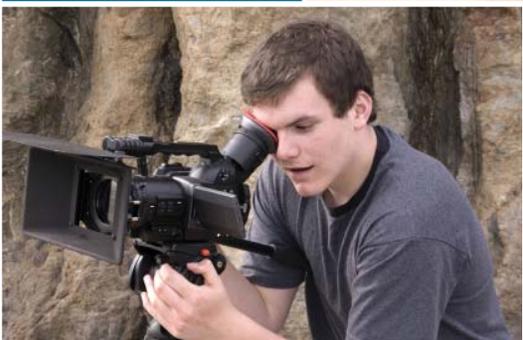


Fourth Grade

Visual Arts



## Colorado Academic Standards Visual Arts

*"Technical skills can be learned by almost anyone who has the determination to pursue it, but innovative ideas and the ability to express them come from some place beyond the material world."* --Carole Ann Borges

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*"Art exists in the space between nature and significance."* --Levi Strauss

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Exploration of visual arts and design processes is about invention, creation, and innovation. Building on the development of ideas through a process of inquiry, discovery, and research leads to the creation of works of art, and, whether using traditional materials or the latest technologies, prepares students to be independent, lifelong learners. Participation in the visual arts provides students with unique experiences and skills that develop important traits for success in the 21<sup>st</sup> century workforce. Studying art and design involves inquiry, posing and solving problems, perseverance, re-purposing, taking risks, and persuading and inspiring.

Investigating the ideas and meanings in the work of artists, craftspeople, and designers across time and culture, including present day, allows for the examination of ideas across disciplines. Students make connections about concepts in art and design to history, literature, religion, politics, science, mathematics, and other arts disciplines. An examination of contemporary visual culture promotes critical analysis designed to help students to learn how people are influenced through the mass media.

Students engaged in thoughtful reflection about art and design (aesthetic appraisals) are competent in exhibiting, writing, and speaking about their investigations. Students engaged in visual art and design gain confidence in communicating and defending their ideas and decisions, and demonstrate a strong sense of self-identity.

The visual arts standards help educators to teach their students how to think like a "genius." They provide inherent conceptual frameworks that are integral to higher-order thinking, expression, and experience. These discernments are intrinsic to the promotion, nurture and development of divergence in thought making and processing because they kindle the brain functions that spark innovation. When artists engage in the cognitive and experiential maneuvers provided by the visual arts, they are able to transform, reorganize, and transfer understanding into personal renderings and interpretations of the world around them. Verbal, logical, and number-sense brain functions are enhanced and accentuated by arts experiences, making the arts the "genius" centers for learning in the human brain. Contemporary brain research supports the notion of "genius" generated by arts experiences because of their direct impact on activating these brain functions.

The visual arts standards help students to solve problems and look at quandaries in different ways to find new points of view and perspectives. The arts help students to visualize and "see" the world around them in new combinations and regroupings, whether incongruent or unusual. This conceptual "play" produces new understandings around relationships and connections, thinking in opposites or metaphorically, and engaging in randomness or chance to address potential and opportunity. In this work, the artist develops a personal drive, discipline to work,

and perseverance for the possibilities in the creative act in an effort to improve, continue, and transform. Working in space, series, and installation to develop a portfolio, exhibition, or individual work of art pushes the artist to create. The artist's work ethic blooms and forms the pathway and trajectory to the next experience, process, or artifact along the innovation continuum provided by arts experiences. The visual arts help students to think like a "genius" and prepare them for the undiscovered frontiers of the 21<sup>st</sup> century and beyond.

