

# Clark Pleasant Community School Corporation

## Elementary Art Scales

# Kindergarten Skills

1. Shape
2. Color
3. Texture

**Strand: Elements of Art (K.7.1)**

**Topic: Shape**

**Level: Kindergarten**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		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"> <li>● Identify 2D and 3D shapes</li> <li>● Make 3D shapes</li> </ul>
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes the difference between geometric and organic shapes</li> <li>● Identifies basic geometric (square, rectangle, circle, oval, triangle) and organic shapes</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Select and use geometric or organic shapes in an artwork</li> <li>● Draw or paint geometric shapes</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ square, rectangle, circle, oval, triangle</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identifies and names basic geometric shapes</li> <li>○ Recognizes the difference between lines and shapes</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Trace and cut shapes</li> <li>● Play with lines making shapes</li> </ul>
	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: Elements of Art (VAK.7.1)**

**Topic: Color**

**Level: Kindergarten**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Identify warm and cool colors</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Identify primary and secondary colors.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Sort primary and secondary colors</li> <li>● Mix primary colors to make secondary colors</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Primary colors, Red, Yellow, Blue</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identifies primary colors</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Pick primary color shapes out of many colored shapes</li> <li>● Make an artwork using primary colors</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Elements of Art (K.7.1)			
Topic: Texture			
Level: Kindergarten			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			<ul style="list-style-type: none"> <li>Sort images of actual and visual texture</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Can sort textures into the following categories: <ul style="list-style-type: none"> <li>Soft, hard, bumpy, smooth, rough</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Categorize textures (texture hand to sort)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>hard, soft, smooth, furry, scratchy, bumpy</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Can identify texture in an artwork</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Feel and describe the texture of a variety of objects</li> <li>Can identify times they have used texture in art class or identify textures in selected artworks.</li> </ul>
	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.		

# 1<sup>st</sup> Grade Skills

1. Shape

2. Line

3. Color

**Strand: Elements of Art (VA1.7.1)**

**Topic: Shape/Form**

**Level: 1<sup>st</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Make organic forms from clay</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Identify geometric and organic forms (sphere, cube, cylinder, cone, pyramid, rectangular prism, and an organic form)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Construct basic forms (sphere, cube, cylinder, cone, pyramid, rectangular prism) with clay</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ 2D, 3D, shape, form</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ categorize items/objects as 2D or 3D</li> <li>○ Identify shapes and forms</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● In sketchbook copy drawings of geometric shapes (2D)</li> <li>● Sort shapes and forms</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand: Elements of Art 1.7.1**

**Topic: Line**

**Level: 1<sup>st</sup> Grade**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		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"> <li>● Use a ruler correctly</li> </ul>
Score 3.0	<p><b>The student demonstrates the:</b></p> <ul style="list-style-type: none"> <li>● Use directional line (vertical, horizontal, diagonal)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Simon Says (vertical, horizontal, diagonal lines)</li> <li>● Find vertical, horizontal, and diagonal lines in an artwork</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ vertical, horizontal, diagonal, zig-zag, dotted, dashed, curved, straight, wavy, crenellation, thick, thin, scribble</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Can draw a variety of different lines (zig-zag, dotted, dashed, curved, straight, wavy, crenellation, thick, thin, scribble)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Line hunt- students have to find and draw lines hidden in the art room</li> </ul>
	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: Elements of Art (VA1.7.1)**

**Topic: Color**

**Level: 1<sup>st</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Make a color wheel</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Create secondary colors from primary colors</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Mix primary colors to make secondary colors</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Primary colors, secondary colors</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identifies and uses primary and secondary colors</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Can use primary and secondary colors in artwork</li> <li>● Can sort primary and secondary color swatches</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

