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| **Making Pictures and Designs with 2-D Shapes Behaviours/Strategies** |
| 1. Student constructs a composite picture/design

with 2-D shapes, but shapes do not touch.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a14_t01_blm.jp | 1. Student constructs a composite picture with 2-D shapes, but uses only one shape.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a14_t02_blm.jp | 1. Student constructs a composite picture with 2-D

shapes, but each shape represents a part of anobject (shapes are not combined).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a14_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student constructs a composite picture with 2-D shapes and combines shapes to represent parts of the picture, but cannot identify the shapes used.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a14_t04_blm.jp | 1. Student constructs a composite picture/design

with 2-D shapes, but struggles to explain how it was created.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a14_t05_blm.jp | 1. Student successfully constructs a composite

picture/design with 2-D shapes, explains how itwas created, and identifies shapes used. |
| **Observations/Documentation** |
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