have created works based on cultural and life experiences.
  - Identify how an artist reflects culture and life experiences in personal art, i.e., “Powder Horn” (172), “Indonesian Shadow Puppet” (56).
  - Distinguish between works of different cultures, times, or places.

Suggested Artists:
- James Peale
Use personal experience to convey meaning or purpose in creating artworks.
- Create 2D and/or 3D art based on experience.
- Draw and sculpt same subject or draw a realistic and/or abstract picture of same subject.

**Assessed Content:**
2-1 Creates works that celebrate, record, communicate cultural heritage & personal events

**Florida Standards**
VA.2.O.2.1 Present Knowledge & Ideas Visually & Orally Observation Experience

Explore art from different time periods and cultures as sources for inspiration.
Decide how to incorporate ideas from different times or cultures into creating personal art.

**Assessed Content:**
2-3 Compares works of art based on similar themes and interprets how choice of media, technique and processes can communicate an idea visually

**Florida Standards**
LA.FS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Follow directions for safety procedures and explain their importance in the art room.
- Repeat established safety procedures to ensure appropriate use of tools and materials.
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.
- Review class procedures/notes on safety Q1 through Q4 and when necessary
  - MSDS Sheet info [http://dickblick.com/msds](http://dickblick.com/msds)

**Assessed Content:**
2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
2-16 Consistently follows directions/instructions and cleanup procedures

**Florida Standards**
**MAFS.K12.MP.5.1:** Use appropriate tools strategically

**Remarks/Examples:** Walking not running, waiting your turn, and following traffic laws.
## Florida Standards Required by Florida DOE for this Course

**Course Number:** 5001030 Art – GRADE 2

Highlighted are Included with visual art standards in Q3s)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**HE.2.C.2.4** Explain the ways that rules make the classroom, school, and community safer.

Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.

**LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**LAFS.2.SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**MAFS.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.

**MAFS.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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**MAFS.2.MD.1.1** Measure the length of an object to the nearest inch, foot, centimeter, or meter 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).

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

**MAFS.K12.MP.5.1** Use appropriate tools strategically.

**MAFS.K12.MP.6.1** Attend to precision.

**MAFS.K12.MP.7.1** Look for and make use of structure.
## General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL 3 (3 &amp; 4)</th>
<th>2D</th>
<th>3D</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>CDE: 81-100</em></td>
<td>- Objects appear integrated with the picture plane</td>
<td>- Makes form(s) which vary in height and width</td>
<td>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
<tr>
<td>Grade Range</td>
<td>- Represents distance and direction pictorially</td>
<td>- Provides recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td>which defaults to * (PLUS) on report card</td>
<td>- Places shapes/objects higher and lower on the picture plane</td>
<td>- Shows variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Makes shapes which vary in height and width</td>
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<td></td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td>- Uses different size shapes</td>
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</tr>
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<tr>
<td></td>
<td>- Shows moderate variety in surfaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>2 Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* DEV: 61-80*</td>
<td>- Positions objects unrelated to their environments</td>
<td>- Makes some variable form(s).</td>
<td>Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.</td>
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<td>Grade Range</td>
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<td>which defaults to ✔ (CHECK) on report card</td>
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<td></td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>1 Point</td>
<td></td>
<td></td>
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<td>* NDE: 0-60*</td>
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- Line
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- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
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- Texture

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- Rhythm

From FL DOE Item Specifications, 2014

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- Shows mastery of grammar
- Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled. Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct. Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
UNIT/ORGANIZING PRINCIPLE: Analysis and Evaluation

VISUAL ART – 5001030
Art - Grade 2

ESSENTIAL QUESTIONS

- What art vocabulary is used to identify similarities and/or connections among different times, cultures, contexts and visual art?
- Does the student follow safety guidelines?
- What is important for students to know about time management concerns?
- What is important for students to know about time management concerns?

Text:
SRA Art Connections
Grade 2

Overview of Curriculum – Narratives for Grade 2: Q4f

WEEK 28-31

Assess Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on understanding how to compare art works and how to talk about personal art or art created by artists, time for students to respond creatively to the lesson time for clean-up.

While creating, art students learn to:
- Use accurate art vocabulary to identify connections among visual art and other contexts.
- Follow directions for safety procedures and explain their importance in the art room.
- Identify differences or similarities in artworks across time and culture.
- Use time effectively while focused on art production to show early development of 21st-century skills.

A student producing work assessed as proficient would be able to demonstrate the ability to use art materials safely while creating art, compare artworks and other information for details in similarities and differences while using accurate art vocabulary, and stay on task during the process of creating art.