## 2<sup>nd</sup> Grade Skills

1. Color

2. Line

3. Space

**Strand: Elements of Art 2.7.1**

**Topic: Color**

**Level: 2<sup>nd</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Use a color wheel to identify complementary colors</li> </ul>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can make a primary/secondary color wheel</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Put color wheel pieces in order</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ primary colors, secondary colors, ROY G. BIV</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Can put colors in rainbow order</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Put colored pieces in rainbow order</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand: Elements of Art (VA2.7.1)**

**Topic: Line**

**Level: 2<sup>nd</sup> Grade**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		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"> <li>● Identify and draw the most important details of an object to enhance a drawing</li> </ul>
Score 3.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Can draw a realistic contour line of an object from life</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Sketch items using lines found in nature and man-made items.</li> <li>● Draw items without lifting pencil one continuous line (contour line).</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ contour line</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ identifies a contour line</li> <li>○ Can make a contour line drawing from memory</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Trace the contour lines in photographs or master artworks</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**Strand: Elements of Art (VA2.7.1)**

**Topic: Space**

**Level: 2<sup>nd</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Can use color and value to create the illusion of perspective in an artwork</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Can use size, overlap, and placement to create space in an artwork</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Correctly arrange small, medium, and large objects in an artwork using size, overlap, and placement to show depth</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ horizon line, foreground, middleground, background</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ can identify the foreground, middleground, and background in art artwork</li> <li>○ Can make a horizon line</li> <li>○ Can make an foreground, middleground, and background in an artwork</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Draw a horizon line in an artwork</li> <li>● Mark the foreground, middleground, and background in an artwork</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

## 3<sup>rd</sup> Grade Skills

1. Color

2. Texture

3. Space

**Strand: Elements of Art (VA3.7.1)**

**Topic: Color**

**Level: 3<sup>rd</sup> Grade**

Score		Sample Tasks
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>● Can use a color wheel to identify value (tints and shades)</li> <li>● Can identify times that using the color wheel would enhance an artwork</li> <li>● Can identify more color groups, such as complementary</li> </ul>	<ul style="list-style-type: none"> <li>● Can use a tertiary color wheel to identify color families, analogous colors, values, etc.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● performs process, such as:               <ul style="list-style-type: none"> <li>○ can fill in a tertiary color wheel</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● In sketchbook, draw and color a rainbow overlapping the colors to create tertiary colors</li> <li>● Blend colored pencil tertiary color wheel</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ primary colors, secondary colors, tertiary colors</li> </ul> </li> <li>● Can distinguish between primary, secondary, and tertiary colors</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Compare and contrast a primary/secondary color wheel and a tertiary color wheel</li> <li>● Use a color wheel to identify primary, secondary, and tertiary colors</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<b>1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● Can name primary and secondary colors</li> </ul>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<b>0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

**Strand: Elements of Art (VA3.7.1)**

**Topic: Texture**

**Level: 3<sup>rd</sup> Grade**

<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
<b>4.0</b>			<ul style="list-style-type: none"> <li>● Identify times when visual or actual texture would enhance an artwork</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>● Can create visual/actual textures in an artwork that make sense</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Look at pictures of visual textures (scales, fur, wrinkles, sand, etc.) and replicate those textures by drawing repeated lines and shapes</li> <li>● Use different tools and materials to create actual textures</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Visual texture, actual texture</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ can categorize visual and actual textures</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● Sort patterns and texture cards</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand: Elements of Art (VA3.7.1)**

**Topic: Space**

**Level: 3<sup>rd</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Use positive and negative space to create emphasis, balance, or contrast in an artwork</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Can use positive and negative space in an artwork</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Cut positive/negative shapes from construction paper and arrange them so they show positive and negative space</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ positive space, negative space</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ can identify positive and negative space in an artwork</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● In a master artwork, circle the positive space and color the negative space</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