Armstrong, Sarah. (2008). *Teaching Smarter with the Brain in Focus: Practical Ways to Apply the Latest Brain Research to Deepen Comprehension, Improve Memory and Motivate Students to achieve.*

Gurian, Michael. (2001). *Boys and Girls Learn Differently!*

Michalko, Michael. (1998). **Thinking Like a Genius: Eight strategies used by the super creative, from Aristotle and Leonardo to Einstein and Edison** ([New Horizons for Learning](http://www.newhorizons.org/newhorizons/wwart_michalko1.html)) as seen at [http://www.newhorizons.org/newhorizons/wwart\\_michalko1.html](http://www.newhorizons.org/newhorizons/wwart_michalko1.html), (June 15, 1999) This article first appeared in *THE FUTURIST*, May 1998

Michalko, Michael. (1998). **Thinkertoys** (A Handbook of Business Creativity), **ThinkPak** (A Brainstorming Card Set), and **Cracking Creativity: The Secrets of Creative Geniuses** (Ten Speed Press, 1998).

Wolfe, Patricia. (2001). *Brain Matters; Translating Research into Classroom Practice.*

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

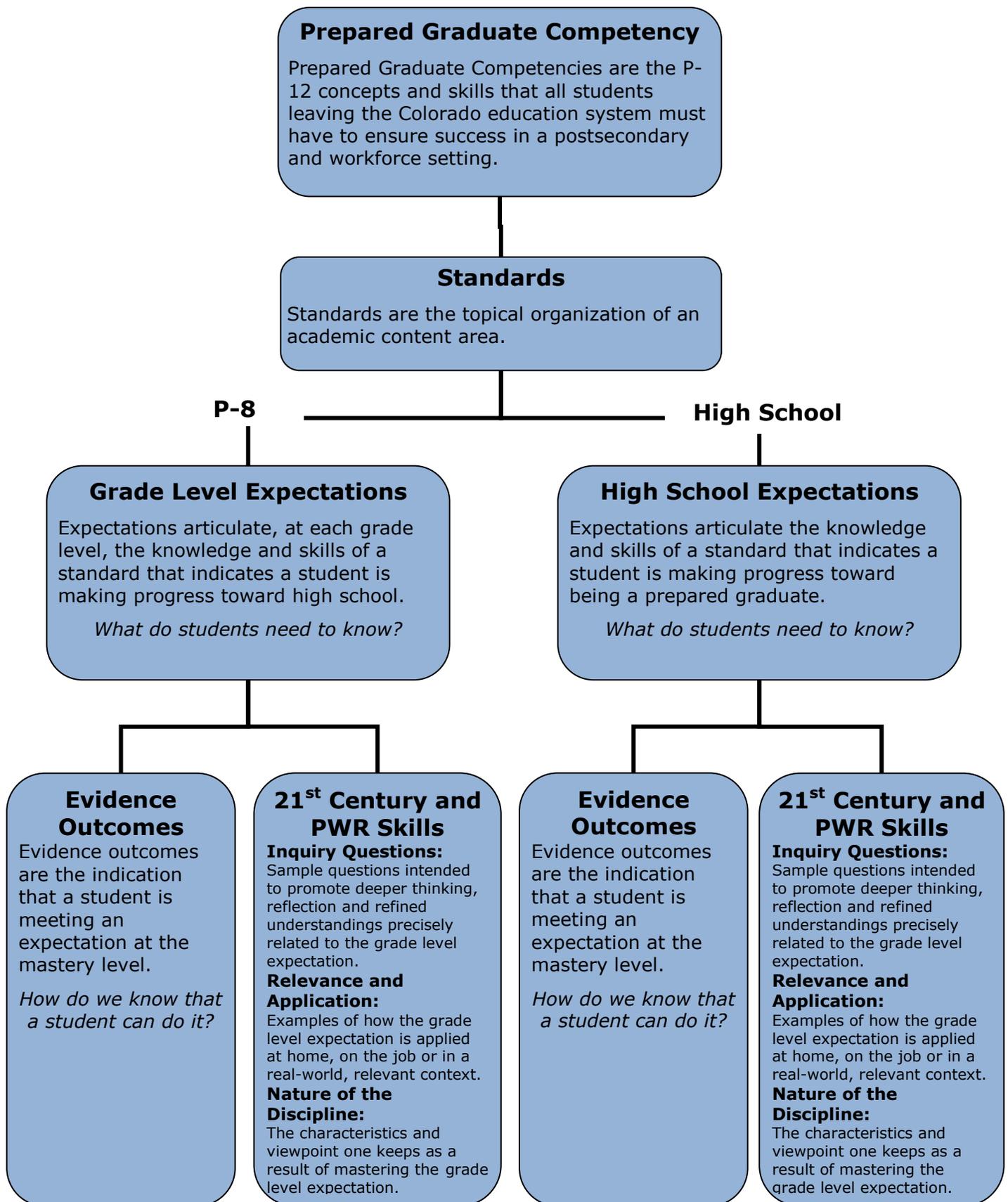
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

# Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Visual Arts

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives
- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives
- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

## **Standards in Visual Arts**

Standards are the topical organization of an academic content area. The four standards of visual arts are:

### **1. Observe and Learn to Comprehend**

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

### **2. Envision and Critique to Reflect**

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

### **3. Invent and Discover to Create**

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

### **4. Relate and Connect to Transfer:**

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to diverse cultures.

# Visual Arts

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
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<b>Fourth Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design</li> <li>2. Works of art articulate and express different points of view</li> <li>3. Artists, viewers and patrons respond to works of art using inference and empathy</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. The critique process informs judgments about artistic and aesthetic merits in works of art</li> <li>2. The processes and philosophies of art and design inform interpretations in works of art</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Use media to express and communicate ideas about an issue of personal interest</li> <li>2. Materials and processes can be used in traditional, unique, and inventive ways</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Viewers and patrons make personal meaning and infer artistic intent</li> <li>2. Historical time periods and cultural settings are interpreted in works of art</li> </ol>

### 21<sup>st</sup> Century Skills and Readiness Competencies in Visual Arts

The visual arts subcommittees embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

#### **Colorado's Description of 21st Century Skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's visual arts students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. The visual arts are inherently demonstrated in each of Colorado's 21st century skills, as follows:

#### Critical Thinking and Reasoning

The visual arts help us to make associations and connections through deductive and inductive reasoning allowing for higher-order questioning, problem-posing, and problem-solving. These skills nurture competencies in creating, writing about, and critiquing works of art as well as internalizing, processing, and responding to art work. The nature of art allows for active investigative thinking involving taking risks and implementing multiple perspectives to arrive at solutions. These skills also facilitate analysis and the context of self-critique so that we may reflect on and interact with the attributes of unbiased and objective realizations. A work of art is a process of designing and creating which incorporates personal, historical and cultural traditions that convey meaning.

#### Information Literacy

The language of visual arts is our primary language. It is the primary source of human communication and has existed since the dawn of time as a way to connect us to the world we live in. The visual arts provide networks in and through other forms of communication, subject

areas, and disciplines and help us to construct meaning and become better informed producers, consumers, and evaluators. Through the visual arts, we develop observation and translation skills that transform ideas into images, allowing us to make the judgments and decisions required of inquiry-based contexts so that we can connect to and understand the global literacies of our human existence. Designing and creating in the visual arts necessitates the organization of the varied literacies by which our humanity is guided. Our meaning making is made whole through interaction with the multiple resources and venues (including and not limited to those in the digital domain) that we use to search for solutions as we consider visual and conceptual problems. This paradigm base brings purpose and intent to the creative process, promoting a sense of individual, personal, and cultural history within our lifelong learning experiences.

### Collaboration

The visual arts promote a collaborative domain where engagement is motivated by purpose-driven activities that seek understanding of other cultures in an inclusive, cross-curricular environment. These exchanges are based on inspiration and problem-solving and are structured to build capacity, leadership, delegation, and organization skills that respect many perspectives where all voices, opinions, and ideas are equally heard and respected in the experience. The collaborative nature of these settings is about working together toward a common goal, project, or experience that is focused on joint outcomes and improved communication skills and puts the ego aside to champion community conventions with tact and thoughtfulness. In the visual arts domain, teamwork is valued, as it is imperative to the integrative nature of conflict resolution and successful cooperative spirit.