REVIEW:
- Vincent Van Gogh
- Claude Monet

LEARNING TARGETS – STANDARDS

Unit 5 (cont.)- Texture

Lesson/Activities:
- Tactile
- Rough
- Smooth
- Visual

 Learning Targets – Standards

- Use accurate art vocabulary to identify connections among visual art and other contexts.
- Use art terms to describe images in other contexts.
- Know words in different contexts may have different meanings, i.e., “figure” in math vs. art.

Assessed Content:
- 2-35 Compares or contrasts artworks that are realistic or abstract

STANDARDS

VA.2.C.3.1

ACADEMIC LANGUAGE

italics = integration (text pages)

Structural Elements
Organizational Principles
<table>
<thead>
<tr>
<th>Shiny</th>
<th>Matte</th>
</tr>
</thead>
</table>

**Suggested Artists:**
- Jan Vermeer
- George Catlin
- Leonardo da Vinci
- Vincent Van Gogh
- Claude Monet

**Math:**
- Fractions
- Time
- Money
- Measurement

**English/Language Arts:**
- Recognize tone and mood in artwork
- Recall, interpret, summarize, evaluate
- Classify, reorganize, synthesize to create unique piece of art

**Science:**
- Life Cycles
- Human Body
- Basic Needs

**Social Studies:**
- History
- Civics
- Government
- Economics

### Florida Standards

**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Use time effectively while focused on art production to show early development of 21st-century.**

**Identify differences or similarities in artworks across time and culture.**
- Find and discuss examples of balance, emphasis, and texture in works of art (154-181).
- *What does student observe?*
- *What does student infer?*

**Assessed Content:**
2-26 Understands that artists create works based on culture and life experiences such as urban and rural environment  
2-37 Compares differences between original artworks and reproductions

**Florida Standards**

**SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

**Follow directions for safety procedures and explain their importance in the art room.**
- Repeat established safety procedures to ensure appropriate use of tools and materials.
- Know some materials are not suitable, by law, for K-8
- Know use and care of tools and materials.
- Review class procedures/notes on safety Q1 through Q4 and when necessary
  - MSDS Sheet info: [http://dickblick.com/msds](http://dickblick.com/msds)
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:**
2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
2-16 Consistently follows directions/instructions and cleanup procedures

**21st Century Skills (Preface)**

**Critical thinking (61)**
- Axis
- Dominant
- Focal point
- Subordinate
- Shiny
- Matte
- Neon (179B)

**Safety (32-33, T12)**
- Procedure
- Process
- Guidelines
- Techniques
- Responsibility
<table>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE: 81-100</td>
<td>The student continues to use art materials safely while creating art in a timely manner, compares details in artworks for similarities and differences and finds connections between art and other content.</td>
</tr>
<tr>
<td>DEV: 61-80</td>
<td>The student follows safety procedures during the time allowed for the creation process, identifies artworks that are similar or different, but may have difficulty in making connections between art and other content areas.</td>
</tr>
<tr>
<td>NDE: 0-60</td>
<td>The student usually follows safety procedures during the creation process, but struggles to complete work on time, distinguish similarities and differences in art works, and/or find connections between art and other subjects.</td>
</tr>
</tbody>
</table>

### Florida Standards Required by Florida DOE for this Course

**Course Number: 5001030 Art – GRADE 2**

Highlighted are included with visual art standards in Q4f)

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **HE.2.C.2.4** Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
- **LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **LAFS.2.SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **MAFS.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.
- **MAFS.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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
- **MAFS.2.MD.1.1** Measure the length of an object to the nearest inch, foot, centimeter, or meter 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).

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

- **MAFS.K12.MP.5.1**: Use appropriate tools strategically.
- **MAFS.K12.MP.6.1**: Attend to precision.
- **MAFS.K12.MP.7.1**: Look for and make use of structure.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2D</th>
<th>3D</th>
<th>Rubric Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 3</strong></td>
<td></td>
<td></td>
<td>4 Points</td>
</tr>
<tr>
<td>(3 &amp; 4)</td>
<td>Objects appear integrated with the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
<td></td>
</tr>
<tr>
<td><em>CDE: 81-100</em></td>
<td>Represents distance and direction pictorially</td>
<td>Provides recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Range</strong></td>
<td>Places shapes/objects higher and lower on the picture plane</td>
<td>Shows variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td>which defaults to * (PLUS)</td>
<td>Makes shapes which vary in height and width</td>
<td>Shows evidence of thought in developing form(s)</td>
<td></td>
</tr>
<tr>
<td>on report card</td>
<td>Places objects appropriately with meaning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Provides good details in objects</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Shows arrangement of objects on the picture plane</td>
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<td></td>
</tr>
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<td></td>
<td>- Shows some evidence of thought in placing shapes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Uses different size shapes</td>
<td>Shows variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provides moderate details in objects</td>
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<td>- Shows moderate variety in surfaces</td>
<td>Shows some evidence of thought in developing form(s)</td>
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</tr>
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</table>

