Volusia County Schools ART Curriculum Map

Art: Kindergarten

(5001010)
The School Board of Volusia County
Mrs. Melody Johnson, Chairman
Mrs. Linda Cuthbert, Vice-Chairman
Mrs. Ida D. Wright
Dr. John Hill
Mr. Carl Persis

Superintendent of Schools
Mr. James T. Russell

Chief Academic Officer
Ms. Teresa Marcks

Director K-12 Curriculum
Ms. Rachel Hazel

K-12 Visual Art Curriculum Specialist
Ms. Beth Dobberstein

Contributors: Elementary Art Teachers – Phase 1: Marla Basli, Kathy Biferie, Amy Fernandez, Samantha Hughes, Janice Knestrick, Leslie Sutton-Schmitz
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
Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

GENERAL 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.

**HOW TO INTERPRET THE CURRICULUM MAP**

**Kindergarten Visual Art Curriculum Map**

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

<table>
<thead>
<tr>
<th>VISUAL ART – 5011010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Kindergarten</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Q1f</th>
<th>Q1s</th>
</tr>
</thead>
<tbody>
<tr>
<td>formative portion of quarter</td>
<td>summative portion of quarter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNOVATE ART:</td>
</tr>
<tr>
<td>Create and share...</td>
</tr>
<tr>
<td>VAK.C.1.1</td>
</tr>
</tbody>
</table>

**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.

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

**Course Number:** 5001010 Art – GRADE K

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions.
  - Remarks/Examples: Injury to self and/or others.
- **LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.
- **LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
- **MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- **MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more of less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.
- **SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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.
• Integrated connections are listed per quarter for when language arts, math, science, and social studies are taught grade level.

Rubrics at end of interim and marking period:
• Rubrics ("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
<table>
<thead>
<tr>
<th>LEVEL 3 &amp; 4</th>
<th>*CDE: 81-100 Grade Range which defaults to ▲ (PLUS) on report card</th>
</tr>
</thead>
<tbody>
<tr>
<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 variety in surface(s) - Shows evidence of thought in developing form(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>* DEV: 61 – 80 Grade Range which defaults to ✔ (CHECK) on report card</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NDE: 0 – 60</td>
</tr>
<tr>
<td>Grade Range</td>
</tr>
<tr>
<td>which defaults to ☐ (NULL) on report card</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Point</th>
</tr>
</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’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>

<table>
<thead>
<tr>
<th>0 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</td>
</tr>
</tbody>
</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)

* 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

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</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</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</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</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>
**FOCUS of the Elementary Visual Art Program is to:**

- Introduce art and artists (Wassily Kandinsky and Paul Klee)
- 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 K, 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 K art text.
RESOURCES: GRADE K - STRUCTURAL ELEMENTS OF ART
<table>
<thead>
<tr>
<th>LINE</th>
<th>Pg. 34A-34B (Unit Plan Guide)</th>
<th>Pg. 35B (define)</th>
<th>Pg. 36-39 (Thick/Thin), 39B (define)</th>
<th>Pg. 40-43 (Calm: Vertical/Horizontal), 43B (define)</th>
<th>Pg. 44-47 (Diagonal/Zigzag), 47B (define)</th>
<th>Pg. 48-51 (Curved), 51B (define)</th>
<th>Pg. 52-55 (Smooth/Rough), 55B (define)</th>
<th>Pg. 56-59 (Broken/Solid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAPE</td>
<td>Pg. 64A -64B (Unit Plan Guide), 65B (define)</td>
<td>64-67 (Shape), 69 B (define)</td>
<td>Pg. 70-73 (Geometric), 73 B (define)</td>
<td>74-77 (Free-Form), 77B (define)</td>
<td>Pg. 78-81 (Geometric and Free Form), 81 B (define)</td>
<td>Pg. 82-85 (Body), 85B (define)</td>
<td>Pg. 86-89 (People).</td>
<td><strong>FOCUS:</strong> Introducing art, activating prior knowledge, using literature, thematic connections, comparing &amp; contrasting, geometry, categorize, describe (adjectives &amp; adverbs), discuss, making inferences, main idea &amp; details, body parts, history and culture, art criticism.</td>
</tr>
<tr>
<td>SPACE &amp; FORM</td>
<td>Pg. 124A-124B (Unit Plan Guide).</td>
<td>124-125 (Space &amp; Form), 125 B (define)</td>
<td>Pg. 126-129 (Space), 129B (define)</td>
<td>Pg. 130-133 (Form), 133B (define), 134-137 (Space and Form), 137B (define), 138-141 (Building Forms), 141B(define)</td>
<td>Pg. 142-145 (Animal Forms).</td>
<td><strong>FOCUS:</strong> Introducing art, activating prior knowledge, using literature, thematic connection, visualizing, adjectives &amp;adverbs, art history and culture, body parts, making inferences, identifying details, adjectives and adverbs, comparing/contrasting, main idea &amp; details.</td>
<td><strong>DIFFERENTIATED INSTRUCTION:</strong> (Reteach/Special Needs/Ell): Pg. 128, 132, 136, 140, 144, 148.</td>
<td><strong>ART ACROSS THE CURRICULUM:</strong> (Writing, Math, Social Studies, Science, Technology): Pg. 129, 133, 137, 141, 145, 149.</td>
</tr>
<tr>
<td>Resources: Grade K - Organizational Principles of Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picasso113, John Henry Twachtman116, Katsushika Hokusai 17, Rodney Alan Greenblat 120.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PATTERN</strong></td>
<td><strong>BALANCE</strong></td>
<td><strong>RHYTHM &amp; MOVEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pg. 185B (define) Pg. 186-189 (Pattern)</td>
<td>p. 193B (define), 194-197 (Balance), Pg. 197 B (define), Pg. 198-201 (Balance in sculpture).</td>
<td>Pg. 189B (define), Pg. 190-193 (Rhythm and Movement).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS:** Activate prior knowledge, Introduce art, using literature, thematic connection drawing conclusions, historical/cultural connections, adjectives and adverbs.  
**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** p. 188  
**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** p. 189  
**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** p. 189A  
**ASSESSMENT:** 189A


---

<table>
<thead>
<tr>
<th><strong>UNITY</strong></th>
<th><strong>VARIETY</strong></th>
<th><strong>EMPHASIS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P. 201B, (define) 202-203 (Unity), p. 205 (define), 206-209. (Unity in sculpture).</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**FOCUS:** Activate prior knowledge, Introduce art, art history and culture, using literature, thematic connection, main idea and details, compare/contrast, adjectives and adverbs.  
**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** p. 204, 208.  
**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** P. 201B, 205B.  
**ASSESSMENT:** p. 205A, 209A.


---

<table>
<thead>
<tr>
<th><strong>PROPORTION</strong></th>
<th><strong>HARMONY</strong></th>
<th><strong>This space intentionally left blank</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS:** Activate prior knowledge; Introduce art, using literature, thematic connection, history and culture connections, adjectives and adverbs.  
**DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):** p. 192  
**ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):** p. 193  
**ARTS INTEGRATED (Theatre, Music, Movement & Dance):** p. 189B  
**ASSESSMENT:** p. 193A

**ARTISTS:** Jack Savitsky p. 190, Currier and Ives. P. 191.
### CAREERS
- Animator, 152
- Architect, 136
- Illustrator, 74, 92
- Make-Up Artist, 152
- Painter, 212
- Sculptor, 212

### Getting Started/Basics/1st Day, xvi

#### What is Art?
- Painting, Drawing, Sculpture, Architecture, Printmaking, Photography, pottery, Mask, 12-13
- Subject, composition, content 14-16
- Still Life, Landscape 16-17
- Genre, Nonobjective 18-19
- Portrait, Story 20-21
- Structural Elements, Organizational Principles 22-23
- About Art – Art History/Culture 24-25
- About Art – Aesthetic Perception 26-27
- About Art – Art Criticism, 28-29

### Safety 32-3

### MEDIA & TECHNIQUES

#### Drawing
- Pencil, Crayon, 214
- Crayon Rubbing, Marker, 215
- Oil Pastels, Chalk, 216

#### Painting 216
- Brush care, 216-217
- Tempera, 218
- Watercolor, 219
- Techniques, 220

#### Collage 2201
- Glue, 222
- Arrange a Design 223

#### Sculpture, Paper, 224

#### Weaving, 225

#### Printmaking – Stamping, 226-9

#### Sculpting, 230-1

### OTHER RESOURCES
- Visual Index of all images in Grade 2 text, p.250-259
- Glossary for Grade 2, 260-271
- K-5 Program Index, T40-T48