# 4<sup>th</sup> Grade Skills

1. Line
2. Space
3. Value

**Strand: Elements of Art (VA4.7.1)**

**Topic: Line**

**Level: 4<sup>th</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Identify times that using gesture lines and expressive lines would enhance an artwork</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Uses expressive lines in artwork</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Experiment with different ways to hold a pencil to create a variety of line easily</li> <li>● Identify lines in works of art that show the artist's emotions or feelings (expressive).</li> <li>● Draw faces that show different emotions/expressions and describe the kinds of lines used.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ gesture lines, expressive lines</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ uses gesture lines</li> <li>○ draws a variety of lines</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Capture the pose of classmate in 30-60 seconds</li> <li>● In rapid succession read items which students must draw using line only</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand: Elements of Art (VA4.7.1)**

**Topic: Space**

**Level: 4<sup>th</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Use all of the elements of perspective (size, overlap, placement, color, detail, and lines)</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Use one point perspective lines</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Landscapes/City Scape</li> <li>● Aquarium Drawing</li> <li>● Room Drawing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ perspective, horizon line, size, overlap, placement</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ use a vanishing point</li> <li>○ use size, overlap, and placement</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Cut or draw an object in a variety of sizes and place them in an artwork using perspective</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand: Elements of Art (VA4.7.1)**

**Topic: Value**

**Level: 4<sup>th</sup> Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Identify times when using value would enhance my artwork and use it correctly.</li> </ul>
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Create light, medium, and dark values in an artwork</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Create value in an optical illusion</li> <li>● Mix tints and shades using paint, colored pencil, watercolor pencil, or oil pastels</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ value, tint, shade</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identify hues, tints, and shades</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Color a value scale in sketchbook using pencil or colored pencil</li> <li>● Use color samples from a paint store and sort into monochromatic piles</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

# 5th Grade Skills

1. Elements of Art
2. Art History
3. Art Criticism

**Strand: Elements of Art (VA 5.7)**

**Topic: Elements of Art**

**Level: 5th Grade**

<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
<b>4.0</b>			<ul style="list-style-type: none"> <li>● Identify ways that the elements of art connect to the principles of art</li> <li>● Identify and use principles of art in artworks</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Identify and apply the elements of art in an artwork</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Can choose 1 or more elements to use in an artwork without teacher direction and describe how they were used</li> <li>● Can choose and describe one element or more in an artwork</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Line, shape, space, color, texture, value, form</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identify and discriminate between the seven elements of art</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Elements of art memory</li> <li>● Elements of art matching</li> <li>● “I Spy” elements of art game</li> <li>● Element roll and Draw game</li> <li>● I have...Who Has</li> <li>● Hashtag elements of art in an artwork</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Art History (5.2.1)</b>			
<b>Topic: Art History</b>			
<b>Level: 5th Grade</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Tasks</b>
<b>4.0</b>			<ul style="list-style-type: none"> <li>Identifies distinguishing characteristics of an art style</li> <li>Can place artworks and artists on a chronological timeline</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Can identify select artworks, artists, or art styles</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Sort artwork images into style categories</li> <li>Match artworks to artist self portraits</li> <li>Label the style, artist, or title of artworks</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>Art styles, modern, classical, ancient art</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Recognizes and identifies art styles (modern, classical, and ancient art)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Match artworks to art styles</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand: Art Criticism (5.3)**

**Topic: Art Criticism**

**Level: 5th Grade**

Score		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0			<ul style="list-style-type: none"> <li>● Can interpret the intended meaning of an artwork</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>● Can develop and defend an opinion about an artwork</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Student led discussions</li> <li>● Sketchbook prompts</li> <li>● Token game</li> <li>● Match a Criticism game</li> <li>● Hashtag artworks</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0		<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Criticism, describe, analyze, evaluate, interpret</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Describes the subject, media, artist, etc. of an artwork</li> <li>○ Identifies elements of art in an artwork</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Vocab Arrows</li> <li>● Hashtag artworks</li> <li>● Art crit recording sheet</li> <li>● Artists letters</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0		<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0		<b>Even with help, no understanding or skill demonstrated.</b>	

