

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.

<p>Learning Targets</p>	<ul style="list-style-type: none"> • 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. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • 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. 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can independently and consistently build skills in various media and approaches to art-making.</p>	<p>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.</p>	<p>The Beginning to Learn student is still building skills in various media and approaches to art-making.</p>
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Fill an area with solid color. 	

	<ul style="list-style-type: none"> • Use glue with control. • Cut on a line. • Tear paper for collage. • Roll a sphere. • Create a print.
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> • Practice the skills above. • Adapt lessons to meet student needs. <ul style="list-style-type: none"> ○ Grip on the brush. ○ Hand-over-hand scissors ○ Larger size materials/tools
<p>Next Level What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> • 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.

<p>Learning Targets</p>	<ul style="list-style-type: none"> I can use art materials and tools safely while following expectations. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> 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. 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can identify safe and non-toxic art materials, tools, and equipment independently and consistently.</p>	<p>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</p>	<p>The Beginning to Learn student may identify safe and non-toxic art materials, tools, and equipment.</p>
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> 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. 	
<p>Previous Level</p>	<ul style="list-style-type: none"> Practice the skills above. 	

<p>what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> • Adapt lessons to meet student needs. <ul style="list-style-type: none"> ○ Grip on the brush. ○ Hand-over-hand scissors ○ Larger size materials/tools
<p>Next Level What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> • Explore and create independently.

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Priority Standard: VA:Re7B.K.- Describe what an image represents. MSDKA:Re1: Describes what artwork represents.

Learning Targets	<ul style="list-style-type: none"> I can choose artwork for display like an art museum and explain the images. 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> May be able to peer coach a classmate. 	

<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none">• Practice explaining imagery.• Use peer coach to help.• May need to adapt or modify the lesson.
<p>Next Level What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none">• Create a piece of art and write about it or share it with the class.