Florida Fine Arts

Visual Arts: Grades 6, 7, 8

Adopted 2010

Critical Thinking and Reflection

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

1. Apply a range of interests and contextual connections to influence the art-making and self-reflection processes. VA.68.C.1.1
2. Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art. VA.68.C.1.2
3. Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. VA.68.C.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Integrate ideas during the art-making process to convey meaning in personal works of art. VA.68.C.1.IN.A
b. Describe observations and apply prior knowledge to interpret visual information and reflect on works of art. VA.68.C.1.IN.B
c. Examine exemplary artworks to identify qualities that make the work unique or appealing. VA.68.C.1.IN.C

Supported

a. Use the art-making process to communicate personal interests and self-expression. VA.68.C.1.SU.A
b. Describe works of art using observation skills or tactile sensations, prior knowledge, and experience. VA.68.C.1.SU.B
c. Examine exemplary artworks to recognize qualities that make the work unique or appealing. VA.68.C.1.SU.C

Participatory

a. Use various media or techniques to communicate personal interests and self-expression. VA.68.C.1.PA.A
b. Recognize selected visual or tactile characteristics of artworks. VA.68.C.1.PA.B
c. Examine exemplary artworks to recognize a quality that makes the work unique or appealing. VA.68.C.1.PA.C

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

1. Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals. VA.68.C.2.1
2. Evaluate artwork objectively during group assessment to determine areas for refinement. VA.68.C.2.2
3. Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth. VA.68.C.2.3
4. Use constructive criticism as a purposeful tool for artistic growth. VA.68.C.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Analyze and revise artworks to meet established criteria. VA.68.C.2.IN.A
b. Use constructive criticism to improve artwork. VA.68.C.2.IN.B

Supported

a. Use defined criteria to analyze and revise artworks. VA.68.C.2.SU.A
b. Use feedback from peers and adults to improve artwork. VA.68.C.2.SU.B

Participatory

a. Use a teacher-selected criterion to analyze and revise artworks. VA.68.C.2.PA.A
b. Use suggestions from peers and adults to improve personal artworks. VA.68.C.2.PA.B

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

1. Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design. VA.68.C.3.1
2. Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. VA.68.C.3.2
3. Use analytical skills to understand meaning and explain connections with other contexts. VA.68.C.3.3
4. Compare the uses for artwork and utilitarian objects to determine their significance in society. VA.68.C.3.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use accurate vocabulary to describe the structural elements of art and organizational principles of design. VA.68.C.3.IN.A

b. Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects. VA.68.C.3.IN.B

c. Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines. VA.68.C.3.IN.C

Supported

a. Use selected vocabulary and symbols unique to visual art to communicate and document ideas. VA.68.C.3.SU.A

b. Compare artworks with utilitarian objects and describe how they are the same and different. VA.68.C.3.SU.B

c. Identify similarities between the art-making process and other disciplines. VA.68.C.3.SU.C

Participatory

a. Recognize and respond to selected vocabulary and symbols unique to visual art to communicate and document ideas. VA.68.C.3.PA.A

b. Recognize similarities and differences between artworks and utilitarian objects. VA.68.C.3.PA.B

c. Recognize a similarity between the art-making process and another discipline. VA.68.C.3.PA.C

Skills, Techniques, and Processes

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

1. Manipulate content, media, techniques, and processes to achieve communication with artistic intent. VA.68.S.1.1
2. Use media, technology, and other resources to derive ideas for personal art-making. VA.68.S.1.2
3. Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. VA.68.S.1.3
4. Use accurate art vocabulary to explain the creative and art-making processes. VA.68.S.1.4
5. Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent. VA.68.S.1.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore the use of art tools, processes, and media. VA.2.S.1.IN.A

a. Manipulate tools and media to enhance communication in personal artworks. VA.68.S.1.IN.A

b. Use media, technology, and other resources to inspire personal art-making decisions. VA.68.S.1.IN.B

c. Create artworks to depict personal, cultural, and/or historical themes. VA.68.S.1.IN.C

d. Use accurate art vocabulary to communicate about works of art and art processes. VA.68.S.1.IN.D

Supported

a. Experiment with art tools and media to express ideas. VA.68.S.1.SU.A

b. Use diverse resources to inspire artistic expression and achieve varied results. VA.68.S.1.SU.B

c. Incorporate ideas from art exemplars for specified time periods and cultures. VA.68.S.1.SU.C

d. Choose accurate art vocabulary to describe works of art and art processes. VA.68.S.1.SU.D

Participatory

a. Use a variety of visual art tools and media to express ideas. VA.68.S.1.PA.A

b. Explore diverse resources to inspire artistic expression and achieve varied results. VA.68.S.1.PA.B

c. Use art vocabulary to communicate ideas about art. VA.68.S.1.PA.C

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

1. Organize the structural elements of art to achieve artistic goals when producing personal works of art. VA.68.S.2.1
2. Create artwork requiring sequentially ordered procedures and specified media to achieve intended results. VA.68.S.2.2
3. Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process. VA.68.S.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create or re-create organizational structures to incorporate in a new work of visual art. VA.68.S.2.IN.A

b. Re-create sequentially ordered procedures to incorporate in a new work of visual art. VA.68.S.2.IN.B