### Activity Tips for Creative Expression, Grade 5

#### Unit 1/Lesson 1: Line, 232
- Unit 1/Lesson 2: Lines Make Calm Pictures, 232
- Unit 1/Lesson 3: Lines Make Busy Pictures, 233
- Unit 1/Lesson 4: Curved Lines, 233
- Unit 1/Lesson 5: Smooth & Rough Lines, 234
- Unit 1/Lesson 6: Broken Lines, 234

#### Unit 2/Lesson 1: Shape, 235
- Unit 2/Lesson 2: Geometric Shapes, 235
- Unit 2/Lesson 3: Free-Form Shapes, 236
- Unit 2/Lesson 4: More about Shapes, 236
- Unit 2/Lesson 5: Body Shapes, 237
- Unit 2/Lesson 6: Shapes of People, 237

#### Unit 3/Lesson 1: A Garden of Color, 238
- Unit 3/Lesson 2: Recognizing Objects by Color, 238
- Unit 3/Lesson 3: Looking at Colors, 239
- Unit 3/Lesson 4: Primary Colors, 239
- Unit 3/Lesson 5: Colors Show Feeling, 240
- Unit 3/Lesson 6: Light & Dark Colors 240

#### Unit 4/Lesson 1: Space in Art, 241
- Unit 4/Lesson 2: Form, 241
- Unit 4/Lesson 3: Space & Form, 242
- Unit 4/Lesson 4: A Building is a Form, 242
- Unit 4/Lesson 5: An Animal is a Form, 243
- Unit 4/Lesson 6: Forms Can Be Used, 243

#### Unit 5/Lesson 1: Texture You Can Touch, 244
- Unit 5/Lesson 2: Texture You Can See, 244
- Unit 5/Lesson 3: Designing with Texture, 245
- Unit 5/Lesson 4: Fiber Textures, 245
- Unit 5/Lesson 5: Real Texture on Forms, 246
- Unit 5/Lesson 6: Texture on Shapes, 246

#### Unit 6/Lesson 1: Pattern, 247
- Unit 6/Lesson 2: Rhythm & Movement, 247
- Unit 6/Lesson 3: Balance, 248
- Unit 6/Lesson 4: Balance in Sculpture, 248
- Unit 6/Lesson 5: Unity 249
- Unit 6/Lesson 6: Unity in Sculpture, 249

### Teacher's Handbook (end of teacher text after Glossary)
- Table of Contents – T1
- The Elementary Art Curriculum – T2
- About Aesthetic Perception – T3
- Introductory to Art History – T4-5
- Art Criticism – T6
- Meeting Standards – T7
- Development of Children's Art – T8
- Brain-Based learning – T9
- Classroom Management/Motivation Strategies - T10
- Art Instruction for Students with Disabilities – T11
- Community as a Resource for Art Materials – T-13
- Displaying student work – T14
- Art Assessments – T15
- Cross-Curricular Connections – T16
- Integrating Four Art Forms – T17
- The Creative Process and Problem Solving – T18
- Using Writing to Enhance Art Curriculum – T19
- Importance of Cultural Diversity through Art – T20
- Museum Education – T21
- United States Museum Resources – T22-25
- World Museum Resources – T26-29
- Program Scope and Sequence – T30-33
- Program Glossary (K-5) – 34-39
- Program Index (K-5) – T40-48

### 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</td>
<td>6</td>
<td>Andy Warhol</td>
<td></td>
<td></td>
<td></td>
<td>202</td>
<td></td>
<td>M</td>
<td>POP</td>
<td>Amer.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=NN-9LNI2r7U">http://www.youtube.com/watch?v=NN-9LNI2r7U</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPT.</td>
<td>7</td>
<td>Jacob Lawrence</td>
<td>83</td>
<td>101</td>
<td>56</td>
<td>82</td>
<td>35</td>
<td>60</td>
<td>172</td>
<td>M</td>
<td>Mixed - stories</td>
<td>African - Amer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://books.google.com/books?q=Jacob+Lawrence">http://books.google.com/books?q=Jacob+Lawrence</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html">http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=COw7QQUCIrM">http://www.youtube.com/watch?v=COw7QQUCIrM</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=ac6OZkyYxg">http://www.youtube.com/watch?v=ac6OZkyYxg</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER</td>
<td>21</td>
<td>Katshushika Hokusai</td>
<td>34</td>
<td>35</td>
<td>49</td>
<td>49</td>
<td>53</td>
<td>87</td>
<td></td>
<td>M</td>
<td>painting</td>
<td>Edo Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm">http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html">http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.book-navi.com/hokusai/hokusai-e.html">Hokusai museum</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.philamuseum.org/booklets/4_25_19_0.html">http://www.philamuseum.org/booklets/4_25_19_0.html</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.leurope.legi.obs-mip.fr/hokusai_e.html">http://www.leurope.legi.obs-mip.fr/hokusai_e.html</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.yonkerslibrary.org/hokusai.html">https://www.yonkerslibrary.org/hokusai.html</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>15</td>
<td>Georgia O'Keeffe</td>
<td>75</td>
<td>109</td>
<td>94</td>
<td>95</td>
<td>113</td>
<td>116</td>
<td>202</td>
<td>100</td>
<td>F</td>
<td>Painting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.lkwdpl.org/wihohio/okee-geo.htm">http://www.lkwdpl.org/wihohio/okee-geo.htm</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=3AY9rDB-WBk">http://www.youtube.com/watch?v=3AY9rDB-WBk</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=v71awD38Qy4">http://www.youtube.com/watch?v=v71awD38Qy4</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEC.</td>
<td>4</td>
<td>Wassily Kandinsky</td>
<td>37</td>
<td>48</td>
<td>40</td>
<td>36</td>
<td>37</td>
<td></td>
<td>M</td>
<td>Expressionism, German Expression, Der Blaue Reiter</td>
<td>Russian</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.wassilykandinsky.net/">http://www.wassilykandinsky.net/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youngarts.org/artists/wassily-kandinsky">https://www.youngarts.org/artists/wassily-kandinsky</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=Us-UupN7h8I8&amp;safe=active">https://www.youtube.com/watch?v=Us-UupN7h8I8&amp;safe=active</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=TgtR0Q3GKIw&amp;safe=active">https://www.youtube.com/watch?v=TgtR0Q3GKIw&amp;safe=active</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=T8yk1Z12240&amp;list=PLuYe9Sr76EV0kFxVbCB3HSGdHf-oO-ed6">https://www.youtube.com/watch?v=T8yk1Z12240&amp;list=PLuYe9Sr76EV0kFxVbCB3HSGdHf-oO-ed6</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER</td>
<td>8</td>
<td>Diego Rivera</td>
<td>202</td>
<td>94</td>
<td>95</td>
<td></td>
<td>53</td>
<td>169</td>
<td>M</td>
<td>painting</td>
<td>muralist</td>
<td>Mexican</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=PRw3hkaYz80">http://www.youtube.com/watch?v=PRw3hkaYz80</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=T8yk1Z12240">https://www.youtube.com/watch?v=T8yk1Z12240</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=7wGaYz80">https://www.youtube.com/watch?v=7wGaYz80</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=G2pOatapsjA">https://www.youtube.com/watch?v=G2pOatapsjA</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=7wGaYz80">https://www.youtube.com/watch?v=7wGaYz80</a> = SHORT BIO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEC.</td>
<td>18</td>
<td>Paul Klee</td>
<td>186</td>
<td>112</td>
<td>108</td>
<td>109</td>
<td></td>
<td>M</td>
<td>Expressionism, Surrealism, German Exp., Der Blaue Reiter, Bauhaus</td>
<td>German Swiss-born</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.paulklee.net/">http://www.paulklee.net/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.metmuseum.org/toah/hd/klee/hd_klee.htm">http://www.metmuseum.org/toah/hd/klee/hd_klee.htm</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.tate.org.uk/art/artists/paul-klee-1417">https://www.tate.org.uk/art/artists/paul-klee-1417</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>DATE</th>
<th>ARTIST</th>
<th>BORN – DIED</th>
<th>GENDER</th>
<th>ORIGIN</th>
<th>PRIMARY MEDIUM</th>
<th>DATES</th>
<th>WEBSITE LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Postimpressionism</td>
<td>120</td>
<td><a href="http://www.artcyclopedia.com/artists/cezanne_paul.html">http://www.artcyclopedia.com/artists/cezanne_paul.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.paulcezanne.org/index_uk.html">http://www.paulcezanne.org/index_uk.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=mQfWz1k7IU">http://www.youtube.com/watch?v=mQfWz1k7IU</a> = bio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html">http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=6QxSZVVDVE8">http://www.youtube.com/watch?v=6QxSZVVDVE8</a> = bio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B&amp;W</td>
<td></td>
<td><a href="http://www.sfmoma.org/adams/">http://www.sfmoma.org/adams/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=6QxSZVVDVE8">http://www.youtube.com/watch?v=6QxSZVVDVE8</a> = bio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=9yov-PftAm4">http://www.youtube.com/watch?v=9yov-PftAm4</a> = studio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=aa18PS96m">http://www.youtube.com/watch?v=aa18PS96m</a> = work</td>
</tr>
<tr>
<td></td>
<td>Marisol Escobar</td>
<td>5/22/1930 - today</td>
<td>F</td>
<td>Venezuela</td>
<td>Sculpture mixed</td>
<td>90</td>
<td><a href="http://www.tfaoi.com/aa/2aa/2aa661.htm">http://www.tfaoi.com/aa/2aa/2aa661.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://en.wikipedia.org/wiki/Marisol_Escobar">http://en.wikipedia.org/wiki/Marisol_Escobar</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.artcyclopedia.com/artists/marisol.html">http://www.artcyclopedia.com/artists/marisol.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=hlkLuf1A&amp;safe=active">http://www.youtube.com/watch?v=hlkLuf1A&amp;safe=active</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active">http://www.youtube.com/watch?v=pU3pMuMq1bw&amp;safe=active</a> = fun animation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=PKzmbQ4KK&amp;safe=active">http://www.youtube.com/watch?v=PKzmbQ4KK&amp;safe=active</a> = w/ 3 other women artists</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=V3YmhlB7iqM">http://www.youtube.com/watch?v=V3YmhlB7iqM</a> = w/ 3 other women artists</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prairie</td>
<td></td>
<td><a href="http://www.delmar.com/wright/fw1.htm">http://www.delmar.com/wright/fw1.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sculpture</td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=ldijHb-3Bu">http://www.youtube.com/watch?v=ldijHb-3Bu</a> = sculptures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=7MAdE-PBoD8">http://www.youtube.com/watch?v=7MAdE-PBoD8</a> = documentary</td>
</tr>
</tbody>
</table>
Partnership for 21st Century Skills

