

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.

<p>Learning Targets</p>	<ul style="list-style-type: none"> I can use different art materials to build on my skills to create art. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> 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. 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can be trusted to use art materials independently and consistently.</p>	<p>A student who is approaching mastery may need reminders to handle tools and materials correctly.</p>	<p>The Beginning to Learn student may need to be monitored during production time and reminded of proper use of tools and materials.</p>
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> Students can work with materials and tools safely and independently Students can peer coach proper use of tools and materials. 	
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explore and create independently using tools and materials.
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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.		
Learning Targets	<ul style="list-style-type: none"> I understand that time and place can affect how art is created. I can create an image to express myself. 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Without instruction, students incorporate detail into artwork Peer coach/model 	

	<ul style="list-style-type: none"> • Provide examples to others.
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> • 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
<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 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**

Learning Targets	<ul style="list-style-type: none"> • I can use different materials to build on my skills to create a work of art from observation. 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> • 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

<p>A student who has mastered this standard can independently and consistently expand on an idea.</p>	<p>A student who is approaching mastery may need some teacher or peer support.</p>	<p>The Beginning to Learn student will need lots of support to expand on an idea.</p>
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Without instruction, students will express imaginative ideas in a work of art. • Peer coach/model • Provide examples to others. 	
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> • 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 	
<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 using observation. 	