### Self-Direction

Patience, perseverance, and self-discipline provide the focus and intrinsic motivation required of the visual arts. To create a work of art, the artist must have the courage and vision to explore new possibilities and be self-directed enough to own the journey of self discovery, set personal goals along the way, and act on those goals. The artist also must have the confidence to create, express ideas, and reflect on the choices and directions made in the process. In the visual arts, a sense of identity and pride in one's work is required in order to analyze and self-critique, use pre- and post- measurements of growth and change (assessments), and understand the unique intuitive behaviors and decisions involved in art-making without a fear of failure, because it is through our failures that we learn the most about ourselves and about the works of art we create.

### Invention

Epiphany can best describe the notion of invention as it speaks to that significant moment that defines the "Aha!" experience in the act of creation. Making art is the patient and dedicated quest for originality through exploration, experimentation, risk-taking, and problem-solving. This process involves a commitment to openness, creative thought, and vision where the deconstruction, re-purposing, and synchronicity of ideas generate personal revelations that inspire divergent thinking and embellish the multiple pathways we use to redefine and expand our uniqueness. The individual nature of what we create and invent involves and necessitates a firm devotion to persistence, garnished with intense levels of perspiration and seasoned with various quantities of trial and error. These elements express the determination involved in the act of invention.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

# 1. Observe and Learn to Comprehend

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

## **Prepared Graduate Competencies**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Observe and Learn to Comprehend Standard are:**

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

**Content Area: Visual Arts**

**Standard: 1. Observe and Learn to Comprehend**

**Prepared Graduates:**  
➤ Analyze, interpret, and make meaning of art and design critically using oral and written discourse

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Categorize visual information (DOK 1-2)
- b. Group works of art based on like characteristics and expressive features of art and design (DOK 1-2)
- c. Describe and analyze artistic intent using information about the culture, time in which the work was created, and artist (DOK 2-4)

**Inquiry Questions:**

- 1. Why is intended meaning an issue in the art-making process?
- 2. How might subject matter in art change over time?
- 3. How are artists in a similar time period influenced by one another?

**Relevance and Application:**

- 1. Art has its own structure and vocabulary, which expand to consider and appreciate the way art is influenced by technology, science, engineering, and society.
- 2. The conditions under which an artist creates can have an impact on the work created.

**Nature of Visual Arts:**

- 1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.

**Content Area: Visual Arts**

**Standard: 1. Observe and Learn to Comprehend**

**Prepared Graduates:**  
➤ Make informed critical evaluations of visual and material culture, information, and technologies

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
2. Works of art articulate and express different points of view

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Discuss how characteristics of art are used in specific ways to create meaning (DOK 1-3)</li><li>b. Interpret and articulate opinions about art judgments using multiple modalities (DOK 1-3)</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What characteristics and expressions guide the creation of works of art?</li><li>2. How does illusion impact the visual reality of a two-dimensional space?</li><li>3. How can a work of art be interpreted in a variety of ways?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Analysis and inference identify underlying structures in works of art.</li><li>2. Breaking with traditions often gives rise to new forms of artistic expression.</li><li>3. Intended meaning is supported by using media technology.</li><li>4. Visual literacies come from science, history, literature, and aesthetic understanding.</li></ul>
	<p><b>Nature of Visual Arts:</b></p> <ul style="list-style-type: none"><li>1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.</li></ul>

**Content Area: Visual Arts**

**Standard: 1. Observe and Learn to Comprehend**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Recognize, articulate, and debate that the visual arts are a means for expression</li><li>➤ Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives</li></ul>
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**Grade Level Expectation: Fourth Grade**