Supported

a. Re-create the organization of selected structural elements of art. VA.68.S.2.SU.A

b. Re-create visual art processes in a given medium. VA.68.S.2.SU.B

Participatory

a. Re-create structural elements in works of art. VA.68.S.2.PA.A

b. Follow a selected process in a given medium. VA.68.S.2.PA.B

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

1. Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each. VA.68.S.3.1
2. Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship. VA.68.S.3.2
3. Demonstrate understanding of safety protocols for media, tools, processes, and techniques. VA.68.S.3.3
4. Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. VA.68.S.3.4
5. Apply two-dimensional techniques and media to create or enhance three-dimensional artwork. VA.68.S.3.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Experiment with various two- and three-dimensional materials, tools, techniques, and processes to achieve a variety of results. VA.68.S.3.IN.A

b. Follow procedures for using tools, media, techniques, and processes safely and responsibly. VA.68.S.3.IN.B

c. Discuss issues related to plagiarism and appropriation of others' intellectual property. VA.68.S.3.IN.C

Supported

a. Manipulate two- and three-dimensional art materials and refine techniques to create personal works. VA.68.S.3.SU.A

b. Follow directions for safety procedures in the art room. VA.68.S.3.SU.B

c. Recognize that plagiarism is illegal and applies to works of art. VA.68.S.3.SU.C

Participatory

a. Practice skills and techniques to create with two- and three-dimensional media. VA.68.S.3.PA.A

b. Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes. VA.68.S.3.PA.B

c. Identify artwork that belongs to others and represents their ideas. VA.68.S.3.PA.C

Organizational Structure

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

1. Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified. VA.68.O.1.1
2. Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork. VA.68.O.1.2
3. Combine creative and technical knowledge to produce visually strong works of art. VA.68.O.1.3
4. Create artworks that demonstrate skilled use of media to convey personal vision. VA.68.O.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use the structural elements of art and organizational principles of design to understand the art-making process. VA.68.O.1.IN.A

b. Select and use structural elements of art and organizational principles of design to create artworks. VA.68.O.1.IN.B

Supported

a. Use the structural elements of art and organizational principles of design in personal works of art. VA.68.O.1.SU.A

b. Use teacher-selected structural elements of art and organizational principles of design to create artworks. VA.68.O.1.SU.B

Participatory

a. Use structural elements of art in personal artworks. VA.68.O.1.PA.A

b. Use a teacher-selected structural element of art or organizational principle of design to create artworks. VA.68.O.1.PA.B

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

1. Create new meaning in artworks through shared language, expressive content, and ideation. VA.68.O.2.1
2. Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images. VA.68.O.2.2
3. Create a work of personal art using various media to solve an open-ended artistic problem. VA.68.O.2.3
4. Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art. VA.68.O.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Apply structural elements of art and organizational principles of design to create artworks with a new meaning. VA.68.O.2.IN.A

Supported

a. Use basic structural elements of visual art to create and respond to visual art. VA.68.O.2.SU.A

Participatory

a. Use selected structural elements of art and organizational principles of design to create and respond to artworks. VA.68.O.2.PA.A

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

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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.O.3.1
2. Discuss the communicative differences between specific two- and three-dimensional works of art. VA.68.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Select and use structural elements of art and organizational principles of design to create artworks in various media. VA.68.O.3.IN.A
b. Use vocabulary and symbols unique to visual art to communicate and document ideas. VA.68.O.3.IN.B

Supported

a. Use teacher-selected structural elements of art and organizational principles of design to create artworks in selected media. VA.68.O.3.SU.A
b. Recognize and respond to selected vocabulary and symbols unique to visual art to communicate and document ideas. VA.68.O.3.SU.B

Participatory

a. Use a teacher-selected structural element of art or organizational principle of design to create artworks in selected media. VA.68.O.3.PA.A
b. Use selected vocabulary, symbols, or symbolism unique to visual art to communicate or document ideas. VA.68.O.3.PA.B

Historical and Global Connections

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

1. Describe social, ecological, economic, religious, and/or political conditions reflected in works of art. VA.68.H.1.1
2. Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues. VA.68.H.1.2
3. Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population. VA.68.H.1.3
4. Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history. VA.68.H.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify historical and cultural influences that have inspired artists to produce works of art. VA.68.H.1.IN.A

b. Identify and practice specified procedures and etiquette as part of an art audience. VA.68.H.1.IN.B

Supported

a. Recognize ideas important to people, groups, cultures, or time periods that are reflected in their artworks. VA.68.H.1.SU.A

b. Practice specified procedures and etiquette as part of an art audience. VA.68.H.1.SU.B

