

Clark Pleasant Community School
Corporation

Elementary Art Scales
2022-2023

Kindergarten Skills

1. Creating
2. Understanding
3. Studio Citizenship

Strand: Creating- VA:Cr1.1.Ka

Topic: Investigate-Conceiving and developing new artistic ideas and work.

Level: Kindergarten

Score	In addition to Score 3.0, in-depth inferences, applications and analysis	Sample Tasks
4.0	indicate an extension of learning. <ul style="list-style-type: none"> ● Student can use a variety of tools and techniques purposely to make art. 	<ul style="list-style-type: none"> ● Students have a plan before creating artwork. Discusses with the teacher/classmate. ● Recreates an old artwork ● Plans in sketchbook
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> ● Utilizes a variety of tools and techniques. 	<ul style="list-style-type: none"> ● Creates an artwork using multiple materials <ul style="list-style-type: none"> ○ Ex: makes a drawing of a butterfly. Uses collage techniques to create a butterfly, then paints the background.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student can: <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Tool; technique; experiment, media ● performs basic processes, such as: <ul style="list-style-type: none"> ○ experiment with a variety of tools and techniques. ○ use their imagination to play with materials. 	<ul style="list-style-type: none"> ● Willing to try new art tools and techniques to create an artwork ● Media stations to experiment <ul style="list-style-type: none"> ● Paint station ● Printing station ● Drawing station ● Clay Station
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> ● Engages in imaginative play
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Understanding-VA:Pr4.1.Ka VA:Re8.1.Ka VA:Cn10.1.Ka

Topic: Select (visual arts): Interpreting, understanding, and relating Art

Level: Kindergarten

		Sample Tasks	
Score 4.0	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.	<ul style="list-style-type: none"> ● Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <i>and</i> applies it to the creation of art 	<ul style="list-style-type: none"> ● Student can assemble a portfolio of original works. ● Student can discuss what the artwork is about by pointing out visual cues. ● Student creates an artwork that visually tells a story.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student can:	<ul style="list-style-type: none"> ● Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics. 	<ul style="list-style-type: none"> ● choose artwork for a collection. ● Can examine an artwork to find a meaning. ● Can make art that tells a story about their life.
		The student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<p>The student can:</p> <ul style="list-style-type: none"> ● Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics with help <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ talk about why a portfolio is important ○ explain what a portfolio is ○ explain why they like an artwork more than others. ○ identify a personally appealing artwork ○ explains a story behind an artwork ○ recognizes that art can tell stories
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Studio Citizenship VA:Cr2.2.Ka

Topic: Studio Citizenship

Level: Kindergarten

4.0	<ul style="list-style-type: none">• Can exceed studio rules and expectations and be a role model for my peers
3.5	<ul style="list-style-type: none">• Can exceed studio rules and expectations
3.0	The student can: <ul style="list-style-type: none">• Consistently follow studio rules and expectations
2.5	<ul style="list-style-type: none">• Can follow studio rules and expectations with few reminders.
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• Follow studio rules and expectations with frequent reminders.
1.5	<ul style="list-style-type: none">• Can follow studio rules and expectations but apply them inconsistently
1.0	<ul style="list-style-type: none">• Cannot follow studio rules and expectations even with reminders
0	<ul style="list-style-type: none">• Refuses to follow studio rules and expectations even with reminders.

1st Grade Skills

1. Creating
2. Understanding
3. Studio Citizenship

Strand: Creating VA:Cr2.1.1a

Topic: Investigate- Conceiving and developing new artistic ideas and work.

