**Art-Kindergarten- SBL Rubric Development Template**

| **Priority Standard: VA:Cr2A.k - Through experimentation, build skills in various media and approaches to art-making.** MSDKA:Cr1 Building skills with control: Color, cut, glue, paint, and sculpture.  |
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| **Learning Targets** | * I can build on my drawing skills using markers, crayons, pencils, chalk, and other drawing materials.
* I can build on my painting skills using tempera, watercolor, payons, and various media.
* I can build on my collage skills using various medias, scissors, and glue.
* I can build on my sculpture skills using various materials.
* I can learn simple printmaking skills.
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| **Common Student Misconceptions/Mistakes** | * Scribbling with crayons and markers
* Scrubbing with the paintbrush and painting self.
* Working too quickly
* Using too much glue
* Not consistent with pressure when using art materials
* Holding scissors incorrectly.
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can independently and consistently build skills in various media and approaches to art-making.  | A student who is approaching mastery may meet the standard inconsistently or with teacher assistance to build skills in various media and approaches to art-making. | The Beginning to Learn student is still building skills in various media and approaches to art-making.   |
| **Evidence of Mastery** | * Fill an area with solid color.
* Use glue with control.
* Cut on a line.
* Tear paper for collage.
* Roll a sphere.
* Create a print.
 |
| **Previous Level**what students who are struggling at a 1 might need to revisit | * Practice the skills above.
* Adapt lessons to meet student needs.
	+ Grip on the brush.
	+ Hand-over-hand scissors
	+ Larger size materials/tools
 |
| **Next Level**What students will do if they have consistently mastered the standard | * Explore and create independently.
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| **Priority Standard: VA:Cr2B.k Identify safe and non-toxic art materials, tools, and equipment.**MSDKA:Cr2: Safely uses art materials and tools. |
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| **Learning Targets** | * I can use art materials and tools safely while following expectations.
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| **Common Student Misconceptions/Mistakes** | * Art supplies are edible.
* Scissors are a toy.
* The more glue the better.
* Putting glue, paint or markers on body parts
* Mixing all the paint together is good.
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can identify safe and non-toxic art materials, tools, and equipment independently and consistently. | A student who is approaching mastery may identify safe and non-toxic art materials, tools, and equipment meeting the standard inconsistently or with teacher assistance | The Beginning to Learn student may identify safe and non-toxic art materials, tools, and equipment.  |
| **Evidence of Mastery** | * Holds paint brush correctly and fills an area with solid color using a dragging

Motion.* Uses glue with control.
* Hold scissors correctly and cut on the line.
* Uses consistent pressure when using art materials, tools, and supplies.
* Hold pencil, crayon, or markers correctly.
 |
| **Previous Level**what students who are struggling at a 1 might need to revisit | * Practice the skills above.
* Adapt lessons to meet student needs.
	+ Grip on the brush.
	+ Hand-over-hand scissors
	+ Larger size materials/tools

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| **Next Level**What students will do if they have consistently mastered the standard | * Explore and create independently.
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| **Priority Standard: VA:Re7B.K.- Describe what an image represents.**MSDKA:Re1: Describes what artwork represents.  |
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| **Learning Targets** | * I can choose artwork for display like an art museum and explain the images.
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| **Common Student Misconceptions/Mistakes** | * They just name what the image is instead of describing what it represents
* They just say whether they like it or not
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| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can independently and consistently explain imagery in a work of art. | A student who is approaching mastery may need some coaching to help explain imagery in a work of art. | The Beginning to Learn student will need coaching to help explain imagery in a work of art.  |
| **Evidence of Mastery** | * May be able to peer coach a classmate.
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| **Previous Level**what students who are struggling at a 1 might need to revisit | * Practice explaining imagery.
* Use peer coach to help.
* May need to adapt or modify the lesson.
 |
| **Next Level**What students will do if they have consistently mastered the standard | * Create a piece of art and write about it or share it with the class.
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