

<b>Grade Level Expectations (GLEs)</b>	<b>Checks for Understanding (Formative/Summative Assessment)</b>	<b>Student Performance Indicators (SPIs)</b>
The student will		The student is able to
1.1 Manipulate a variety of tools and media in a safe and responsible manner.	1.1 Demonstrate developmentally-appropriate use of tools (e.g., drawing implements, painting implements, sculpting implements, printmaking implements, and technological sources). Demonstrate developmentally-appropriate care for tools and work space. Demonstrate safe use of tools in making art.	1.1.1 Execute the intended use of tools as modeled by the teacher. 1.1.2 Execute the intended use of tools as coached by the teacher. 1.1.3 Execute the intended use of tools and proper care of work space as facilitated by the teacher.
1.2 Apply a variety of media.	1.2 Demonstrate developmentally-appropriate use of media (e.g., drawing, painting, sculpting, printmaking and technology).	1.2.1 Execute a variety of media in the intended manner as modeled by the teacher. 1.2.2 Execute a variety of media in the intended manner as coached by the teacher. 1.2.3 Integrate a variety of media in the intended manner as coached by the teacher.
1.3 Apply a variety of techniques.	1.3 Demonstrate developmentally-appropriate proficiency in a variety of techniques (e.g., cutting, pasting, assemblage, mixing color, contouring, working with form, mark-making techniques, working with color theory, color schemes, painting wet into wet, book-making, printmaking, mixing applications of various techniques, and sourcing technology). Utilize correct vocabulary to describe techniques of making art.	1.3.1 Execute a variety of teacher sequenced techniques. 1.3.2 Execute a variety of teacher selected techniques. 1.3.3 Execute a variety of teacher coached techniques.
1.4 Investigate and apply a variety of processes.	1.4 Explore and implement various ways of sequentially developing art from a concept to teacher-selected outcomes.	1.4.1 Execute a variety of teacher modeled processes. 1.4.2 Organize and execute a variety of teacher modeled processes. 1.4.3 Organize and execute a variety of teacher coached processes.
1.5 Recognize, demonstrate and evaluate levels of craftsmanship.	1.5 Evaluate levels of craftsmanship of one's own and others' (peer and master) works of art through teacher-facilitated methods such as rubrics or critique. Model developmentally-appropriate craftsmanship	1.5.1 Demonstrate levels of craftsmanship as modeled by the teacher. 1.5.2 Execute levels of craftsmanship as modeled by the teacher. 1.5.3 Execute and analyze levels of craftsmanship as coached by the teacher.