Level: 1st Grade

Score	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.	Sample Tasks		
4.0	<ul style="list-style-type: none"> ● Student can reflect with peers about their artistic choices. 	<ul style="list-style-type: none"> ● Process Critique- In this discussion, students will take one of their works and describe their complete creative process. A good example of this is asking students to walk us through their ideas, where their struggles were, what they had to do to overcome any problems, and how they might change things if they were to do the project over again. ● Token system <ul style="list-style-type: none"> ○ The class art works are placed on tables, and students travel around looking at the different works. They return to their table and pick up a bag with various objects. Each of these objects is going to represent an "award" or token of their esteem for an individual artwork. (Awards for most expensive, most interesting, your favorite, which artwork you would choose for your own home, one you don't like...) Students have to decide what the token represents and why they should award it to a particular artwork. ○ The groups go around and place the tokens in front of or on the artwork they wish to award it to. When students are finished, the teacher will ask each group to discuss what their token represents and why they gave it to a particular artwork. 		
	<table border="1"> <tr> <td data-bbox="210 730 388 787">3.5</td> <td data-bbox="388 730 1039 787">In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td> </tr> </table>	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	<p>The student can:</p> <ul style="list-style-type: none"> ● use a variety of tools and techniques to purposefully make art. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Students have a plan before creating artwork. ● Recreates an old artwork ● Discusses with the teacher/classmate. 		
	<table border="1"> <tr> <td data-bbox="210 885 388 941">2.5</td> <td data-bbox="388 885 1039 941">No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td> </tr> </table>	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Material; tool ● performs basic processes, such as: <ul style="list-style-type: none"> ○ explore different materials and tools to make art <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Creates an artwork using multiple materials <ul style="list-style-type: none"> ● Ex: makes a drawing of a butterfly. Uses collage techniques to create a butterfly, then paints the background. ● Media stations ● Painting station, printing station, drawing station, clay station, etc.. 		
	<table border="1"> <tr> <td data-bbox="210 1234 388 1291">1.5</td> <td data-bbox="388 1234 1039 1291">Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</td> </tr> </table>	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>			
	<table border="1"> <tr> <td data-bbox="210 1347 388 1404">0.5</td> <td data-bbox="388 1347 1039 1404">With help, a partial understanding of the 2.0 content, but not the 3.0 content.</td> </tr> </table>	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>			

Strand: Presenting VA:Pr5.1.1a VA:Re8.1.1a VA:Cn10.1.1a

Topic: Develop, synthesize, interpret and refine artistic techniques and work for presentation.

Level: 1st Grade

Score		Sample Tasks
4.0	<p>In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> ● Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <i>and</i> applies it to the creation of art 	<ul style="list-style-type: none"> ● Students can display their artwork. ● Students can correctly identify what the art is about. ● Student can recognize the reasons for making art have changed over time. ● Student can recognize the reasons for making art have changed over time.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● can explain how to display their own art. ● describe what the artwork is about. ● choose times, places, and reasons to make art outside of school
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics with help <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● can tell why people display art. ● can explain where to find art. ● can identify when and where to make art. ● can make art for a specific purpose.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Studio Citizenship VA:Cr2.2.1

Topic: Studio Citizenship

Level: First Grade

4.0	<ul style="list-style-type: none">● Can exceed studio rules and expectations and be a role model for my peers
3.5	<ul style="list-style-type: none">● Can exceed studio rules and expectations
3.0	The student can: <ul style="list-style-type: none">● Consistently follow studio rules and expectations
2.5	<ul style="list-style-type: none">● Can follow studio rules and expectations with few reminders.
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">● Follow studio rules and expectations with frequent reminders.
1.5	<ul style="list-style-type: none">● Can follow studio rules and expectations but apply them inconsistently
1.0	<ul style="list-style-type: none">● Cannot follow studio rules and expectations even with reminders
0	<ul style="list-style-type: none">● Refuses to follow studio rules and expectations even with reminders.

Second Grade

1. Creating

2. Understanding

3. Studio Citizenship

Strand: Creating VA:Cr3.1.2a

Topic: Reflect, Refine, and Continue- Refine and complete artistic work.