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

Check out “Above & Beyond” animation concerning the 4C’s  http://www.p21.org/tools-and-resources/above-aamp-beyond-animation


21st Century Skills are embedded in NGSSS Visual Art

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. http://www.p21.org/storage/documents/P21_arts_map_final.pdf

The 21st-Century Skill 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 – 5001010**  
Kindergarten

**ESSENTIAL QUESTIONS**
- What is art? How are art objects described?
- What are the uses for art objects?
- Where is art found?
- What are sources for art ideas?
- How does personal interest affect how or why an artwork is created?
- What art vocabulary is important to understand to engage in discussion about art?
- How are art materials and tools used safely?

### Overview of Curriculum – Narratives for Grade Kindergarten: Q1f

**WEEK 1-4**

**Innovate 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 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, Kindergarten art students learn to:
- Create and share personal works of art with others.
- Handle art tools and media safely in the art room.
- Explore everyday objects that have been designed and created by artists.
- Describe where artwork is displayed in school or other places.

A student producing work assessed as proficient would be able to demonstrate the ability to explain personal work with specific details, knows what artists create, where art can be located, and follows directions for safety in the art room.

### TOPICS

**INNOVATE ART:** Includes Cognition, Engagement, Persistence, How to Think about, Create, and Reflect on Personal Art

**NGSSS Visual Art STANDARDS**

Unpacking - Learning Targets

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>(* are repeated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA.K.C.1.1</td>
<td>Definitions (18-27)</td>
</tr>
</tbody>
</table>

**Text:** SRA Art Connections:  
Grade K “Big Book”

**DUE:**
- September
  - Art Teachers’ Exhibit/ArtHaus
  - Volusia County Schools – Safety Poster Contest
- October
  - FAEA Conference
  - Volusia County Fair
<table>
<thead>
<tr>
<th>Suggested Artists:</th>
<th>Assessed Content:</th>
<th>Florida Standards:</th>
<th>Visual story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wassily Kandinsky</td>
<td>Art can use senses, touch, sight; listening skills.</td>
<td>K-25 Views and discusses art from various cultures, time periods &amp; places</td>
<td>Observation</td>
</tr>
<tr>
<td>Claude Monet</td>
<td></td>
<td>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details</td>
<td>Landscape</td>
</tr>
<tr>
<td>David Hockney</td>
<td></td>
<td></td>
<td>Concepts of self,</td>
</tr>
<tr>
<td>Currier and Ives</td>
<td></td>
<td></td>
<td>family, school,</td>
</tr>
<tr>
<td>Marc Chagall</td>
<td></td>
<td></td>
<td>Community</td>
</tr>
<tr>
<td>Piet Mondrian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore everyday objects that have been designed and</td>
<td>MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and</td>
<td>Useful/utilitarian</td>
</tr>
<tr>
<td></td>
<td>created by artists.</td>
<td>describe the relative positions of these objects using terms such as above,</td>
<td>objects</td>
</tr>
<tr>
<td></td>
<td>• Artists create works on various surfaces from various</td>
<td>below, beside, in front of, behind, and next to.</td>
<td>Aesthetic/non-</td>
</tr>
<tr>
<td></td>
<td>• Recognize between non-art objects (tree) and art</td>
<td></td>
<td>utilitarian objects</td>
</tr>
<tr>
<td></td>
<td>objects (painting).</td>
<td></td>
<td>Opposites: smooth/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rough</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Describe, main</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>idea, details,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pattern,</td>
</tr>
<tr>
<td></td>
<td><strong>Close Reading : FCAT Prep, Unit 1</strong> Task 4 p.10-11,</td>
<td></td>
<td>Bulletin boards,</td>
</tr>
<tr>
<td></td>
<td>painting</td>
<td></td>
<td>school display</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exhibits, festivals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Buildings: offices,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>church, museums,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>airport</td>
</tr>
<tr>
<td></td>
<td>Describe where artwork is displayed in school or other</td>
<td>MAFS.K.SL.1.2 Confirm understanding of a text read aloud or information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>places.</td>
<td>presented orally or through other media by asking and answering questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand that people create for a reason.</td>
<td>about key details and requesting clarification if something is not understood.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifies art in places.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Close Reading : FCAT Prep, Unit 1</strong> Task 4 p.10-11,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>painting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handle art tools and media safely in the art room.</td>
<td></td>
<td>Safety (32-3)</td>
</tr>
<tr>
<td></td>
<td>• Identify and name tools used to create art.</td>
<td></td>
<td>Follow directions</td>
</tr>
<tr>
<td></td>
<td>• Follows directions for cleanup.</td>
<td></td>
<td>for tools, media,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cleanup</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(FYI: District School Safety Initiative – poster, anim., etc.)</td>
</tr>
</tbody>
</table>
### Special Area Grading - INNOVATE ART

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

The student describes choices made in using various media for the creation of works documenting self and/or community experiences and practices safety procedures in the art room.

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

The student uses various media to complete works with little thought to choices made, self-expression, or documentation of local/global ideas, but follows safety procedures.

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

The student struggles to complete works or works hastily, not understanding how to use various media and/or how to incorporate and describe personal interests and choices for self-expression and/or community experiences to meet objectives; ignores some safety procedures.

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

**Course Number: 5001010 Art – GRADE K** (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.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

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

**FLORIDA STANDARDS**

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

**HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.

**LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.

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

**LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).

**MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).

**MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.

**SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

In addition to the listed benchmarks and standards, the following mathematical practices are required content:
### General Visual Arts Rubric

#### LEVEL 3

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

#### 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) |
| Shows some variety in surfaces | |

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.
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NDE: 0 – 60</strong></td>
<td><strong>Grade Range</strong></td>
</tr>
<tr>
<td>which defaults to [ ] (NULL) on report card</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Point</th>
<th>0 Point</th>
</tr>
</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 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.</td>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</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:
Organizing Thoughts to Create and Complete Art

---

### VISUAL ART – 5001010
Kindergarten

#### ESSENTIAL QUESTIONS
- How does self-expression and individual choices contribute to visual communication and personal satisfaction?
- How does art reflect human experience?
- How are art materials and tools used safely?

