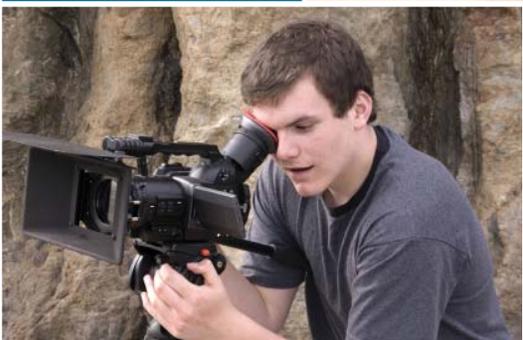


Eighth Grade

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 21st 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 21st 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, (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 21st 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?*

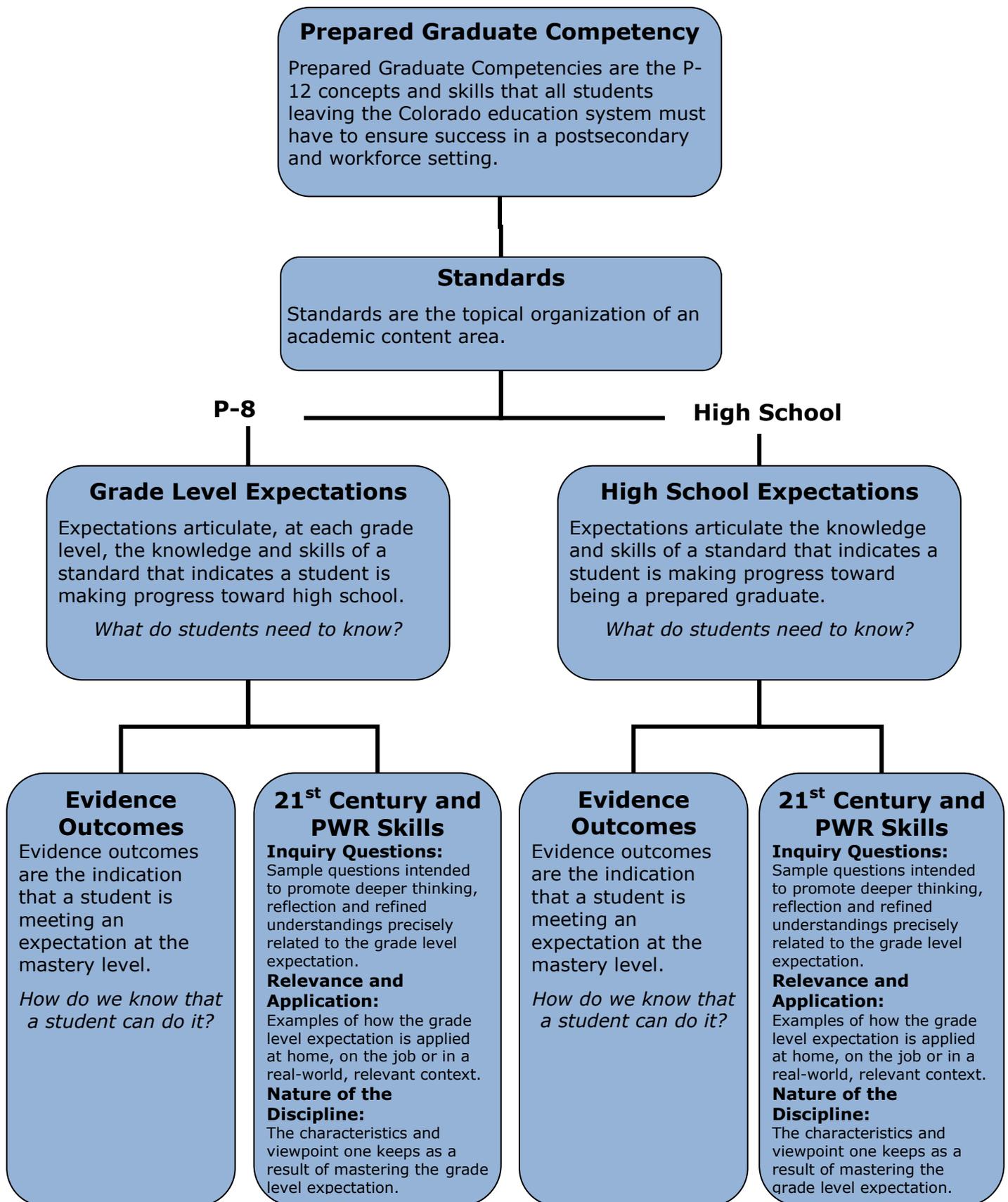
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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?*

21st 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?