Level: Grade 2nd Grade

Score	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.		Sample Tasks
4.0	<p align="center">In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> ● Student can consider feedback from others to enhance their artwork. 		<ul style="list-style-type: none"> ● Art Criticism cupcake- The Cupcake Critique Peer Feedback Activity is a way for students to review their work with a classmate. ● Post it note Critique <ul style="list-style-type: none"> ● Artworks are put on display. Each student is given a small stack of post-it notes. They are to write notes with comments that are appreciative, constructive or helpful, and place them on or around the artwork.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● can reflect with peers about their artistic choices. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Pair and Share <ul style="list-style-type: none"> ○ Talking about their artistic choices. Such as material choice, subject choice, color choice, etc. ● Wagon Wheel <ul style="list-style-type: none"> ○ A Wagon Wheel is a formative assessment you can use to help students become more comfortable talking about their artwork, using art vocabulary and build confidence in the art room.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Opinion; Choices ● performs basic processes, such as: <ul style="list-style-type: none"> ○ can create a personally satisfying artwork. ○ can engage in making art. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> ● Media stations <ul style="list-style-type: none"> ● Painting station, Modeling station, Collage Station, weaving station, etc... ● Two Stars and a Wish: Students can list two things they like about their artwork and one thing they wish they could change or add.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Understanding VA:Pr5.1.2a VA:Re9.1.2a VA:Cn11.1.2a

Topic: Develop and refine artistic techniques and work for presentation.

**Relate- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Interpret- Apply criteria to evaluate artistic work.**

Level: 2nd Grade

Score 4.0	<p>In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <i>and</i> applies it to the creation of art 	<p align="center">Sample Tasks</p> <ul style="list-style-type: none"> Student can prepare an artwork to be exhibited with an artist statement. Student can recognize other interpretations of an artwork. Student can evaluate modern day need for art.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<p>Score 3.0</p>	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> can prepare an artwork to be exhibited interpret a preferred artwork. compare the needs of art from different time periods.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<p>Score 2.0</p>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics with help <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> can categorize artwork based on a theme can use art vocabulary to express artistic preference can express preference over an artwork can identify that art has been made for a variety of reasons. can state why we make artwork.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p>Score 1.0</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Studio Citizenship VA:Cr2.2.2

Topic: Studio Citizenship

Level: Second Grade

4.0	<ul style="list-style-type: none">• Can exceed studio rules and expectations and be a role model for my peers
3.5	<ul style="list-style-type: none">• Can exceed studio rules and expectations
3.0	The student can: <ul style="list-style-type: none">• Consistently follow studio rules and expectations
2.5	<ul style="list-style-type: none">• Can follow studio rules and expectations with few reminders.
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• Follow studio rules and expectations with frequent reminders.
1.5	<ul style="list-style-type: none">• Can follow studio rules and expectations but apply them inconsistently
1.0	<ul style="list-style-type: none">• Cannot follow studio rules and expectations even with reminders
0	<ul style="list-style-type: none">• Refuses to follow studio rules and expectations even with reminders.

3rd Grade Skills

1. Creating
2. Understanding
3. Studio Citizenship

Strand: Creating VA:Cr3.1.3a

Topic: Reflect, Refine, Continue- Refine and complete artistic work.

Level: 3rd Grade

Score	In addition to Score 3.0, in-depth inferences, applications and analysis	Sample Tasks
4.0	indicate an extension of learning. <ul style="list-style-type: none"> ● Student can consider and apply feedback from others to enhance my artwork. 	<ul style="list-style-type: none"> ● Teacher Conference
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student can: <ul style="list-style-type: none"> ● perform process, such as: <ul style="list-style-type: none"> ○ consider feedback from others to enhance their artwork. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> ● Pair & share feedback from others to enhance their artwork. <ul style="list-style-type: none"> ○ This could be each student giving their partner two things they like about their artwork and one thing to work on. ● Art Cupcake Critique <ul style="list-style-type: none"> ○ The Cupcake Critique Peer Feedback Activity is a way for students to review their work with a classmate.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Artistic choice; ● performs basic processes, such as: <ul style="list-style-type: none"> ○ can reflect on their artistic choices. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> ● Artist statement on process ● Art Criticism Cootie Catcher
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <ul style="list-style-type: none"> ● can reflect on their artistic choices when prompted. 	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Understanding VA:Pr5.1.3a, VA:Re9.1.3a, VA:Cn11.1.3a

Topic: Develop and refine artistic techniques and work for presentation.