---

### Overview of Curriculum – Narratives for Grade Kindergarten: Q1s

#### WEEK 5-9

**Innovate 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 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, Kindergarten art students learn to:**
- Describe personal choices made in the creation of artwork.
- Handle art tools and media safely in the art room.
- Create works of art to document experiences of self and community.
- Experiment with art media for personal satisfaction and perceptual awareness.

A student producing work assessed as proficient would be able to demonstrate the ability to describe/show choices made in using various media to create works based on self and/or community experiences and practice safety procedures in the art room.

---

### TOPICs

**Innovate Art** includes Cognition, Engagement, Persistence, How to Think about, Create, and Reflect on Personal Art

#### NGSSS Visual Art STANDARDS

**Unpacking - Learning Targets**

**STANDARDS** (* are repeated)

**VA.K.C.2.1**

**Described, Main Idea**
Create visual ideas spontaneously or through planning/sequence of steps

**Color (94-5)**
Patterns: relationship of size and distance; night vs. day; sky; time/day/season

---

### Suggested Artists:

- Grant Wood
- Jacob Lawrence
- Auguste Herbin
- Henri Matisse

### Math

**Assessed Content:**
- K-2 Knows that visual symbols are used to convey meaning
- K-5 Interprets personal experiences visually using selected media
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Grade Levels</th>
<th>FL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td>K-6 Describes choices made in his/her artwork</td>
<td>K, 6</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>English/Language arts</strong></td>
<td>K-7 Artwork created for specific purposes, i.e., storybook, illustrations, stained glass</td>
<td>K, 7</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>K-11 Creates personal meaning drawn from experience, observation or imagination</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Main Idea/Point of View</strong></td>
<td></td>
<td>K, 7</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Fluency and Comprehension of Art</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Reading for Text Complexity</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Experiment with art media for personal satisfaction and perceptual awareness.</td>
<td>K, 7</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Understand that others can create art differently.</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Perceives art through the senses.</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Artwork can have more than one solution.</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Assessed Content</strong></td>
<td></td>
<td>K, 7</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>K-11 Creates personal meaning drawn from experience, observation or imagination</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Create works of art to document experiences of self and community.</td>
<td>K, 7</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Identify physical characteristics of places (38).</td>
<td>K, 5</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Self-expression.</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Engages in a variety of explorations to inform, support, revise and reflect personal ideas in the creation of artwork.</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>• Decide reason for selecting work for display.</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Assessed Content</strong></td>
<td></td>
<td>K, 7</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td></td>
<td>K-11 Creates personal meaning drawn from experience, observation or imagination</td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Science Process</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Five Senses</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Matter</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
<td></td>
<td>K, 11</td>
<td>Florida Standards: LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
</tbody>
</table>

### Creative Thinking

- **K-6** Describes choices made in his/her artwork
- **K-7** Artwork created for specific purposes, i.e., storybook, illustrations, stained glass
- **K-11** Creates personal meaning drawn from experience, observation or imagination

### Visual Communication

- **VA.K.F.1.1**
- **VA.K.O.3.1**
- **VA.K.S.3.3**

- **VA.K.F.1.1**
  - Add, delete, illustrate
  - Exhibit, school display (FYI: Volusia Students Create Exhibit adjudication early February)

- **VA.K.O.3.1**
  - Document
  - Imagery from life experiences
  - Community, Family and Friends
  - Body Shapes (82-9, 90-91)
  - Front, back, top, bottom

- **VA.K.S.3.3**
  - Safety (32-3)
  - Follow directions for tools, media, cleanup

### Florida Standards:

- **LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.
## Special Area Grading - INNOVATE ART

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

The student describes choices made in using various media for the creation of works documenting self and/or community experiences and practices safety procedures in the art room.

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

The student uses various media to complete works with little thought to choices made, self-expression, or documentation of local/global ideas, but follows safety procedures.

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

The student struggles to complete works or works hastily not understanding how to use various media and/or how to incorporate and describe personal interests and choices for self-expression and/or community experiences to meet objectives; ignores some safety procedures.

## Florida Standards Required by Florida DOE for this Course

**Course Number:** 5001010 Art – GRADE K  (Highlighted are included with visual art standards in Q1s)

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.
- **LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.
- **LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics.
- **LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.

### 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.
# FAEA Rubric for Standards Based Assessment: Visual Arts

**General Visual Arts Rubric**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>2D</th>
<th>3D</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| (3 & 4)     | - 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) | 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. | 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. | Student has demonstrated only a partial 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 or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts. |
| **CDE: 81-100** | - 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) that vary in height and width  
Provides some recognizable detail(s)  
Shows some variety in surface(s)  
- Provides some recognizable detail(s)  
- Shows some variety in surface(s).  
- Shows some evidence of thought in developing form(s) | | | |
| **LEVEL 2** |     |    |          |          |          |
| **DEV: 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) | 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. | 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. | Student has demonstrated only a partial 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 or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts. |
| **Grade Range** | - Shows some variety in surfaces | - Shows some variety in surfaces | | | |

<table>
<thead>
<tr>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NDE: 0 – 60</td>
</tr>
<tr>
<td>Grade Range</td>
</tr>
<tr>
<td>which defaults to (NULL) on report card</td>
</tr>
</tbody>
</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)

<table>
<thead>
<tr>
<th>1 Point</th>
</tr>
</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’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>

<table>
<thead>
<tr>
<th>0 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</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.
# VISUAL ART – 5001010
## Kindergarten

**UNIT/ORGANIZING PRINCIPLE:** Creating Art for A Purpose

### ESSENTIAL QUESTIONS

- What is the language of art? How is space used?
- What are similarities and differences in various media, techniques and processes?
- Where is art found outside of school? How are art materials and tools used safely?

### Overview of Curriculum – Narratives for Grade Kindergarten: 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:

- Explore art processes and media to produce artworks.
- Produce artwork influenced by personal decisions and ideas.
- Handle art tools and media safely in the art room.
- Describe where art ideas or products can be found in stores.

A student **producing work assessed as proficient would be able to demonstrate the ability to** create art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community; and follows safety procedures.

### 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>
<tbody>
<tr>
<td><strong>VA.K.F.2.1</strong></td>
<td>Observation, Recall/Recollection Forms (146-7)</td>
</tr>
<tr>
<td><strong>VA.K.S.1.1</strong></td>
<td>Structural Elements &amp; Organizational Principles (see resources)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessed Content:</strong></th>
<th><strong>Unit 3 – Color</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Color Names</strong></td>
<td><strong>Describe where art ideas or products can be found in stores.</strong></td>
</tr>
<tr>
<td><strong>Color Recognition</strong></td>
<td><strong>Make art connections outside of school.</strong></td>
</tr>
<tr>
<td><strong>Primary Colors</strong></td>
<td><strong>Identify structural elements &amp; organizational principles of design.</strong></td>
</tr>
<tr>
<td><strong>Color Names</strong></td>
<td><strong>Recognize shapes by colors and colors by objects (102).</strong></td>
</tr>
<tr>
<td><strong>Color Recognition</strong></td>
<td><strong>Use dry media - pencil, crayon, colored pencil, chalk, oil pastels and/or wet media – tempera, watercolor, printmaking and/or</strong></td>
</tr>
</tbody>
</table>

**Lesson/Activities**

- **Color Names**
- **Color Recognition**
- **Primary Colors**

**DUE:**

November:

- Halifax Art Festival
- Volusia County Fair (East side)
- DeLand Fall Festival (West side)
<table>
<thead>
<tr>
<th><strong>Colors and Feelings</strong></th>
<th><strong>Construction media</strong> – paper/glue, weaving/yarn, clay, and miscellaneous objects to create art.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Color Value</strong></td>
<td><strong>Assessed Content:</strong></td>
</tr>
<tr>
<td></td>
<td>- K-12 Recognizes differences among materials and processes (unique to S.1.1) 2D (Drawing - Printing - Printmaking)</td>
</tr>
<tr>
<td></td>
<td>- K-16 Draws with chalk crayon, marker, pencil on large paper</td>
</tr>
<tr>
<td></td>
<td>- K-17 X-ray drawings</td>
</tr>
<tr>
<td></td>
<td>- K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers</td>
</tr>
<tr>
<td></td>
<td>- K-19 Paints with tempera, watercolor &amp; fingerpaint on large paper</td>
</tr>
<tr>
<td></td>
<td>- K-20 Prints by stamping one surface against another 3D (Sculpture - Clay - Paper)</td>
</tr>
<tr>
<td></td>
<td>- K-21 Uses forming techniques such as clay and paper</td>
</tr>
<tr>
<td></td>
<td>- K-22 Uses gluing and pasting</td>
</tr>
<tr>
<td></td>
<td>- K-23 Uses tearing, cutting and folding techniques</td>
</tr>
</tbody>
</table>

**Suggested Artists:**
- Jacob Lawrence
- Wayne Thiebaud
- Marc Chagall
- Henri Matisse
- Pablo Picasso

**Math**
- Counting by Tens

**English/Language Arts**
- Prior Knowledge
- Fact/Opinion
- Compare/Contrast
- Vocabulary/Processes/Concepts
- Reading for Text Complexity

**Science**
- Light
- Heat
- Sound Energy
- Motion of Objects

**Social Studies**
- History
- Geography
- Economics

**Produce artwork influenced by personal decisions and ideas.**
- Visualize stories, characters or objects to be included in artwork i.e., narrative art, geometric art/shapes (attributes-height/width).

