| **Priority Standard** VA:Cr2B.3- Demonstrate an understanding of the proficient use of materials, tools, and equipment for a variety of artistic processes. MSD3A: Cr1 Correctly uses art materials, tools and equipment to explore various creative processes. |
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| **Learning Targets** | * I can use different art materials to build on my skills to create art.
 |
| **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.
 |
| **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:CR3A.3- Elaborate visual information by adding details in an artwork to enhance emerging meaning. MSD3B: Cr2 Consistently uses detail to add meaning to artwork. |
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| **Learning Targets** | * I understand that time and place can affect how art is created.
* I can create an image to express myself.
 |
| **Common Student Misconceptions/Mistakes** | * They think one detail is enough.
* They think copying examples is an independent thought.
* They put too much detail.
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can add details independently and consistently. | A student who is approaching mastery may need examples of details to incorporate. | The Beginning to Learn student will need additional support to incorporate details.  |
| **Evidence of Mastery** | * Without instruction, students incorporate detail into artwork
* Peer coach/model
* Provide examples to others.
 |
| **Previous Level**what students who are struggling at a 1 might need to revisit | * Teacher helps students with details in a work of art.
* Peer helps students with adding details in a work of art.
* Practice adding details 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 with adding additional detail.
 |

| **Priority Standard** VA:Cn10A.3- Develop a work of art based on observations of surroundings. MSD3C:Cn1 Create a work of art using observation |
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| **Learning Targets** | * I can use different materials to build on my

skills to create a work of art from observation. |
| **Common Student Misconceptions/Mistakes** | * Copying someone else’s art is observation.
* Every thought they have needs to go on the paper. (Lacks focus)
* Copying others' ideas will make their work better.
* Everything they see needs to be in the work of art.
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can independently and consistently expand on an idea. | A student who is approaching mastery may need some teacher or peer support. | The Beginning to Learn student will need lots of support to expand on an idea.  |
| **Evidence of Mastery** | * Without instruction, students will express imaginative 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 in a work of art.
* Peer helps students with expanding on imaginative ideas.
* Practice adding focused imaginative details 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 observation.
 |