Apply criteria to evaluate artistic work

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Level: 3rd Grade

Score 4.0	<p>In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <i>and</i> applies it to the creation of art 	<p align="center">Sample Tasks</p> <ul style="list-style-type: none"> Student collaboratively compiles artworks with artist statements for presentation. Student can identify the intended reason of how/why the artwork was made. Student understands that everyone has a different opinion of what art is.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<p>Score 3.0</p>	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Can prepare an artwork with an artist statement. Interpret how and why an artwork was made. recognize that responses to art change depending on knowledge, time, and place.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<p>Score 2.0</p>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics with help <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Can identify an exhibition space for artwork. Can identify where we find artwork can speculate how an artwork was made. Can describe an artwork. Can speculate how viewers felt about an artwork during the time it was made. Can form an opinion of an artwork.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p>Score 1.0</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Studio Citizenship VA:Cr2.2.3

Topic: Studio Citizenship

Level: Third Grade

4.0	<ul style="list-style-type: none">● Can exceed studio rules and expectations and be a role model for my peers
3.5	<ul style="list-style-type: none">● Can exceed studio rules and expectations
3.0	The student can: <ul style="list-style-type: none">● Consistently follow studio rules and expectations
2.5	<ul style="list-style-type: none">● Can follow studio rules and expectations with few reminders.
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">● Follow studio rules and expectations with frequent reminders.
1.5	<ul style="list-style-type: none">● Can follow studio rules and expectations but apply them inconsistently
1.0	<ul style="list-style-type: none">● Cannot follow studio rules and expectations even with reminders
0	<ul style="list-style-type: none">● Refuses to follow studio rules and expectations even with reminders.

4th Grade Skills

1. Creating
2. Understanding
3. Studio Citizenship

Strand: Creating VA:Cr3.1.4a

Topic: Reflect, Refine, Continue- Refine and complete artistic work

Level: 4th Grade

Score	In addition to Score 3.0, in-depth inferences, applications and analysis		Sample Tasks
4.0	indicate an extension of learning. <ul style="list-style-type: none"> The student revisits old artwork and enhances it. 		<ul style="list-style-type: none"> Portfolio Day- Students get out old artwork and are given the chance to add new details to enhance the artwork.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student can: <ul style="list-style-type: none"> consider and apply feedback from others to enhance their artwork. 		<ul style="list-style-type: none"> <u>Tell, ask, give</u>
	The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> 2 positives and a suggestion: students pair up and list two two things they like about another's work and one thing they think could change Process Critique- In this discussion, students will take one of their works and describe their complete creative process. A good example of this is asking students to walk us through their ideas, where their struggles were, what they had to do to overcome any problems, and how they might change things if they were to do the project over again.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Point of View, Artistic Problem, Enhance performs basic processes, such as: <ul style="list-style-type: none"> can consider another point of view to an artistic problem. can discuss their artwork. 		<ul style="list-style-type: none"> Pair and share: discuss different ways to solve an art issue. Discuss personal creation with other students. <u>Wagon Wheel</u> <ul style="list-style-type: none"> A Wagon Wheel is a formative assessment you can use to help students become more comfortable talking about their artwork, using art vocabulary and build confidence in the art room.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Understanding VA:Pr6.1.4a, VA:Re8.1.4a, VA:Cn11.1.4a

Topic: Share- Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics

Level: 4th Grade

Score	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.		Sample Tasks
4.0	<ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <i>and</i> applies it to the creation of art 		<ul style="list-style-type: none"> Student investigates how museums preserve and protect art. Student compares own interpretation of work of art with the interpretation of others Student compares a culture’s artistic needs with modern day artistic needs.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Analyzes why museum preserve and protect art Interpret the intended meaning of artwork using contextual cues Use context clues, infer time, place, and culture an artwork was created.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics with help <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> identify museum’s role of preserving and protecting art Describe role of museum and other art venues Interpret meaning of an artwork using context clues Identify and describe key elements of an artwork Describe an art piece and interpret its purpose within a different culture. Identify that an artwork is from a different culture
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Studio Citizenship VA:Cr2.2.4

Topic: Studio Citizenship

Level: Fourth Grade

4.0	<ul style="list-style-type: none">• Can exceed studio rules and expectations and be a role model for my peers
3.5	<ul style="list-style-type: none">• Can exceed studio rules and expectations
3.0	The student can: <ul style="list-style-type: none">• Consistently follow studio rules and expectations
2.5	<ul style="list-style-type: none">• Can follow studio rules and expectations with few reminders.
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• Follow studio rules and expectations with frequent reminders.
1.5	<ul style="list-style-type: none">• Can follow studio rules and expectations but apply them inconsistently
1.0	<ul style="list-style-type: none">• Cannot follow studio rules and expectations even with reminders
0	<ul style="list-style-type: none">• Refuses to follow studio rules and expectations even with reminders.