**Assessed Content:**
- K-11 Creates personal meaning drawn from experience, observation or imagination
- K-5 Interprets personal experiences visually using selected media

**Handle art tools and media safely in the art room.**
- Know purpose of tool(s) and media in art activity.

**Assessed Content:**
- K-10 Works w/ tools & materials safely & appropriately
- K-15 Follows clean up directions

**Florida Standards:**
- ELD.K12.ELL.SL.1 English language learners communicate for social and instructional purposes within the school setting.
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.
- MAFS.K12.MP.5.1: Use appropriate tools strategically

**Wet media**:
- painting media

**Construction media** – 3D assemblage, sculpture

**2- or 3-Dimensional Shapes, Geometry**

**SHAPE**
- *Wassily Kandinsky/ Squares with Concentric Circles*
- *Paul Klee/ Red Balloon*

**Familiar experience, memory, Details Illustrate**

**VA.K.S.12**

**VA.K.S.3.3**

**Safety (32-3); Follow Direction**
- Tools, Media, Cleanup, Care of Tools
**Florida Standards Required by Florida DOE for this Course**

**Course Number:** 5001010 Art – GRADE K  (Highlighted are Included with visual art standards in Q2f)

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.
- **LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.
- **LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
- **MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- **MAFS.K.G.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.
- **SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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.
## Grades K-2  FAEA Rubric for Standards Based Assessment: Visual Arts


<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>2D</th>
<th>3D</th>
<th>General Visual Arts Rubric</th>
</tr>
</thead>
</table>
| (3 & 4)  | - 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) | **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. |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>CDE: 81-100</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Range which defaults to ☑ (PLUS) on report card</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - 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) that vary in height and width  
Provides some recognizable detail(s)  
Shows some variety in surface(s) - Provides some recognizable detail(s).  
Shows some variety in surface(s).  
Shows some 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. |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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) | **2 Points**  
Student has demonstrated only a partial 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 or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts. |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*DEV: 61 – 80*  
Grade Range which defaults to ✗ (CHECK) on report card  
Shows some variety in surfaces
**LEVEL 1**

<table>
<thead>
<tr>
<th>* NDE: 0 – 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Range</td>
</tr>
<tr>
<td>which defaults</td>
</tr>
<tr>
<td>to ( \Box ) (NULL) on report card</td>
</tr>
</tbody>
</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)

**0 Point**

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

**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: Creating Art for a Purpose

VISUAL ART – 5001010 Kindergarten

ESSENTIAL QUESTIONS
- What 2D and/or 3D media, techniques and processes are recognized for creating art?
- How does the student control wet media?
- How are art materials and tools used safely?

Text: SRA Art Connections Grade K “Big Book”

Overview of Curriculum – Narratives for Grade Kindergarten: 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 the repeated use of tools, processes, and media.
- Practice skills to develop craftsmanship.
- Handle art tools and media safely in the art room.
- Explore the placement of the structural elements of art in personal works of art.

A student producing work assessed as proficient would be able to demonstrate the ability to organize structural elements in artwork, advance art skills, and improve craftsmanship through repeated, varied, and safe use of tools.

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)

Assessed Content:

K-13 Identifies art elements and design principles 2D (Drawing – Painting - Printmaking)
K-16 Draws with chalk crayon, marker, pencil on large paper
K-17 X-ray drawings
K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers
K-19 Paints with tempera, watercolor & fingerpaint on large paper
K-20 Prints by stamping one surface against another 3D (Sculpture - Clay - Paper)

DUE:
December: Opening Wee Creates
January: End of month – 10 unmatted works due for Volusia Students Create Exhibit adjudication

ACADEMIC LANGUAGE

italics = integration (text pages)

Opposites: light/dark colors
Art Criticism: Describe, Analyze
<table>
<thead>
<tr>
<th>Math</th>
<th>English/Language Arts</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting by Tens</td>
<td>Prior Knowledge</td>
<td>Light</td>
<td>History</td>
</tr>
<tr>
<td>K-21 Uses forming techniques such as clay and paper</td>
<td>Fact/Opinion</td>
<td>Heat</td>
<td>Geography</td>
</tr>
<tr>
<td>K-22 Uses gluing and pasting</td>
<td>Compare/Contrast</td>
<td>Sound Energy</td>
<td>Economics</td>
</tr>
<tr>
<td>K-23 Uses tearing, cutting and folding techniques</td>
<td>Vocabulary/Processes/Concepts</td>
<td>Motion of Objects</td>
<td></td>
</tr>
<tr>
<td><strong>Technology:</strong> K-24 Uses basic computer technology related to visual arts</td>
<td>Reading for Text Complexity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Florida Standards:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1: Look for and make use of structure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Develop artistic skills through the repeated use of tools, processes, and media

- Identify expressive/emotional qualities of line, color.
- Use dry media, wet media, and/or construction media to create art.
- Tear, glue, cut, paste, fold, fringe, paint, and/or print.
- Identify wet and dry media in artworks.
- Identify 2D vs. 3D.
- Use height and width in shapes; height, width, and depth in forms.

#### Assessed Content:

- K-14 Identifies good craftsmanship

#### Florida Standards:

- LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
- MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

#### Practice skills to develop craftsmanship

- Motor skills are developed through practice.
- Trace (95B)

#### Assessed Content:

- K-12 Recognizes differences among materials and processes (unique to S.1.1) 2D (Drawing – Painting - Printmaking)
- K-16 Draws with chalk crayon, marker, pencil on large paper
- K-17 X-ray drawings
- K-18 Paints on large paper w/ a variety tools, i.e., brushes, sponges, fingers
- K-19 Paints with tempera, watercolor & fingerpaint on large paper

### Structural Elements & Organizational Principles (see Preface)

Mark-Making: Quality/emotion of Lines, Tools to create art: wet/dry media

- Dry Media: drawing media
- Wet media: painting media
- Construction media – 3D assemblage

Sculpture - forming techniques: 2- or 3-Dimensional Shapes

- Geometry
  - Height, width, depth; space
  - x-ray drawings, under/over

### Craftsmanship

- Practice; repeat drawing of plants, animals, objects
|   | K-20 Prints by stamping one surface against another 3D (Sculpture - Clay - Paper)  
K-21 Uses forming techniques such as clay and paper  
K-22 Uses gluing and pasting  
K-23 Uses tearing, cutting and folding techniques  
Technology K-24 Uses basic computer technology related to visual arts |   |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Florida Standards:</strong></td>
<td>MAFS.K12.MP.6.1: Attend to precision</td>
</tr>
<tr>
<td><strong>Assessed Content:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| K-10 Works w/ tools & materials safely & appropriately  
K-15 Follows clean up directions |   |
| **Florida Standards:** |   |
| ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.  
HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.  
MAFS.K12.MP.5.1: Use appropriate tools strategically |   |

**Handle art tools and media safely in the art room.**

- Know purpose of tool(s) and media in art activity.

