

Introduction to Art

Power Standard: VA:Cr2B.6 - Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. (Q1)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Appropriately use and maintain painting, drawing, printmaking, sculpture and ceramics tools ● Maintain workspace ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Use and maintain painting, drawing, printmaking, sculpture and ceramics tools ● Generally maintain workspaces ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet maintain painting, drawing, printmaking, sculpture and ceramics tools and/or workspace ● Little to no attempt is made.

Power Standard: VA:Cr2A.6 - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (Q1)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Demonstrate a comprehensive understanding of color (tints, shades and tones) ● Demonstrate a comprehensive understanding of line types, qualities and shapes, printmaking processes ● Demonstrate a comprehensive understanding of sculpture surfaces, slip and hand building techniques ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Demonstrate a basic understanding of color (tints, shades and tones) ● Demonstrate a basic understanding of line types, qualities and shapes, printmaking processes ● Demonstrate a basic understanding of sculpture surfaces, slip and hand building techniques ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Has not yet developed a basic understanding of color (tints, shades and tones), line types, qualities and shapes, printmaking processes and sculpture surfaces, slip and hand building techniques ● Needs frequent teacher intervention, or little to no attempt is made.

Power Standard: VA:Cr1B.6 - Formulate an artistic investigation of personally relevant content for creating art. (Q2)

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Develop, execute, and revise an original and personally relevant plan ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Partially develop, execute, and revise an original plan, ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet develop, execute, or revise a plan ● Needs frequent teacher intervention, or little to no attempt is made.

Power Standard: VA:Cr3A.6 - Reflect on whether personal artwork conveys the intended meaning and revise accordingly. (Q2)

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Reflect and determine if their artwork conveys the intended meaning ● Revise accordingly ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Begin to reflect and determine if their artwork conveys the intended meaning ● Sometimes revise accordingly ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet reflect and determine if their artwork conveys the intended meaning or revise accordingly ● Needs frequent teacher intervention, or little to no attempt is made.

2-Dimensional Art

Power Standard VA:Cr2A.7 - Demonstrate persistence in developing skills with various materials, methods, and approaches creating works of art or design in 2D Art. (Q1)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of how to experiment with a variety of 2D materials and tools • Intentionally use the elements and principles of art to inform my artwork • Does these independently and consistently. 	<ul style="list-style-type: none"> • Demonstrate a basic understanding of how to experiment with a variety of 2D materials and tools • Use the elements and principles of art to inform my artwork • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet experiment with a variety of 2D materials and tools • Does not yet intentionally use the elements and principles of art to inform my artwork • Needs frequent teacher intervention, or little to no attempt is made.

Power Standard VA:Cr1A.8 - Document early stages of the creative process visually and/or verbally in traditional or new media in 2D Art. (Q1)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Comprehensively plan, propose, discuss, and execute original 2D art • Does these independently and consistently. 	<ul style="list-style-type: none"> • Demonstrate a basic understanding of how to plan, propose, discuss, and execute original 2D art • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet plan, propose, discuss, and execute 2D art • Needs frequent teacher intervention, or little to no attempt is made.

Power Standard VA:Cr1B.7 - Develop criteria to guide making a work of art or design to meet an identified goal in 2D Art. (Q2)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of how to plan, propose, discuss, and execute 	<ul style="list-style-type: none"> • Demonstrate an understanding of how to plan, propose, discuss, and execute 	<ul style="list-style-type: none"> • Does not yet demonstrate a basic understanding of how to plan, propose, discuss, and execute

<p>an original 2D artwork and/or evaluate an artwork based on criteria</p> <ul style="list-style-type: none"> • Does these independently and consistently. 	<p>an original 2D artwork and/or evaluate an artwork based on criteria</p> <ul style="list-style-type: none"> • Meet the standard inconsistently or with teacher assistance 	<p>a 2D artwork and/or evaluate an artwork based on criteria</p> <ul style="list-style-type: none"> • Needs frequent teacher intervention, or little to no attempt is made.
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<p>Power Standard VA:Cr3A.7 - Reflect on and explain important information about personal artwork in an artist statement or another format in 2D Art. (Q2)</p>		
<p><u>Meeting (3)</u></p>	<p><u>Approaching (2)</u></p>	<p><u>Beginning (1)</u></p>
<ul style="list-style-type: none"> • Comprehensively develop and write an artist statement or reflection • Does these independently and consistently. 	<ul style="list-style-type: none"> • Begin to develop the ability to write an artist statement or reflection • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet write an artist statement or reflection • Needs frequent teacher intervention, or little to no attempt is made.

3 Dimensional Art

Power Standard VA:Cr2A.7 - Demonstrate persistence in developing skills with various materials, methods, and approaches creating works of art or design in 3D Art. (Q1)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Demonstrate comprehensive understanding of how to experiment with a variety of 3D materials and tools • Intentionally use the elements and principles of art to inform my artwork • Does these independently and consistently. 	<ul style="list-style-type: none"> • Demonstrate a basic understanding of how to experiment with a variety of 3D materials and tools • Use the elements and principles of art to inform my artwork • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet experiment with a variety of 3D materials and tools • Does not yet use the elements and principles of art to inform my artwork • Needs frequent teacher intervention, or little to no attempt is made.

