

## ART GRADING BENCHMARK STATEMENTS

### Art Grade K: Statement #1:

Demonstrates an understanding and utilization of grade level materials and techniques.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>With teacher support, the student is partially able to use art materials and techniques specific to two-dimensional projects. These may include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, the student is able to independently use art materials and techniques specific to two-dimensional projects. These may include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>The student is able to independently use art materials and techniques specific to two-dimensional projects. These may include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>
<u>2</u>	<p>With teacher support, the student is partially able to use art materials and techniques specific to two-dimensional and three-dimensional projects. These may include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, the student is able to independently use art materials and techniques specific to two-dimensional and three-dimensional projects. These may include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>The student is able to independently use art materials and techniques specific to two-dimensional and three-dimensional projects. These may include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>

### Art Grade K: Statement #2:

Demonstrates a grade appropriate understanding and utilization of the elements of art and principles of design.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 &amp; 2</u>	<p>With teacher support, the student is partially able to identify and use the Elements of art and Principles of design, specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, the student is able to independently identify and use the Elements of Art and Principles of Design, specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>The student is able to independently identify and use the Elements of Art and Principles of Design specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>

**Art Grade 1: Statement #1:**

Demonstrates an understanding and utilization of grade level materials and techniques.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>With teacher support student is partially able to use art materials and techniques specific to two-dimensional projects. May include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, student is able to independently use art materials and techniques specific to two-dimensional projects. May include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Student is able to independently use art materials and techniques specific to two-dimensional projects. May include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence : assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>
<u>2</u>	<p>With teacher support, student is partially able to use art materials and techniques specific to two-dimensional and three dimensional projects. May include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, student is able to independently use art materials and techniques specific to two-dimensional and three-dimensional projects. May include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Student is able to independently use art materials and techniques specific to two-dimensional and three-dimensional projects. May include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review</p>

**Art Grade 1: Statement #2:**

Demonstrates a grade appropriate understanding and utilization of the elements of art and principles of design.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 &amp; 2</u>	<p>With teacher support, student is partially able to identify and use the Elements of art and Principles of design,specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, student is able to independently identify and use the Elements of Art and Principles of Design, specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Student able to independently identify and use the Elements of Art and Principles of Design specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>

**Art Grade 2: Statement #1:**

Demonstrates an understanding and utilization of grade level materials and techniques.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>With teacher support, student partially able to use art materials and techniques specific to two-dimensional projects. May include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence includes an assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, student able to independently use art materials and techniques specific to two-dimensional projects. May include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence includes an assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Student able to independently use art materials and techniques specific to two-dimensional projects. May include markers, oil pastels, paints, papers, scissors and glue sticks.</p> <p>Evidence includes an assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>
<u>2</u>	<p>With teacher support, student partially able to use art materials and techniques specific to two dimensional projects. May include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning &amp; rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, student able to independently use art materials and techniques specific to two dimensional and three dimensional projects. May include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning &amp; rubric based assessment of completed art projects and portfolio review.</p>	<p>Student able to independently use art materials &amp; techniques specific to two dimensional and three dimensional projects. May include markers, oil pastels, paints, papers, scissors, glue sticks and a modelling medium, such as Crayola Model Magic or clay.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning &amp; rubric based assessment of completed art projects and portfolio review.</p>

**Art Grade 2: Statement #2:**

Demonstrates a grade appropriate understanding and utilization of the elements of art and principles of design.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 &amp; 2</u>	<p>With teacher support, the student is partially able to identify and use the elements of art and principles of design, specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>Some of the time, the student is able to independently identify and use the Elements of Art and Principles of Design, specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>	<p>The student is able to independently identify and use the Elements of Art and Principles of Design specific to each project.</p> <p>Evidence: assessment of student class-work on projects using discussion and questioning as well as rubric based assessment of completed art projects and portfolio review.</p>