**Assessed Content:**

- K-10 Works w/ tools & materials safely & appropriately  
- K-15 Follows clean up directions

**Florida Standards:**

- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.  
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.  
- MAFS.K12.MP.5.1: Use appropriate tools strategically

**Safety (32-3): Follow Direction Tools, Media, Cleanup, Care of Tools**
**Florida Standards Required by Florida DOE for this Course**

**Course Number:** 5001010 Art – GRADE K  
(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.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.
- **LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.
- **LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
- **MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- **MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more or less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.
- **SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

In addition to the listed benchmarks and standards, the following mathematical practices are required content:
### Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS

![Image](http://www.faea.org/InnerPage.aspx?id=8)

#### General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL 3 (3 &amp; 4)</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CDE: 81-100</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)</td>
</tr>
<tr>
<td><em>Grade Range which defaults to ✓ (PLUS) on report card</em></td>
<td>- 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</td>
<td>- Makes form(s) that vary in height and width</td>
</tr>
</tbody>
</table>

#### LEVEL 2

<table>
<thead>
<tr>
<th><em>DEV: 61 – 80</em> Grade Range which defaults to ✓ (CHECK) on report card</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<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>Shows some variety in surfaces</td>
</tr>
</tbody>
</table>

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 art 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.
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NDE: 0 – 60</td>
<td></td>
</tr>
<tr>
<td>Grade Range</td>
<td></td>
</tr>
<tr>
<td>which defaults to ☐ (NULL) on report card</td>
<td></td>
</tr>
<tr>
<td>- Objects or shapes appear isolated</td>
<td></td>
</tr>
<tr>
<td>- Makes shapes which generally lack structure</td>
<td></td>
</tr>
<tr>
<td>- Makes forms which lack recognition</td>
<td></td>
</tr>
<tr>
<td>- Provides little or no detail</td>
<td></td>
</tr>
<tr>
<td>- Shows little or no variety in surfaces</td>
<td></td>
</tr>
<tr>
<td>- Makes form(s) which generally lack structure</td>
<td></td>
</tr>
<tr>
<td>- Provides no recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td>- Shows little or no variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td>- Shows little or no thought in developing form(s)</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<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:**
Art in Context – Past and Present

**VISUAL ART – 5001010**
Kindergarten

**3rd Marking Period/Quarter**
For Progress Report
PACING: WEEK 19-22

**ESSENTIAL QUESTIONS**

- What makes an object look real or imaginary? How have artists used fantasy and realism in their works?
- How is following directions for art or safety in the classroom suitable behavior in an art audience?
- What is the student’s relationship to the community?

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

**WEEK 19-22**

While creating, art students learn to:
- Handle art tools and media safely in the art room.
- Follow directions for suitable behavior as an art audience.
- Identify real and imaginary subject matter in works of art.
- Create artwork that communicates a personal awareness as part of the 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, make connections to the home and community, and identify suitable audience and safety behaviors.

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

**Due:**

- January: End of month – 10 unmatted works due for Volusia Students Create Exhibit adjudication
- **February:** ATC’s

**Recommended TOPICS**

**CONNECT With ART**
Context In Art – to Past, Present Art, Styles; Artist Integrity; Copyright

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

**Identify real and imaginary subject matter in works of art**

- Look 3D and more real.
- Exaggerate parts in imaginary objects.

**Assessed Content**:
- K-1 Knows subject matter can be real or imaginary
- K-11 Creates personal meaning drawn from experience, observation or imagination

**Florida Standards**:
- LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**ACADEMIC LANGUAGE**
*italics = integration (text pages)*

- Identify Fantasy/Imaginary vs. Realism in works of art, justify
- Photographic
- Exaggeration
- Art Criticism: Interpret; Critical Thinking

(197)
<table>
<thead>
<tr>
<th>Suggested Artists:</th>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Betty Parsons</td>
<td>• Create artwork that communicates an awareness of self as part of the community.</td>
</tr>
<tr>
<td>• Gabriele Munter</td>
<td>• Create art that connects student with where he/she lives in the community.</td>
</tr>
<tr>
<td>• Harriet Powers</td>
<td>• Draw objects observed on way to school, home, store, etc.</td>
</tr>
<tr>
<td>• Wassily</td>
<td>• Include people known in the community and how they look which may resemble why they are dressed in a uniform, suit, etc.</td>
</tr>
<tr>
<td>Kandinsky</td>
<td></td>
</tr>
<tr>
<td>• Paul Klee</td>
<td></td>
</tr>
</tbody>
</table>

**Math:**
- Addition
- Subtraction
- Numbers 1 – 100
- Base Ten

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

**Science:**
- Forces in Motion
- Gravity
- Day and Night Sky
- Size and Distance

**Social Studies:**
- History

**Assessed Content:**
- K-8 Knows that works of art express an idea

**Follow directions for suitable behavior in an art audience.**

- K-30 Uses good observation & listening skills in museum &/or presentation

**Florida Standards:**
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.

**Handle art tools and media safely in the art room:**
- Respect tool care and usage.
- Use media without waste and mess.

- K-10 Works w/ tools & materials safely & appropriately
- K-15 Follows clean up directions

**Florida Standards:**
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.
- MAFS.K12.MP.5.1: Use appropriate tools strategically

**Citizen Observation**

**Main idea**

**Details**

**Our Country, It's A Great Place**

**Close Reading: FCAT Prep. Unit 2 Task 1 p.10-11, architecture**

**Audience; respecting works**

**Safety (32-3); Follow Direction**

**Tools, Media, Cleanup, Care of Tools**
### Florida Standards Required by Florida DOE for this Course

**Course Number:** 5001010 Art – GRADE K  
(Highlighted are included with visual art standards in Q3f)

- **ELD.K12.ELL.SI.1**  English language learners communicate for social and instructional purposes within the school setting.
- **HE.K.B.5.3**  Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.
- **LAFS.K.RL.1.2**  With prompting and support, retell familiar stories, including key details.
- **LAFS.K.SL.1.1**  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **LAFS.K.SL.1.2**  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **LAFS.K.SL.1.3**  Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **LAFS.K.SL.2.5**  Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.G.1.1**  Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **MAFS.K.G.1.3**  Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
- **MAFS.K.G.2.4**  Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- **MAFS.K.MD.1.2**  Directly compare two objects with a measurable attribute in common, to see which object has more or less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **SC.K.N.1.4**  Observe and create a visual representation of an object which includes its major features.
- **SC.K.P.9.1**  Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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>LEVEL 3  (3 &amp; 4)</th>
<th>2D</th>
<th>3D</th>
<th>General Visual Arts Rubric</th>
</tr>
</thead>
</table>
| *CDE: 81–100     | - Objects appear integrated with the picture plane  
| Grade Range      | - Represents distance and direction pictorially  
| which defaults   | - Places shapes/objects higher and lower on the picture plane  
| to + (PLUS)      | - Makes shapes which vary in height and width  
| on report card   | - 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)  
|                  | **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.  

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>2D</th>
<th>3D</th>
<th>General Visual Arts Rubric</th>
</tr>
</thead>
</table>
| * DEV: 61 – 80   | - Positions objects unrelated to their environments  
| Grade Range      | - Makes few variable shapes  
| which defaults   | - Shows some recognizable objects  
| to ✓ (CHECK)     | - Provides some details in objects  
| on report card   | - 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)  
|                  | **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.  

**General Visual Arts Rubric**

**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.
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NDE: 0 – 60</strong></td>
<td></td>
</tr>
<tr>
<td>Grade Range</td>
<td>which defaults to ☒ (NULL) on report card</td>
</tr>
<tr>
<td></td>
<td>- Objects or shapes appear isolated</td>
</tr>
<tr>
<td></td>
<td>- Makes shapes which generally lack structure</td>
</tr>
<tr>
<td></td>
<td>- Makes forms which lack recognition</td>
</tr>
<tr>
<td></td>
<td>- Provides little or no detail</td>
</tr>
<tr>
<td></td>
<td>- Shows little or no variety in surfaces</td>
</tr>
</tbody>
</table>

**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:  
Art in Context – Past and Present

VISUAL ART – 5001010  
Kindergarten

ESSENTIAL QUESTIONS

- How are personal ideas used in the creative process?
- What similarities or differences are recognized in art from different cultures or places?
- What ideas/feelings are recognized in art and what are differences between ideas and feelings?
- How are art materials and tools used safely?

Text: SRA Art Connections  
Grade K “Big Book”

Overview of Curriculum – Narratives for Grade Kindergarten: 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 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:
- Handle art tools and media safely in the art room.
- Generate ideas and images for artworks based on memory, imagination, and experiences.
- Describe art from selected cultures and places.
- Explain how art-making can help people express ideas and feelings.