21st 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

| Eighth Grade | |
|--|---|
| 1. Observe and Learn to Comprehend | 1. Conceptual art theories explain how works of art are created 2. The history of art, world cultures, and artistic styles influence contemporary art concerns 3. Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art |
| 2. Envision and Critique to Reflect | 1. Visual literacy skills help to establish personal meaning and artistic intent in works of art 2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications |
| 3. Invent and Discover to Create | 1. Achieve artistic purpose to communicate intent 2. Demonstrate technical proficiency and craftsmanship when planning 3. Utilize current and available technology to refine an idea, and create original and imaginative works of art |
| 4. Relate and Connect to Transfer | 1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors 2. Cultural traditions and events impact visual arts within a community 3. Visual arts provide an opportunity to explore sustainable environments, design and architecture |

21st Century Skills and Readiness Competencies in Visual Arts

The visual arts subcommittees embedded 21st 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 21st 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
- 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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Conceptual art theories explain how works of art are created

Evidence Outcomes

Students can:

- a. Create two- and three-dimensional works of art – individually or collaboratively – that employ the characteristics and expressive features of art and design (DOK 3-4)
- b. Describe and justify a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes (DOK 1-3)
- c. Investigate and debate quality in art and design such as symmetry and balance, rhythm, and scale and proportion (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do characteristics and expressive features of art and design allow for creative freedom?
2. What choices might influence how an artist begins a work of art?
3. How might choices impact the type of art an artist creates?

Relevance and Application:

1. Using current and available technology and interactive web applications allows for more diverse artistic responses to ideas and emotions.
2. Characteristics and expressive features of art and design provide comparisons and correlations to other global societies and their views of characteristics, expressions, and features of art and design.

Nature of Visual Arts:

1. Technology literacy and technological advancements can be important components in creating 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
- Recognize, articulate, and debate that the visual arts are a means for expression

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. The history of art, world cultures, and artistic styles influence contemporary art concerns

Evidence Outcomes

Students can:

- a. Incorporate personal life experiences through aesthetic responses to works of art (DOK 3-4)
- b. Justify, and infer how art often is defined by its originality (DOK 3)
- c. Interpret changes in meaning over time in the perception of a familiar work of art (DOK 3-4)
- d. Investigate and discuss how social and political environments influence an artist's creative process in making a work of art (DOK 1-3)
- e. Examine and discuss the reasons to respect and avoid replication and interpretation of culturally sensitive taboos (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. To what extent does a work of art's title impede or enhance the viewer's interpretation of the artist's intent?
2. To what extent does a work of art's classification impede or enhance the value of art for the artist?

Relevance and Application:

1. Throughout history, art has been purchased and financed by social institutions for the purpose of reflecting or encoding the social structures of their time. This could imply that only certain social viewpoints in history have been preserved through art by the wealthy or most influential members of society.
2. Technological changes such as the use of photography, neon lights, paint, and computer and digitally generated art have given more opportunities to preserve and capture aspects of present-day art as opposed to the subjective view of art that was more apparent in the past.

Nature of Visual Arts:

1. The arts are great equalizers in terms of economic and social discrepancies
2. Respect for the art of cultures informs our understanding of people groups.

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
- 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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art

Evidence Outcomes

Students can:

- a. Examine and debate the functionalism and formalism in works of art (DOK 1-4)
- b. Differentiate and articulate different artistic styles, trends, and movements in various art forms. (DOK 1-3)
- c. Analyze basic concepts in art such as balance, symmetry, integrity, authenticity, originality, "form follows function," and "thinking outside-of-the-box" (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the knowledge of art skills and vocabulary encourage the appreciation of visual art?
2. How do problem-solving skills create art?
3. How does art criticism help us to make informed judgments?
4. What are transferability strategies in art criticism?

Relevance and Application:

1. Visually interpreting and analyzing works of art provides opportunities for discussions around artistic intent and broadens the level of personal engagement with a work of art.
2. Comparing and contrasting the attributes of characteristics and expressive features of art and design in works of art allows for the transfer of problem-solving skills to other disciplines.

Nature of Visual Arts:

1. Disagreements about the value, influence, and source of art always will exist
2. Critique is the door to thinking about, making, and understanding 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.