<b>Concepts and skills students master:</b> 3. Artists, viewers and patrons respond to works of art using inference and empathy
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<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Make inferences about the artist's feelings and perspective (DOK 2-3)</li><li>b. Respectively investigate and be mindful of culturally sensitive themes (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why do artists create art about their interests?</li><li>2. How is the subject matter of a work of art related to the artist's interests?</li><li>3. What clues does an artist give in a work of art to communicate intent?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Works of art reflect the artist's ideas, interests, and background.</li><li>2. Works of art reflect the influences of culture and community on the artist, leading to decisions about whether a rendering is appropriate.</li><li>3. Technology and the World Wide Web facilitate the research of cultures.</li></ul> <b>Nature of Visual Arts:</b> <ul style="list-style-type: none"><li>1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits of works of art.</li></ul>

## 2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

### **Prepared Graduate Competencies**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Envision and Critique to Reflect Standard are:**

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

**Content Area: Visual Arts**

**Standard: 2. Envision and Critique to Reflect**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Critique personal work and the work of others with informed criteria</li><li>➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information</li></ul>
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**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
1. The critique process informs judgments about artistic and aesthetic merits in works of art

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Critique personal works of art and the works of others through multiple modalities (DOK 1-3)</li><li>b. Participate in critiques by offering suggestions and recommendations in a positive manner (DOK 1-3)</li><li>c. Articulate and justify the emotional impact of the characteristics and expressive features of art and design in a work of art (DOK 3-4)</li><li>d. Use aesthetic valuing criteria to discuss works of art (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How can critique inform skill?</li><li>2. What are the merits of critique?</li><li>3. Why is a rubric a good thing to use in critiques?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Information from other disciplines informs the critical thinking used in discussing works of art.</li><li>2. Understanding characteristics and expressive features of art and design, materials, and processes is essential to informed discussions about art.</li><li>3. Technology provides documentation and archival opportunities of images for critique.</li></ul>
	<b>Nature of Visual Arts:</b> <ul style="list-style-type: none"><li>1. Divergent thinking is basic to talking about works of art.</li></ul>

## Content Area: Visual Arts

### Standard: 2. Envision and Critique to Reflect

#### Prepared Graduates:

- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

2. The processes and philosophies of art and design inform interpretations in works of art

#### Evidence Outcomes

##### Students can:

- a. Identify and explain how the characteristics and expressive features of art and design are used in works of art (DOK 1-3)
- b. Compare and contrast intended meaning in works of art across time and culture (DOK 2-3)
- c. Examine and debate the purposes of art across time and culture respecting and being mindful of culturally sensitive themes (DOK 3-4)
- d. Discuss and form an opinion about the social and personal value of art (DOK 3)

#### 21st Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What is the importance of understanding the history of art for an artist?
2. How does knowing about art inform an understanding of the world?
3. How important is art to a culture?

##### Relevance and Application:

1. The functions of art have been and will continue to be debated.
2. The purposes of art vary through time and culture. For example, some purposes are to record, examine, reflect, question, entertain, and create profit.
3. The knowledge and understanding of culture and history across time connect the impact of art to other subject matter.
4. Technology not only provides images, but also globalizes the ability to share information about art and design.

##### Nature of Visual Arts:

1. Divergent thinking is the groundwork for creating and talking about works of art.

### 3. Invent and Discover to Create

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

#### **Prepared Graduate Competencies**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Invent and Discover to Create Standard are:**

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

**Content Area: Visual Arts**

**Standard: 3. Invent and Discover to Create**

**Prepared Graduates:**

- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Use media to express and communicate ideas about an issue of personal interest

**Evidence Outcomes**

**Students can:**

- a. Utilize the characteristics and expressive features of art and design in media and technology to convey meaning (DOK 1-3)
- b. Communicate values and belief systems visually (DOK 3-4)
- c. Express intended meaning (DOK 3-4)
- d. Generate works of art based on specific themes of personal interest

**21st Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How are ideas or feelings expressed visually?
2. How does an artist come up with ideas?
3. What are ways artists speak to values in works of art?
4. How can knowledge of science, math, reading, or writing inform art-making?