Power Standard VA:Cr1A.8 - Document early stages of the creative process visually and/or verbally in traditional or new media in 3D Art. (Q1)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Comprehensively plan, propose, discuss, and execute original 3D art • Does these independently and consistently. 	<ul style="list-style-type: none"> • Demonstrate a basic understanding of how to plan, propose, discuss, and execute original 3D art • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet plan, propose, discuss, and execute 3D art • Needs frequent teacher intervention, or little to no attempt is made.

Power Standard VA:Cr1B.7 - Develop criteria to guide making a work of art or design to meet an identified goal in 3D Art. (Q2)		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of how to plan, propose, discuss, and execute 	<ul style="list-style-type: none"> • Demonstrate an understanding of how to plan, propose, 	<ul style="list-style-type: none"> • Does not yet demonstrate a basic understanding of how to plan, propose, discuss, and execute

<ul style="list-style-type: none"> an original 3D artwork • Evaluate an artwork based on criteria • Does these independently and consistently. 	<p>discuss, and execute an original 3D artwork</p> <ul style="list-style-type: none"> • Review an artwork based on criteria • Meet the standard inconsistently or with teacher assistance 	<p>a 3D artwork and/or evaluate an artwork based on criteria</p> <ul style="list-style-type: none"> • Needs frequent teacher intervention, or little to no attempt is made.
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<p>Power Standard VA:Cr3A.7 - Reflect on and explain important information about personal artwork in an artist statement or another format in 3D Art. (Q2)</p>		
<p><u>Meeting (3)</u></p>	<p><u>Approaching (2)</u></p>	<p><u>Beginning (1)</u></p>
<ul style="list-style-type: none"> • Comprehensively develop and write an artist statement • Does these independently and consistently. 	<ul style="list-style-type: none"> • Begin to develop an artist statement or reflection • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet write an artist statement or reflection • Needs frequent teacher intervention, or little to no attempt is made.

Studio Art

<p>Power Standard VA:Cr2B.8 - Document early stages of the creative process visually and/or verbally in traditional or new media. (Q1)</p>		
<p><u>Meeting (3)</u></p>	<p><u>Approaching (2)</u></p>	<p><u>Beginning (1)</u></p>
<ul style="list-style-type: none"> Comprehensively plan, propose, discuss, execute, revise and present original art Does these independently and consistently. 	<ul style="list-style-type: none"> Demonstrate a basic understanding of how to plan, propose, discuss, execute, revise, and present original art Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Does not yet plan, propose, discuss, execute, revise, and present art Needs frequent teacher intervention, or little to no attempt is made.

<p>Power Standard VA:Cr2C.8 - Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. (Q1)</p>		
<p><u>Meeting (3)</u></p>	<p><u>Approaching (2)</u></p>	<p><u>Beginning (1)</u></p>
<ul style="list-style-type: none"> comprehensively critique an artwork based on appropriation, fair use, copyright, open source, and/or creative commons Does these independently and consistently. 	<ul style="list-style-type: none"> demonstrate a basic understanding of how to critique an artwork based on appropriation, fair use, copyright, open source, and/or creative commons Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Does not yet critique an artwork based on appropriation, fair use, copyright, open source, and/or creative commons Needs frequent teacher intervention, or little to no attempt is made.

<p>Power Standard VA:Cr2A.8 - Demonstrate a willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing. (Q2)</p>		
<p><u>Meeting (3)</u></p>	<p><u>Approaching (2)</u></p>	<p><u>Beginning (1)</u></p>
<ul style="list-style-type: none"> Comprehensively demonstrate an 	<ul style="list-style-type: none"> Demonstrate a basic understanding of how 	<ul style="list-style-type: none"> Does not yet experiment with a

<p>understanding of how to experiment with a variety of materials, tools, and ideas to create meaning and innovation in their art</p> <ul style="list-style-type: none"> • Does these independently and consistently. 	<p>to experiment with a variety of materials, tools, and ideas to create meaning in their art</p> <ul style="list-style-type: none"> • Meet the standard inconsistently or with teacher assistance 	<p>variety of materials, tools, and ideas to create meaning in their art</p> <ul style="list-style-type: none"> • Needs frequent teacher intervention, or little to no attempt is made.
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Power Standard VA:Cr3A.8 - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Q2)

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Comprehensively demonstrate how to plan, propose, discuss, execute, revise and present original artwork • Does these independently and consistently. 	<ul style="list-style-type: none"> • Demonstrate a basic understanding to plan, propose, discuss, execute, revise and present original artwork • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet plan, propose, discuss, execute, revise and present original artwork • Needs frequent teacher intervention, or little to no attempt is made.