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

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Visual literacy skills help to establish personal meaning and artistic intent in works of art

Evidence Outcomes

Students can:

- a. Use metaphors and personal and cultural symbols to express an idea or concept (DOK 3-4)
- b. Make informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work) (DOK 1-3)
- c. Explain and discuss the impact of persuasive techniques in print and in electronic media (DOK 1-3)
- d. Compare and contrast the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does art do for us?
2. How does art help us to differentiate and prioritize meaning?

Relevance and Application:

1. A firm grasp of visual literacy enables us to identify and examine the use and impact of persuasive techniques in print and in electronic media.
2. Visual art allows us to compare and contrast the style, design characteristics, and expressive features of historical and cultural works of art through traditional and mass media.
3. Observation skills required to draw a careful sketch are the same skills that can be used to understand and relate to our peers, families, communities, and beyond.

Nature of Visual Arts:

1. Visual literacy skills provide a deeper understanding of society.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

| |
|---|
| <p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Recognize, demonstrate, and debate the place of art and design in history and culture |
|---|

Grade Level Expectation: Eighth Grade

Concepts and skills students master:
2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| <p>Students can:</p> <ul style="list-style-type: none">a. Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues and themes to solve visual problems (DOK 3-4)b. Communicate ideas visually through multiple modalities (DOK 3-4)c. Formulate and respond to meaningful questions about works of art based on careful observation and interpretation (DOK 1-4)d. Research and articulate where art is used in real-world applications (DOK 1-3) | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What is the nature of art and beauty?2. What is beautiful?3. How do you know when something is beautiful?4. How can something that is not beautiful be art? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Visual art processes such as sketching, diagramming, graphing, planning, and modeling are used in multiple disciplines and societal applications.2. Visual art processes lead to careers in creating and analyzing videos, computer-generated images, and social networking sites.3. Visual art creation and discussions use peer collaboration and team resourcing to solve visual problems. <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Visual art is an inherent and integral part of our community.2. Visual art embodies the inner quest for self-knowledge and reflects relationships between humans and nature. |

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:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Achieve artistic purpose to communicate intent

Evidence Outcomes

Students can:

- a. Create innovative works of art (DOK 3-4)
- b. Demonstrate personal responsibility in the planning, implementation and evaluation of works of art (DOK 1-2)
- c. Create works of art that depict personal, social, cultural, and political viewpoints while honoring ethnically sensitive topics (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does creating and performing in the arts differ from viewing the arts?
2. Do we make art for ourselves through intrinsic reflection?
3. Is it art if no one ever sees it?

Relevance and Application:

1. Studying art has no demographic boundaries because of the Internet and global information age.
2. Sharing around art, culture, and traditions from every known part of the world are so readily available to contemporary artists.
3. Developing a deeper understanding of art and cultural traditions reinforces the idea that art from cultural traditions may be appropriate to study, but may not be appropriate to replicate.
4. Taking virtual tours of art museums and art collections from around the world connects us to art experiences that before the influx of technology were not possible.

Nature of Visual Arts:

1. Art is created for a variety of audiences.

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
- 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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Demonstrate technical proficiency and craftsmanship when planning

Evidence Outcomes

Students can:

- a. Express and debate how works of art can be inspired by an artist's imagination (DOK 1-3)
- b. Create works of art that are display-ready (DOK 1-3)
- c. Demonstrate conceptualization skills such as idea generation, brainstorming, and graphic organizers (DOK 1-2)
- d. Apply the characteristics and expressive features of art and design to solve a problem (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does creating and performing in the arts differ from viewing the arts?
2. Why is it important for an artist to develop a sense of personal responsibility when creating art?
3. How does an artist find ideas to create art?

Relevance and Application:

1. Individual ownership in the art-making process is established through meeting deadlines and understanding responsible use of materials, portfolios, progress monitoring, and digital and electronic portfolios such as free online student galleries, blogs, and wikis.
2. The display of works of art with pride and care such as on a pedestal, with a mat, or with a frame completes the art-making process; builds awareness about knowing when a work of art is finished; and provides context for the purpose of art and an increased sense of ownership.
3. Works of art that employ new ideas, feelings, and values use different media, technologies, styles, and forms of expression.
4. Craftsmanship is demonstrated through refining ideas in response to feedback and self-evaluation.

Nature of Visual Arts:

1. Although imagination and intuition drive the artist's work, great art requires established skill sets, dedication, perseverance, and the personal discipline necessary to transform ideas into quality products.

