**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. | |
| **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. | |

| **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. | |
| **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 | |
| **Next Level**  What students will do if they have consistently mastered the standard | * Explore and create independently. | |

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

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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. | |
| **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 | |
| **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. | |
| **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. | |