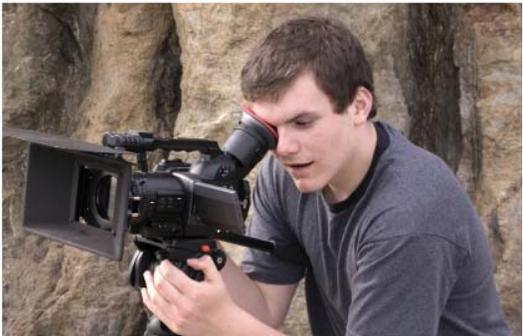


High School

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?*

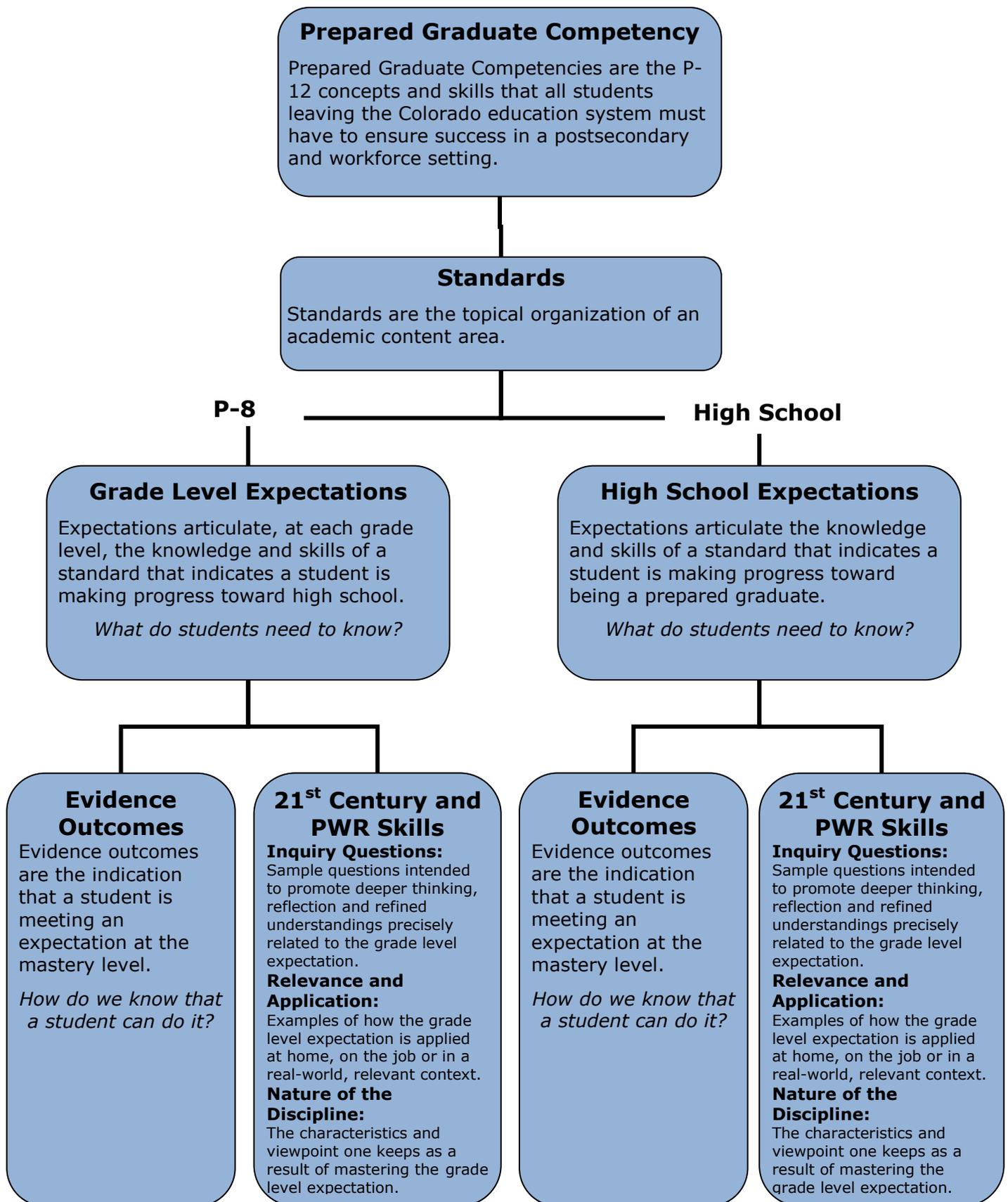
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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**