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: Eighth Grade

Concepts and skills students master:

3. Utilize current and available technology to refine an idea, and create original and imaginative works of art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--------------------------|---|
|--------------------------|---|

Students can:

- a. Communicate complex ideas through technologically produced art and design such as graphic design, product design, architecture, landscape, and media arts (film, photography, and other multimedia formats) (DOK 3-4)
- b. Create two and three dimensional works of art using various computer design programs, and current and available technologies (DOK 2-4)

Inquiry Questions:

- 1. What are ethical and legal considerations when using appropriated images and information?
- 2. What are examples of artists throughout history who used their own current and available technology? How were these artists considered avant-garde or unique?

Relevance and Application:

- 1. Evaluating the use of art in various technologies such as typography, the use of text, and the use of computer imagery allows for higher-order thinking.
- 2. Understanding the meaning of ethical digital citizenship informs artistic license.
- 3. Using technology in the critical artistic process helps achieve more professional works of art.

Nature of Visual Arts:

- 1. Contemporary technological advances in art transform idea, style, and form into a multitude of interpretations.

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:

- 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
- Transfer the value of visual arts to lifelong learning and the human experience

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors

Evidence Outcomes

Students can:

- a. Discuss a variety of lifelong opportunities for making art (DOK 1-2)
- b. Identify arts resources and opportunities that exist in the community, and include educational alternatives within arts-related fields (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are the arts an important career option?
2. What are works of art made by professional artists in popular culture? (e.g. video games, food containers, billboards)
3. What is a "professional artist?"
4. What career opportunities encompass an understanding of art?

Relevance and Application:

1. Advertisements and web and social networking sites – whether in print or digital media – have a foundation in art and design.
2. Online resources, periodicals, virtual galleries, and web-based articles are extensions of traditional art-making settings.
3. The art room is now an infinite technological domain infusing art and technology careers.
4. Arts-influenced careers – such as three-dimensional rendering and design; advertising; animation; architecture; art history; visual arts; video and technology; cartooning; illustration; fashion design, illustration and merchandising; interior design; costume design; crafts; computer and information communication technology; commercial art; graphics; drafting; fine art; industrial art; scientific illustration; industrial design; jewelry design; sculpting; and ceramics – are among the fastest growing domains for job opportunities in our contemporary economy.
5. Prospective companies look for divergent thinkers and creative problem-solvers who think "outside of the box" to strengthen their production and leadership teams.

Nature of Visual Arts:

1. Artists contribute uniquely divergent perspectives to the economy and society.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- 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
- 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: Eighth Grade

Concepts and skills students master:

2. Cultural traditions and events impact visual arts within a community

Evidence Outcomes

Students can:

- a. Create works of art that actively reflect community cultural traditions and events (DOK 3-4)
- b. Create and display works of art created to enhance or commemorate an event (DOK 3-4)
- c. Examine art as it reflects societal values and beliefs (DOK 3-4)
- d. Recognize and discuss how works of art previously created (across time and culture) can influence the work of practicing artists today (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is art a vital part of our surroundings and lives?
2. How and why do people make specific, personal choices in art?

Relevance and Application:

1. Various art forms and cultural resources preserve cultural heritage and influence contemporary art.
2. Community cultural traditions in art are used every day in society.
3. Works of art shown in public develop pride in personal work and support leadership skills by demonstrating follow-through, tenacity, perseverance, and problem-solving.
4. In-depth study of community cultural traditions is important and can reveal that some cultural works of art are not appropriate to replicate, restructure, or render.

Nature of Visual Arts:

1. Visual arts connect and reach people in unique and impactful ways.
2. Respect for the art of cultures informs our diversity.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- 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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Visual arts provide an opportunity to explore sustainable environments, design and architecture

Evidence Outcomes

Students can:

- a. Plan and articulate architectural elements within urban and rural setting (DOK 1-3)
- b. Plan, design, and construct a public art installation (DOK 3-4)
- c. Discuss environmental and aesthetic issues related to the design and packaging of industrial products and cities (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How are earthworks such as excavations art?
- 2. How does art represent something?
- 3. If art is made or found naturally, what is really art?
- 4. How do works of art from the past contain less or more concerns for the environment?

Relevance and Application:

- 1. Digital simulations of proposed projects clarify understanding of the real project.
- 2. Art made from traditional media contrasts differing qualities of works of art created from the natural environment.

Nature of Visual Arts

- 1. Art teaches about observing objects in nature.
- 2. Seeing through an aesthetic lens provides greater awareness of the world around us.

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