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 With ART:  
Context In Art – to Past, Present Art, Styles; Artist Integrity; Copyright

NGSSS Visual Art STANDARDS  
Unpacking - Learning Targets  

STANDARDS (* are repeated)

STANDARDS

VAKH1

Describe art from selected cultures and places.

- Compare similar items from different cultures.
- Know where the culture is located geographically.
- Understand some cultures or places no longer exist and why.
- Can identify the purpose of the cultural art work.
- Knows works express and communicate ideas.
- Identifies work and names the artist.

Assessed Content:
- K-25 Views and discusses art from various cultures, time periods & places
- K-26 Identifies 1 or more well-known artists and their artwork

ACADEMIC LANGUAGE

italics = integration  
text pages

- Visual texture/pattern/weaving
- Repetition: Rhythm/Movement (190)
- Real texture, attributes (154)
- Balance in Sculpture (198)
- Even balance (194-5)
- Map: geography
- Long Ago vs. today

DUE:

March:
- Volusia Students Create Exhibit (March/April)
- Youth Art Month Proclamation Display of ATCs
- DeBary: Youth Celebration of the Arts
- CrimeStoppers Posters due to Art Office, Brewster
### Math:
- Addition
- Subtraction
- Numbers 1 – 100
- Base Ten

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

### Science:
- Forces in Motion
- Gravity
- Day and Night Sky
- Size and Distance

### Social Studies:
- History

---

<table>
<thead>
<tr>
<th><strong>Florida Standards:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K.MD.1.2 Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</td>
<td></td>
</tr>
</tbody>
</table>

**Explain how art-making can help people express ideas and feelings:**
- Identify art that expresses ideas/feelings and can tell why.

**Assessed Content:**
- K-4 Knows that people can express themselves visually

### Florida Standards:
- LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Generate ideas and images for artworks based on memory, imagination, and experiences:**
- Demonstrate self-motivation in selecting images for personal art.

**Assessed Content:**
- K-11 Creates personal meaning drawn from experience, observation or imagination
- K-5 Interprets personal experiences visually using selected media

**Handle art tools and media safely in the art room:**
- Respect tool care and usage.

**Assessed Content:**
- K-10 Works w/ tools & materials safely & appropriately
- K-15 Follows clean up directions

**Florida Standards:**
- ELD.K12.ELL.SL.1 English language learners communicate for social and instructional purposes within the school setting.
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.
- MAFS.K12.MP.5.1: Use appropriate tools strategically

---

**Subjects i.e., self-portrait, landscape, animal/creature, my town,**

**Reflection:**
Communicate through art
Art Criticism: Write/Discuss (Describe, Analyze, Interpret, Decide) about visual ideas in artwork

**Safety (32-3):**
Follow Direction Tools Media Cleanup Care of Tools
<table>
<thead>
<tr>
<th>Special Area Grading - CONNECT WITH ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CDE: 81-100 Grade Range</strong> which defaults to <strong>+ (PLUS)</strong> on report card</td>
</tr>
<tr>
<td>The student creates art based on personal ideas using art materials safely and explains how people in other cultures and places express their ideas through art.</td>
</tr>
<tr>
<td><strong>DEV: 61 – 80 Grade Range</strong> which defaults to <strong>✓ (CHECK)</strong> on report card</td>
</tr>
<tr>
<td>The student creates art based on incomplete ideas, but uses art materials safely and/or recognizes how people in other cultures and places express their ideas through art.</td>
</tr>
<tr>
<td><strong>NDE: 0 – 60 Grade Range</strong> which defaults to <strong>♀ (NULL)</strong> on report card</td>
</tr>
<tr>
<td>The student struggles to create and/or complete art based on personal ideas with little attention to safety and/or misunderstands how people in other cultures/places express their ideas through art.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Florida Standards Required by Florida DOE for this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong> 5001010 Art – GRADE K (Highlighted are Included with visual art standards in Q3s)</td>
</tr>
<tr>
<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><strong>HE.K.B.5.3</strong> Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</td>
</tr>
<tr>
<td><strong>LAFS.K.RL.1.2</strong> With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>LAFS.K.SL.1.1</strong> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td><strong>LAFS.K.SL.1.2</strong> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td><strong>LAFS.K.SL.1.3</strong> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td><strong>LAFS.K.SL.2.5</strong> Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
</tr>
<tr>
<td><strong>MAFS.K.G.1.1</strong> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</td>
</tr>
<tr>
<td><strong>SC.K.N.1.4</strong> Observe and create a visual representation of an object which includes its major features.</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. |
### Grades K-2 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS


#### General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| *(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 | - 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. |

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| *(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. |

<table>
<thead>
<tr>
<th>GENERAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 3</strong></td>
<td><strong>LEVEL 2</strong></td>
</tr>
<tr>
<td><em>(CDE: 81–100)</em> Grade Range which defaults to ☑ (PLUS) on report card</td>
<td><em>(DEV: 61–80)</em> Grade Range which defaults to ☑ (CHECK) on report card</td>
</tr>
<tr>
<td><strong>CDE: 81-100</strong></td>
<td><strong>DEV: 61 – 80</strong></td>
</tr>
<tr>
<td>Grade Range</td>
<td>Grade Range</td>
</tr>
<tr>
<td>which defaults to ☑ (PLUS) on report card</td>
<td>which defaults to ☑ (CHECK) on report card</td>
</tr>
</tbody>
</table>

- Shows some variety in surfaces
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* NDE: 0 – 60</td>
<td></td>
</tr>
<tr>
<td>Grade Range</td>
<td></td>
</tr>
<tr>
<td>which defaults to ☞ (NULL) on report card</td>
<td></td>
</tr>
</tbody>
</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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Makes form(s) which generally lack structure</td>
</tr>
<tr>
<td>- Provides no recognizable detail(s)</td>
</tr>
<tr>
<td>- Shows little or no variety in surface(s)</td>
</tr>
<tr>
<td>- Shows little or no thought in developing form(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Point</th>
</tr>
</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’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.</td>
</tr>
<tr>
<td>0 Point</td>
</tr>
<tr>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</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: Analysis and Evaluation

VISUAL ART – 5001010 Kindergarten

ESSENTIAL QUESTIONS

- What safety guidelines are followed?
- How are ideas and/or visual differences in the artwork discussed using compare/contrast

Text: SRA Art Connections Grade K “Big Book”

Overview of Curriculum – Narratives for Grade Kindergarten: 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 talk about personal art or art created by artists, time for students to respond creatively to the lesson, and for clean-up.

While creating, art students learn to:

Handle art tools and media safely in the art room.
Compare selected artworks from various cultures to find differences and similarities, for example, identify visual texture or pattern/repetition in various artworks including their own work.

A student producing work assessed as proficient would be able to demonstrate the ability to use art materials safely while creating art and compare artworks for details in similarities and differences.

REVIEW:
- Wassily Kandinsky
- Paul Klee

TOPICs

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

NGSSS Visual Art STANDARDS Unpacking - Learning Targets

<table>
<thead>
<tr>
<th>STANDARDS (* are repeated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, compare/contrast difference, similarity</td>
</tr>
<tr>
<td>Use of Structural Elements Art Criticism Method:</td>
</tr>
<tr>
<td>Describe, Analyze</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAK.8.3.3</td>
</tr>
<tr>
<td>Safety (32-3); Follow Direction</td>
</tr>
</tbody>
</table>

Unit 6 (cont.)- Balance Lesson/Activities:
- Symmetrical (Even)
- Suggested Artists:
  - Joseph Stella
  - John Yeiltatzie
  - Wassily Kandinsky
  - Paul Klee

Math:
- Base Ten
<table>
<thead>
<tr>
<th>Subject</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>English/Language Arts:</td>
<td>• Recognize tone and mood in artwork</td>
</tr>
<tr>
<td></td>
<td>• Recall, interpret, summarize, evaluate</td>
</tr>
<tr>
<td></td>
<td>• Classify, reorganize, synthesize to create unique piece of art</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plants</td>
</tr>
<tr>
<td></td>
<td>• Animals</td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• History</td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
</tr>
</tbody>
</table>

**Assessed Content:**
- K-10 Works w/ tools & materials safely & appropriately
- K-15 Follows clean up directions

**Florida Standards:**
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.
- MAFS.K12.MP.5.1: Use appropriate tools strategically

**Tools, Media, Cleanup, Care of Tools**
CDE: 81-100 Grade Range which defaults to + (PLUS) on report card

The student continues to use art materials safely while creating art and compares artworks in details for similarities and differences.

