| **Priority Standard** VA:Cr2A.5- Experiment and develop skills in multiple art making techniques and approaches through practice. | | |
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| **Learning Targets** | * I can use experimentation to create. * I can discuss and revise my artwork based on reflection. | |
| **Common Student Misconceptions/Mistakes** | * My first idea is always my best. * If a project is challenging, I can’t do it. * I can’t start without teacher help. * If I make a mistake, I can’t fix it. * Directions are just a suggestion. | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can consistently and independently solve design problems. | A student who is approaching mastery may need some support throughout the design process. | The Beginning to Learn student will need teacher support throughout the design process. |
| **Evidence of Mastery** | * Without instruction, students will express imaginative and design ideas in a work of art. * Peer coach/model * Provide examples to others. | |
| **Previous Level**  what students who are struggling at a 1 might need to revisit | * Teacher helps students focus imaginative details and design ideas in a work of art. * Peer helps students with expanding on imaginative and design ideas. * Practice adding focused imaginative details and design ideas to a work of art. * Adapt/Modify lesson | |
| **Next Level**  What students will do if they have consistently mastered the standard | * Explore and create independently using their imagination and design processes. | |

| **Priority Standard** VA:Cr2B.5- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. | | |
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| **Learning Targets** | * I can use art materials and tools safely and follow expectations. | |
| **Common Student Misconceptions/Mistakes** | * Art supplies are unlimited. * Scissors are a toy. * The more glue the better. * Putting glue, paint or markers on body parts * Mixing all the paint together is good. * Directions are just suggestions. | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can be trusted to use art materials independently and consistently. | A student who is approaching mastery  may need reminders to handle tools and materials correctly. | The Beginning to Learn student may  need to be monitored during production time and reminded of proper use of tools and materials. |
| **Evidence of Mastery** | * Students can work with materials and tools safely and independently * Students can peer coach proper use of tools and materials. | |
| **Previous Level**  what students who are struggling at a 1 might need to revisit | * Teacher helps students with the use of tools and materials. * Peer helps students with the use of tools and materials. * Practice using the tools and materials correctly. * Adapt/Modify lesson | |
| **Next Level**  What students will do if they have consistently mastered the standard | * Explore and create independently using tools and materials. | |

| **Priority Standard** VA:Cr2C.5- Identify, describe and visually document places and or objects of personal significance. | | |
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| **Learning Targets** | * I can create a work of art that reflects my community. * I can create a work of art that is personally significant. | |
| **Common Student Misconceptions/Mistakes** | * My first idea is always my best. * If a project is challenging, I can’t do it. * I can’t start without teacher help. * If I make a mistake, I can’t fix it. * Directions are just a suggestion. | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can independently and consistently make personal choices to use in their art on their own. | A student who is approaching mastery may need guidance to make choices to use in their art. | The Beginning to Learn student will need teacher assistance to narrow personal choices for use in their art. |
| **Evidence of Mastery** | * Without instruction, students will explore places and objects of personal significance in their work of art. * Peer coach/model * Provide examples to others. | |
| **Previous Level**  what students who are struggling at a 1 might need to revisit | * Teacher helps students focus on places and objects that are of personal significance to incorporate in a work of art. * Peer helps students with expanding creative ideas. * Practice adding focused details and design ideas to a work of art that are of personal significance. * Adapt/Modify lesson | |
| **Next Level**  What students will do if they have consistently mastered the standard | * Explore and create independently using observation and knowledge about places and objects that are of personal significance. | |