

## M/J Two Dimensional Studio Art 2 0101020

	<b>Major Concepts /</b>	<b>Possible Resources</b>
Quarter 1	<p><u>LAFS.68.RST.2.4:</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	
	<p><u>VA.68.C.1.2:</u> Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.</p>	
	<p><u>VA.68.F.3.3:</u> Collaborate with peers to complete an art task and develop leadership skills.  <b>Remarks/Examples:</b> e.g., task: voluntary, assigned; time: long-term group project</p>	
	<p><u>VA.68.H.3.2:</u> <u>VA.68.H.3.2:</u> Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artists own history.</p>	
	<p><u>VA.68.O.3.1:</u> <u>8.O.2.3:</u> Create a work of personal art using various media to solve an open-ended artistic problem.</p>	
	<p><u>VA.68.S.1.5:</u> Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent</p>	
Quarter 2	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>
	<p>VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p>	
	<p>VA.68.F.2.1 Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p>	
	<p>VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making processes.</p>	
	<p>VA.68.S.2.1 Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p>	
	<p>LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
	<p>VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p>	
	<p>LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>VA.68.S.3.4 Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p>		
<p>LAFS.68.WHST.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>		
	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

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Quarter 3	VA.68.C.3.1 Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.	
	VA.68.F.1.1 Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.	
	VA.68.H.2.3 Describe the rationale for creating, collecting, exhibiting, and owning works of art.	
	VA.68.O.3.1 Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.	
	VA.68.S.2.1 Organize the structural elements of art to achieve artistic goals when producing personal works of art.	
	VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making processes.	
	VA.68.C.2.3 Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.	
	VA.68.H.3.3 Create imaginative works to include background knowledge or information from other subjects.	
	LAFS.6.SL.1.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
Quarter 4	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>

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