

**Priority Standard** VA:Cr2A.5- Experiment and develop skills in multiple art making techniques and approaches through practice.

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can use experimentation to create.</li> <li>• I can discuss and revise my artwork based on reflection.</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• My first idea is always my best.</li> <li>• If a project is challenging, I can't do it.</li> <li>• I can't start without teacher help.</li> <li>• If I make a mistake, I can't fix it.</li> <li>• Directions are just a suggestion.</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can consistently and independently solve design problems.</p>	<p>A student who is approaching mastery may need some support throughout the design process.</p>	<p>The Beginning to Learn student will need teacher support throughout the design process.</p>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Without instruction, students will express imaginative and design ideas in a work of art.</li> <li>• Peer coach/model</li> <li>• Provide examples to others.</li> </ul>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Teacher helps students focus imaginative details and design ideas in a work of art.</li> <li>• Peer helps students with expanding on imaginative and design ideas.</li> <li>• Practice adding focused imaginative details and design ideas to a work of art.</li> </ul>	

	<ul style="list-style-type: none"> <li>Adapt/Modify lesson</li> </ul>
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>Explore and create independently using their imagination and design processes.</li> </ul>

<p><b>Priority Standard</b> VA:Cr2B.5- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p>		
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>I can use art materials and tools safely and follow expectations.</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>Art supplies are unlimited.</li> <li>Scissors are a toy.</li> <li>The more glue the better.</li> <li>Putting glue, paint or markers on body parts</li> <li>Mixing all the paint together is good.</li> <li>Directions are just suggestions.</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></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><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Students can work with materials and tools safely and independently</li> <li>• Students can peer coach proper use of tools and materials.</li> </ul>
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Teacher helps students with the use of tools and materials.</li> <li>• Peer helps students with the use of tools and materials.</li> <li>• Practice using the tools and materials correctly.</li> <li>• Adapt/Modify lesson</li> </ul>
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>• Explore and create independently using tools and materials.</li> </ul>

<p><b>Priority Standard</b> VA:Cr2C.5- Identify, describe and visually document places and or objects of personal significance.</p>		
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can create a work of art that reflects my community.</li> <li>• I can create a work of art that is personally significant.</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• My first idea is always my best.</li> <li>• If a project is challenging, I can't do it.</li> <li>• I can't start without teacher help.</li> <li>• If I make a mistake, I can't fix it.</li> <li>• Directions are just a suggestion.</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>

<p>A student who has mastered this standard can independently and consistently make personal choices to use in their art on their own.</p>	<p>A student who is approaching mastery may need guidance to make choices to use in their art.</p>	<p>The Beginning to Learn student will need teacher assistance to narrow personal choices for use in their art.</p>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Without instruction, students will explore places and objects of personal significance in their work of art.</li> <li>• Peer coach/model</li> <li>• Provide examples to others.</li> </ul>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Teacher helps students focus on places and objects that are of personal significance to incorporate in a work of art.</li> <li>• Peer helps students with expanding creative ideas.</li> <li>• Practice adding focused details and design ideas to a work of art that are of personal significance.</li> <li>• Adapt/Modify lesson</li> </ul>	
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>• Explore and create independently using observation and knowledge about places and objects that are of personal significance.</li> </ul>	