| **LEVEL 2** | 2 Points |
| * DEV: 61-80* | Makes some variable form(s). |
| **Grade Range** | Provides few recognizable detail(s). |
| which defaults to ✓ (CHECK) | Shows little variety in surface(s) |
| on report card | Shows little evidence of thought in developing form(s) |

| **LEVEL 1** | 1 Point |
| * NDE: 0-60* | Makes form(s) which generally lack structure |
| **Grade Range** | Provides no recognizable detail(s). |
| which defaults to Ø (NULL) | Shows little or no variety in surface(s) |
| on report card | Shows little or no thought in developing form(s) |

* Denotes Volusia County Schools Grade Scale for Report Cards
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
• Line
• Shape (organic, geometric, positive, negative)
• Form
• Color (hue, primary, secondary, etc.)
• Value (tint, shade)
• Space
• Texture

Principles of Design:
• Balance (symmetry)
• Unity (dominance, harmony)
• Variety
• Emphasis
• Pattern
• Proportion (scale)
• Movement
• Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar Sufficiently long and complex enough. Needs little or no editing.

3 Points
Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. Minimal editing required.

2 Points
Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. Significant editing required.

1 Point
Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. Excessive editing required.
UNIT/ORGANIZING PRINCIPLE: Analysis and Evaluation

VISUAL ART – 5001030
Art - Grade 2

4th Marking Period/QUARTER
For Progress report
PACING: WEEK 32-36

ESSENTIAL QUESTIONS

• What art vocabulary can be used to reflect, discuss and/or compare various meanings in art, skills/techniques, and/or art and utilitarian objects?
• Does the student know and follow safety guidelines?
• What connections are made between using art ideas and creating from other content?

Overview of Curriculum – Narratives for Grade 2: Quarter 4

WEEK 32-36

Assess Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction on how to compare art works and talk about personal art, art created by artists and/or connections between the visual arts and other content areas; time for students to respond creatively to the lesson; and time for clean-up.

While creating, art students learn to:
- Reflect on and discuss various possible meanings in works of art.
- Identify skillful techniques used in works by peers and others.
- Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
- Use accurate art vocabulary to discuss art.
- Follow directions for safety procedures and explain their importance in the art room.
- Describe connections made between creating with art ideas and creating with information from other content.

A student producing work assessed as proficient would be able to demonstrate the ability to differentiate and explain how various media are used and to express ideas in creating and/or integrating non-art content while handling art materials safely.

REVIEW:
- Vincent Van Gogh
- Claude Monet

TOPICs

ASSESS ART: Ability to Discuss & Evaluate Personal Art And Art of Others in Various Contexts

Topics - Learning Targets – Standards - Embedded CC

STANDARDS (* are repeated)

Unit 6- Harmony, Variety and Unity

Lesson/Activities:
- Harmony
  1. Color
  2. Shape
  3. Form

Reflect on and discuss various possible meanings in works of art.
- Compare and contrast meaning in art works.
- What does student observe?
- What does student infer?

Assessed Content:
2-36 Identifies and examines the use of symbolism in specific art such as tribal masks, totem poles, still life

Florida Standards
LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

ACADEMIC LANGUAGE

italics = integration (text pages)

VA.2.C.1.2 Art Criticism Process
**Variety**
1. Color
2. Shape
3. Form

**Unity**
1. Form
2. Architecture

**Suggested Artists:**
- Paul Klee
- Paul Brach
- Leo Lionni
- **Claude Monet**
- Vincent Van Gogh
- John James Audubon
- Frederick Hundertwasser

**Math:**
- Fractions
- Time
- Money
- Measurement

**English/Language Arts:**
- Recognize tone and mood in artwork
- Recall, interpret, summarize, evaluate
- Classify, reorganize, synthesize to create unique piece of art

**Science**
- Life Cycles
- Human Body
- Basic Needs

**Social Studies:**
- History
- Civics
- Government
- Economics

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### LAFS.2.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### SC.2.N.1.5
Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

**Identify skillful techniques used in works by peers and others.**
- Identify use of lines in movement (149B).

**Assessed Content:**
- 2-11 Utilizes drawing, painting, printmaking, fibers, sculpture and ceramic media to produce
- 2-12 Experiments with a variety of materials, techniques and processes
- 2-17 Develops drawing skills by using a variety of drawing tools
- 2-18 Uses painting techniques & various brush strokes to create texture & show detail
- 2-19 Paints with tempera, watercolor & fingerpaint
- 2-20 Develops printmaking techniques by creating a series of print
- 2-22 Utilizes additive and subtractive sculptural techniques in creating w/ clay
- 2-34 Analyzes artworks using the art elements and design principles

**Florida Standards**
- LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- MAFS.K12.MP.7.1: Look for and make use of structure.

**Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.**
- Review meaning of structural elements when differentiating between art and objects.

**Assessed Content:**
- 2-28 Compares and contrasts functional & non-functional works of art

**Describe connections made between creating with art ideas and creating with information from other content.**
- Know how to differentiate between like and unlike ideas in art solutions.

**Assessed Content:**
- 2-8 Uses a variety of art elements and design principles to communicate ideas
- 2-1 Creates works that celebrate, record, communicate cultural heritage and personal meaning

**Use accurate art vocabulary to discuss art.**
- Find and discuss examples of harmony, variety, and unity in works of art (184-211).

**Assessed Content:**
- 2-33 makes & supports judgments about works of art using specific criteria and appropriate vocabulary
Florida Standards
LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
MAFS.K12.MP.7.1: Look for and make use of structure.

Follow directions for safety procedures and explain their importance in the art room.
- Repeat established safety procedures to ensure appropriate use of tools and materials.
- Know some materials are not suitable, by law, for K-8.
- Know use and care of tools and materials.
- Review class procedures/notes on safety Q1 through Q4 and when necessary.
  - MSDS Sheet info http://dickblick.com/msds
- Demonstrate ongoing responsible use of tools and materials.

Assessed Content:
2-9 Works w/ tools, materials and processes safely, appropriately & responsibly
2-16 Consistently follows directions/instructions and cleanup procedures

Florida Standards
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
MAFS.K12.MP.5.1: Use appropriate tools strategically
**Special Area Grading - ASSESS ART**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Default Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE: 81-100</td>
<td>+ (PLUS)</td>
<td>The student differentiates and explains how various media are used and expresses ideas in creating and/or integrating non-art content while handling art materials safety. The student can find meaning in artwork and identify skills used to create art.</td>
</tr>
<tr>
<td>DEV: 61-80</td>
<td>✓ (CHECK)</td>
<td>The student identifies various media without comparing them and/or uses limited thought to create and/or integrate non-art content while following art safety guidelines. The student has difficulty in reflecting on meaning in art or identifying skills used in creating art.</td>
</tr>
<tr>
<td>NDE: 0-60</td>
<td>❌ (NULL)</td>
<td>The student recognizes different media without explanation or description and includes incomplete personal ideas in works created and/or integrated non-art content while following safety procedures. The student does not understand that art has meaning.</td>
</tr>
</tbody>
</table>

**Florida Standards Required by Florida DOE for this Course**

- **Course Number:** 5001030 Art – GRADE 2
- **Highlighted are Included with visual art standards in Q4f**

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
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## General Visual Arts Rubric

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>LEVEL 3 (3 &amp; 4)</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
<th>2D</th>
<th>3D</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>CDE: 81-100</em></td>
<td>- Objects appear integrated with the picture plane</td>
<td>- Positions objects unrelated to their environments</td>
<td>- Objects or shapes appear isolated</td>
<td></td>
<td></td>
<td>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
<td>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</td>
<td>Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.</td>
<td>Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</td>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</td>
</tr>
<tr>
<td>Grade Range</td>
<td><em>DEV: 61-80</em></td>
<td><em>NDE: 0-60</em></td>
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</tr>
<tr>
<td>which defaults to * (PLUS) on report card</td>
<td>- Makes form(s) which vary in height and width</td>
<td>- Makes some variable form(s).</td>
<td>- Makes form(s) which generally lack structure</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>which defaults to ✓ (CHECK) on report card</td>
<td>- Represents distance and direction pictorially</td>
<td>- Provides some recognizable detail(s).</td>
<td>- Makes forms which lack recognition</td>
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<td>- Places shapes/objects higher and lower on the picture plane</td>
<td>- Shows little or no variety in surface(s)</td>
<td>- Provides no recognizable detail(s)</td>
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<td>- Makes shapes which vary in height and width</td>
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<td>- Places objects appropriately with meaning</td>
<td>- Shows little or no thought in developing form(s)</td>
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From FL DOE Item Specifications, 2014

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**General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar**

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<th>Description</th>
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<td>4</td>
<td>Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar Sufficiently long and complex enough. Needs little or no editing.</td>
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<td>Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. Minimal editing required.</td>
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<td>2</td>
<td>Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. Significant editing required.</td>
</tr>
<tr>
<td>1</td>
<td>Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. Excessive editing required.</td>
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