Participatory

a. Recognize similar themes in visual art from a variety of cultures and times. VA.68.H.1.PA.A

b. Practice a specified element of audience etiquette as part of an art audience. VA.68.H.1.PA.B

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

1. Describe how previous cultural trends have led to the development of new art styles. VA.68.H.2.1
2. Explain the impact artwork and utilitarian objects have on the human experience. VA.68.H.2.2
3. Describe the rationale for creating, collecting, exhibiting, and owning works of art. VA.68.H.2.3
4. Explain the purpose of public art in the community. VA.68.H.2.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify influences of cultural trends on visual art. VA.68.H.2.IN.A

b. Identify influences of visual art and utilitarian objects on the human experience. VA.68.H.2.IN.B

c. Identify reasons to display artwork in public places. VA.68.H.2.IN.C

Supported

a. Identify structural elements of art and organizational principles of design to create and respond to artworks. VA.68.H.2.SU.A

b. Recognize an influence of visual art or utilitarian objects on the human experience. VA.68.H.2.SU.B

c. Identify the physical features or characteristics of artworks displayed in the community. VA.68.H.2.SU.C

Participatory

a. Recognize selected structural elements of art to create and respond to artworks. VA.68.H.2.PA.A

b. Recognize the use of visual art or utilitarian objects in daily life. VA.68.H.2.PA.B

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

1. Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts. VA.68.H.3.1
2. Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. VA.68.H.3.2
3. Create imaginative works to include background knowledge or information from other subjects. VA.68.H.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Integrate visual art with skills and concepts from other fields. VA.68.H.3.IN.A

Supported

a. Integrate visual art with selected skills and concepts from other fields. VA.68.H.3.SU.A

Participatory

a. Use visual art to represent information from other fields. VA.68.H.3.PA.A

Innovation, Technology, an

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

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1. Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. VA.68.F.1.1
2. Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks. VA.68.F.1.2
3. Investigate and describe how technology inspires and affects new applications and adaptations in art. VA.68.F.1.3
4. Use technology skills to create an imaginative and unique work of art. VA.68.F.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Select and use structural elements of art and organizational principles of design to create artworks in different or unusual ways. VA.68.F.1.IN.A
   b. Individually or collaboratively demonstrate the use of a variety of technology to produce visual art. VA.68.F.1.IN.B

   Supported

   a. Use teacher-selected structural elements of art and organizational principles of design to create artworks in different or unusual ways. VA.68.F.1.SU.A
   b. Individually or collaboratively demonstrate the use of selected technology to produce visual art. VA.68.F.1.SU.B

   Participatory

   a. Use a teacher-selected structural element of art or organizational principle of design to create artworks in different or unusual ways. VA.68.F.1.PA.A
   b. Individually or collaboratively demonstrate the use of a selected technology to produce visual art. VA.68.F.1.PA.B

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

1. Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field. VA.68.F.2.1
2. Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. VA.68.F.2.2
3. Identify art careers that have a financial impact on local communities. VA.68.F.2.3
4. Present research on the works of local artists and designers to understand the significance of art in the community. VA.68.F.2.4
5. Create an artist statement to reflect on personal artwork for a portfolio or exhibition. VA.68.F.2.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more employment and leisure opportunities in or relating to visual art and pair them with the necessary skills and training. VA.68.F.2.IN.A

b. Recognize a positive economic impact of employment opportunities in or related to visual art on individuals or communities. VA.68.F.2.IN.B

c. Use defined criteria to select personal artwork for a portfolio. VA.68.F.2.IN.C

Supported

a. Recognize two or more employment and leisure opportunities in or relating to visual art and pair with a prerequisite. VA.68.F.2.SU.A

b. Recognize a positive economic impact of employment opportunities in or related to visual art on individuals and communities. VA.68.F.2.SU.B

c. Use a teacher-selected criterion to select personal artwork for a portfolio. VA.68.F.2.SU.C

Participatory

a. Distinguish among employment or leisure opportunities that are art-related vs. non-art-related. VA.68.F.2.PA.A

b. Select preferred personal artwork. VA.68.F.2.PA.B

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

1. Use technology applications through the art-making process to express community or global concerns. VA.68.F.3.1
2. Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas. VA.68.F.3.2
3. Collaborate with peers to complete an art task and develop leadership skills. VA.68.F.3.3
4. Follow directions and complete art tasks in a timely manner to show development of 21st-century skills. VA.68.F.3.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to visual art developed using new or emerging technologies. VA.68.F.3.IN.A

b. Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects. VA.68.F.3.IN.B

Supported

a. Create, interpret, or respond to visual art developed using new or emerging technologies. VA.68.F.3.SU.A

b. Sequence and execute visual art projects having three or more steps. VA.68.F.3.SU.B

Participatory

a. Associate a selected technology tool with visual art. VA.68.F.3.PA.A

b. Complete two or more steps related to individual or collaborative visual art projects. VA.68.F.3.PA.B