5th Grade Skills

1. Creating
2. Understanding
3. Studio Citizenship

Strand: Creating VA:Cr3.1.5a

Topic: Reflect, Refine, Continue- Refine and complete artistic work

Level: 5th Grade

Score	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.	Sample Tasks				
4.0	<ul style="list-style-type: none"> ● Student uses art vocabulary to describe how they enhanced their artwork. 	<ul style="list-style-type: none"> ● Artist statement ● Pair and share on how the student enhanced their work using the Elements of Art. 				
	<table border="1"> <tr> <td data-bbox="306 477 394 532">3.5</td> <td data-bbox="394 477 1262 532">In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td> </tr> </table>	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.					
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● revisits old artwork and enhances. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● revisits old artwork and enhances. 				
	<table border="1"> <tr> <td data-bbox="306 683 394 738">2.5</td> <td data-bbox="394 683 1262 738">No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td> </tr> </table>	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.					
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Weaving, shading, texture, etc. ● performs basic processes, such as: <ul style="list-style-type: none"> ○ can use tools and techniques to enhance their artwork. ○ can use tools and techniques to make art. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Student can use a variety of tools and techniques to complete various activities <ul style="list-style-type: none"> ● Students are willing to try new media tools and techniques to create art, not just sticking to one art method. 				
	<table border="1"> <tr> <td data-bbox="306 1062 394 1120">1.5</td> <td data-bbox="394 1062 1262 1120">Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</td> </tr> </table>	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.					
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>					
	<table border="1"> <tr> <td data-bbox="306 1179 394 1211">0.5</td> <td colspan="2" data-bbox="394 1179 1917 1211">With help, a partial understanding of the 2.0 content, but not the 3.0 content.</td> </tr> </table>			0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.					
0.0	<p>Even with help, no understanding or skill demonstrated.</p>					

Strand: Understanding VA:Pr4.1.5a, VA:Re.7.1.5a, VA:Cn11.1.5a

Topic: Select, analyze, and interpret artistic work for presentation.

Perceive and analyze artistic work

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Level: 5th Grade

Score 4.0	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning. <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics <i>and</i> applies it to the creation of art 		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> Student collaboratively curates an art exhibit. Student analyzes the impact an artist has on beliefs, values, and behaviors Student identifies modern day example of an artform that influences viewers
Score 3.0	The student can: <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Define how a curator preserves and presents art objects. Compare their own interpretation of a culturally diverse artwork with the interpretations of others Analyze how an artwork has influenced viewers
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Demonstrates an understanding of art by engaging with art history, culture, criticism, and aesthetics with help However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Recognize that a museum curator is responsible for preserving and presenting art objects Identify that a museum preserves artwork Develop an interpretation of a culturally diverse object Identify that an artwork is from a culture different from their own Identify how an artwork has the ability to influence beliefs, values, and behaviors. Identify how an artwork has the ability to influence people.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Studio Citizenship VA:Cr2.2.5

Topic: Studio Citizenship

Level: Fifth Grade

4.0	<ul style="list-style-type: none">• Can exceed studio rules and expectations and be a role model for my peers
3.5	<ul style="list-style-type: none">• Can exceed studio rules and expectations
3.0	The student can: <ul style="list-style-type: none">• Consistently follow studio rules and expectations
2.5	<ul style="list-style-type: none">• Can follow studio rules and expectations with few reminders.
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• Follow studio rules and expectations with frequent reminders.
1.5	<ul style="list-style-type: none">• Can follow studio rules and expectations but apply them inconsistently
1.0	<ul style="list-style-type: none">• Cannot follow studio rules and expectations even with reminders
0	<ul style="list-style-type: none">• Refuses to follow studio rules and expectations even with reminders.