**Relevance and Application:**

1. Art can use technology such as digital images, video, animation, the Internet, and conferencing to explain ideas.
2. Communication can permit artists to direct their intent to an audience and is one of many components in art-making.
3. Art can be used to articulate values and beliefs across subject matter.
4. The understanding of other disciplines' concepts and purposes can inform the creation of works of art.

**Nature of Visual Arts:**

1. Studio skills and processes are important for visual communication.

## Content Area: Visual Arts

### Standard: 3. Invent and Discover to Create

#### Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

#### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

2. Materials and processes can be used in traditional, unique, and inventive ways

#### Evidence Outcomes

##### Students can:

- a. Use traditional and contemporary media technologies (DOK 1-2)
- b. Describe observations made during the art-making process (DOK 1-2)
- c. Problem-solve the various properties of a variety of tools and materials (DOK 1-3)

#### 21st Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What materials and processes do you prefer, and why?
2. Can an artist create new art materials and processes?
3. What are unique ways to use materials and processes?
4. What new technologies might be of interest to artists?

##### Relevance and Application:

1. New technologies, including video and digital technologies, can affect how an artist determines an artwork's intent.
2. Discoveries in art can be applied to other disciplines.
3. Products are designed with the interest and knowledge of consumers in mind.

##### Nature of Visual Arts:

1. Processes evolve over time.

## 4. Relate and Connect to Transfer

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to culture and diversity.

### **Prepared Graduate Competencies**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Relate and Connect to Transfer Standard are:**

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

## Content Area: Visual Arts

### Standard: 4. Relate and Connect to Transfer

#### Prepared Graduates:

- Transfer the value of visual arts to lifelong learning and the human experience
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

1. Viewers and patrons make personal meaning and infer artistic intent

#### Evidence Outcomes

##### Students can:

- a. Debate social values and beliefs exhibited in works of art (DOK 1-3)
- b. Respond to art by relating self to familiar cultures (DOK 2-3)
- c. Communicate observable and emotional responses to works of art in relationship to self (DOK 3-4)
- d. Utilize community arts resources such as museums, galleries, and local arts organizations (DOK 1)

#### 21st Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How does art provide information about a person, idea, or culture?
2. Why would an artist want to make art about the world in which he or she lives?
3. How is a portrait a personal narrative?

##### Relevance and Application:

1. Art from various genres and styles can illustrate meaning through multiple approaches to using materials, tools, processes, and concepts.
2. Computer technology can be employed to research personal history such as genealogy and heraldry.
3. Meaning can be made using deeper emotional responses and creative decision-making across disciplines.
4. Aesthetic valuing can be a component in making and understanding art and thus allows for debate about the role of art and its purpose in culture.

##### Nature of Visual Arts:

1. Personal interpretation is unique to the varying styles and genres of art.

**Content Area: Visual Arts**

**Standard: 4. Relate and Connect to Transfer**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Transfer the value of visual arts to lifelong learning and the human experience</li><li>➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas</li></ul>
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**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
2. Historical time periods and cultural settings are interpreted in works of art

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Articulate differences in cultural styles, genres, and context through historical time periods (DOK 1-3)</li><li>b. Recognize the characteristics and expressive features of art and design through various historical periods and cultures (DOK 1-3)</li><li>c. Respectfully discuss culturally sensitive themes that change how art is expressed (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What do cultural differences look like in visual art?</li><li>2. How does the function of art change through time?</li><li>3. How old is "old?"</li><li>4. What does "new" history mean?</li><li>5. What is the connection between culture and art?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Art and design serves multiple functions such as to inform, entertain, invest, ritualize, persuade, shelter, or assist in everyday tasks.</li><li>2. Technology informs the progress of art across time and culture and can promote information exchange, dialogue, and communication among artists, scientists, and technicians from different geo-cultural regions.</li></ul>
	<b>Nature of Visual Arts:</b> <ul style="list-style-type: none"><li>1. Art reflects the interests, accomplishments, and conflicts of culture and society over time.</li></ul>

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