| **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. | |