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

The student follows safety procedures during the creation process and can identify artworks that are similar or different.

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

The student usually follows safety procedures during the creative process and has difficulty in distinguishing what is similar or different in artworks.

---

Florida Standards Required by Florida DOE for this Course

Course Number: 5001010 Art – GRADE K (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.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.
- **LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.
- **LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
- **MAFS.K.G.2.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- **MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has more or less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorthier.
- **SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.
- **SC.K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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>LEVEL 3 (3 &amp; 4)</th>
<th>2D</th>
<th>3D</th>
<th>General Visual Arts Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CDE: 81-100</td>
<td>- Objects appear integrated with the picture plane</td>
<td>- Makes form(s) which vary in height and width</td>
<td>4 Points</td>
</tr>
<tr>
<td>Grade Range which defaults to + (PLUS) on report card</td>
<td>- Represents distance and direction pictorially</td>
<td>- Provides recognizable detail(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>
<tr>
<td></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>
<td>Shows variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Places objects appropriately with meaning</td>
<td>- Shows evidence of thought in developing form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provides good details in objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Shows arrangement of objects on the picture plane</td>
<td>- Makes form(s) that vary in height and width</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>- Shows some evidence of thought in placing shapes</td>
<td>Provides some recognizable detail(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>
<tr>
<td></td>
<td>- Uses different size shapes</td>
<td>Shows some variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provides moderate details in objects</td>
<td>- Provides some recognizable detail(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Shows moderate variety in surfaces</td>
<td>- Shows some variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows some variety in surfaces</td>
<td>- Shows some evidence of thought in developing form(s)</td>
<td>2 Points</td>
</tr>
<tr>
<td>LEVEL 2</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 art 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>
<tr>
<td>* DEV: 61 – 80 Grade Range which defaults to ☑ (CHECK) on report card</td>
<td>- Makes few variable shapes</td>
<td>- Provides few recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Shows some recognizable objects</td>
<td>- Shows little variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provides some details in objects</td>
<td>- Shows little evidence of thought in developing form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Shows some variety in surfaces</td>
<td>Shows some variety in surfaces</td>
<td></td>
</tr>
</tbody>
</table>
### LEVEL 1

* NDE: 0 – 60

**Grade Range** which defaults to ☐ (NULL) on report card

<table>
<thead>
<tr>
<th>1 Point</th>
<th>0 Point</th>
</tr>
</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'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>
</tbody>
</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)

* 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 – 5001010 Kindergarten

ESSENTIAL QUESTIONS

- What differences in media are recognized, distinguished and discussed?
- How is art integrated into another subject?
- What safety guidelines are remembered and followed?

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 5½ 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:
- Identify media used by self or peers.
- Handle art tools and media safely in the art room.
- Express ideas related to non-art content areas through personal artworks.

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

REVIEW:
- Wassily Kandinsky
- Paul Klee

TOPICs

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

NGSSS Visual Art STANDARDS Unpacking - Learning Targets

STANDARDS (* are repeated)

Observation Reflection

ACADEMIC LANGUAGE italics = integration (text pages)

Suggested Artists:
- Diego Rivera
- Carmen Lomas Garza
- Sandy Skoglund
- Wassily Kandinsky
- Paul Klee

Assessed Content:
- Identify media used by self or peers.
- Know difference between 2D/3D; pencil/paint; yarn lines/glue lines; etc.
- Identify qualities of various media.
- Know media used by self or peers.
- Know difference between 2D/3D; pencil/paint; yarn lines/glue lines; etc.
- Identify qualities of various media.
<table>
<thead>
<tr>
<th>Math:</th>
<th>K-32 Makes observations about artworks using elements and principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Ten</td>
<td>Florida Standards:</td>
</tr>
<tr>
<td>Geometry</td>
<td>LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify</td>
</tr>
<tr>
<td>Measurement</td>
<td>something that is not understood.</td>
</tr>
<tr>
<td>English/Language Arts:</td>
<td>MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different</td>
</tr>
<tr>
<td>Recommend tone and mood in artwork</td>
<td>sizes and orientations, using informal language to describe their similarities,</td>
</tr>
<tr>
<td>Recall, interpret, summarize, evaluate</td>
<td>differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g.,</td>
</tr>
<tr>
<td>Classify, reorganize, synthesize to create unique piece of art</td>
<td>having sides of equal length).</td>
</tr>
<tr>
<td>Science</td>
<td>MAFS.K12.MP.7.1: Look for and make use of structure.</td>
</tr>
<tr>
<td>Plants and Animals</td>
<td>LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners</td>
</tr>
<tr>
<td>Social Studies:</td>
<td>about kindergarten topics and texts with peers and adults in small and larger groups</td>
</tr>
<tr>
<td>History</td>
<td>Express Ideas related to non-art content areas through personal artwortgs.</td>
</tr>
<tr>
<td>Geography</td>
<td>Integrate artwork with science, language arts, social studies, or math using art ideas or personal images.</td>
</tr>
<tr>
<td></td>
<td>Evaluate results through Art Criticism process.</td>
</tr>
<tr>
<td>Assessed Content:</td>
<td>K-9 Uses specific art elements &amp; design principles to communicate an idea</td>
</tr>
<tr>
<td></td>
<td>K-32 Makes observations about artworks using elements and principles</td>
</tr>
<tr>
<td>Handle art tools and media safely in the art room:</td>
<td>Safety (32-3); Follow Direction Tools, Media, Cleanup, Care of Tools</td>
</tr>
<tr>
<td>Explain the term “safety” as used in the art room.</td>
<td>Integrate Art Criticism Method (Describe, Analyze, Interpret, Decide)</td>
</tr>
<tr>
<td>Knows how to use tools and media safely.</td>
<td><em>VA.K.3.9</em></td>
</tr>
<tr>
<td>Assessed Content:</td>
<td>K-10 Works w/ tools &amp; materials safely &amp; appropriately</td>
</tr>
<tr>
<td>Florida Standards:</td>
<td>K-15 Follows clean up directions</td>
</tr>
<tr>
<td>ELD.K12.ELL.SL.1 English language learners communicate for social and instructional purposes within the school setting;</td>
<td><em>VA.K.3.9</em></td>
</tr>
<tr>
<td>HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions;</td>
<td>Safety (32-3); Follow Direction Tools, Media, Cleanup, Care of Tools</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1: Use appropriate tools strategically</td>
<td></td>
</tr>
</tbody>
</table>
### Florida Standards Required by Florida DOE for this Course

**Course Number:** 5001010 Art – GRADE K  
(Highlighted are Included with visual art standards in Q4s)

<table>
<thead>
<tr>
<th>Florida Standards Required by Florida DOE for this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELK.K12.ELL.SL.1 English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.</td>
</tr>
<tr>
<td>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td>LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td>LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td>LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
</tr>
<tr>
<td>MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</td>
</tr>
<tr>
<td>MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).</td>
</tr>
<tr>
<td>MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).</td>
</tr>
<tr>
<td>MAFS.K.MD.1.2 Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</td>
</tr>
<tr>
<td>SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.</td>
</tr>
<tr>
<td>SC.K.P9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mathematical Practice (MAFS.K12.MP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K12.MP.5.1 Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1 Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1 Look for and make use of structure.</td>
</tr>
</tbody>
</table>

---

### Special Area Grading - ASSESS ART

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

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.

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

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.

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

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 art safety.
### FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT  
**VISUAL ARTS**  

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| *(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 | - Makes form(s) which vary in height and width  
- Provides recognizable detail(s)  
- Shows variety in surface(s)  
- Shows variety in surface(s)  
- Shows evidence of thought in developing form(s) |

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
</table>
| *(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) |
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* NDE: 0 – 60 Grade Range which defaults to ☐ (NULL) on report card</td>
<td></td>
</tr>
<tr>
<td>- Objects or shapes appear isolated</td>
<td>- Makes form(s) which generally lack structure</td>
</tr>
<tr>
<td>- Makes shapes which generally lack structure</td>
<td>- Provides no recognizable detail(s)</td>
</tr>
<tr>
<td>- Makes forms which lack recognition</td>
<td>- Shows little or no variety in surface(s)</td>
</tr>
<tr>
<td>- Provides little or no detail</td>
<td>- Shows little or no thought in developing form(s)</td>
</tr>
<tr>
<td>- Shows little or no variety in surfaces</td>
<td></td>
</tr>
</tbody>
</table>

**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

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.

From FL DOE Item Specifications, 2014