High School	
1. Observe and Learn to Comprehend	1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function
2. Envision and Critique to Reflect	1. Reflective strategies are used to understand the creative process 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art
3. Invent and Discover to Create	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages
4. Relate and Connect to Transfer	1. The work of art scholars impacts how art is viewed today 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor

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

Grade Level Expectation: High School

Concepts and skills students master:
1. Visual art has inherent characteristics and expressive features

Evidence Outcomes

Students can:

- a. Demonstrate skills that utilize the characteristics and expressive features of art and design to communicate meaning (DOK 1-3)
- b. Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art (DOK 1-3)
- c. Connect and compare visual art characteristics and expressive features of art and design in cultural contexts (DOK 1-3)
- d. Demonstrate a practiced ability to critically analyze the origins of art and design across all cultures (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are the ways to analyze and discuss works of art?
- 2. What other ways are there to analyze and discuss works of art beyond the characteristics and expressive features of art and design?
- 3. How do various cultures experience and define art?

Relevance and Application:

- 1. Visual arts provide opportunities for making informed choices about material culture by employing visual literacy in society while recognizing urban, suburban, historical, and environmental influences.
- 2. Rituals in creating cultural art solidify the foundational understanding of the identity and purpose of various cultures within society.
- 3. New technologies and media allow for innovative ways to create new rituals with evolutionary characteristics.

Nature of Visual Arts:

- 1. Artists use close observation to understand objective reality.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- 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: High School

Concepts and skills students master:

2. Historical and cultural context are found in visual art

Evidence Outcomes

Students can:

- Analyze visual arts traditions (DOK 2-4)
- Discern the complexity of art and historical paradigms in cultural context (DOK 3)
- Debate divergent art histories and traditions (DOK 3-4)
- Research and document community art and architecture (DOK 1-3)
- Analyze innovation in art through historical and cultural context (DOK 2-4)
- Analyze the reasons to avoid replication, interpretation, or illustration of images or icons that are culturally sensitive such as kachina dolls, and Navajo sand painting (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What is considered art?
- How does context affect works of art?
- Why would context matter when interpreting art?
- What is a culturally sensitive issue, and how does it impact works of art?

Relevance and Application:

- Interpreting visual art provides an ability to place contemporary art culture in a broader, historical context.
- Technology creates new interdisciplinary art forms that build on historical art forms.
- Innovators of the past were not highly valued, and it is only recently that society is recognizing their importance.

Nature of Visual Arts:

- The new media of today creates the future of art.
- Respect for the art of cultures informs our diversity.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and debate that the visual arts are a means for expression➤ Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: High School

Concepts and skills students master: 3. Art and design have purpose and function
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Investigate and articulate the aims of disparate art practices and traditions (DOK 1-3)b. Research and document how the visual arts are manifested in contemporary society (DOK 1-3)c. Interpret the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities (DOK 4)	Inquiry Questions: <ul style="list-style-type: none">1. What is the purpose of art?2. How do different cultures manifest the purposes of art?3. How can art make important contributions to society?
	Relevance and Application: <ul style="list-style-type: none">1. Visual arts provide an ability to discern the underlying intended and unintended purposes of art.2. Visual arts provide for the ability to discern multiple solutions to visual and spatial problems.3. Contemporary technologies have enabled the purpose of art to expand.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Investigating art ideas provides for alternative viewpoints and encourages divergent thinking about the reasons for the existence of 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:

- Critique personal work and the work of others with informed criteria
- Use specific criteria to discuss and evaluate works of art

Grade Level Expectation: High School

Concepts and skills students master:

1. Reflective strategies are used to understand the creative process

Evidence Outcomes

Students can:

- a. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation (DOK 1-2)
- b. Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art (DOK 1-4)
- c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information (DOK 2-3)
- d. Provide examples of how critique may affect the creation or modification of an existing or new work of art (DOK 1-3)
- e. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When is art criticism vital, and when is it beside the point?
2. To what extent does a work of art depend on the artist's point of view?
3. To what extent does a work of art depend on the viewer's point of view?

Relevance and Application:

1. The critical process leads to informed judgments regarding the relative merits of works of art.
2. The critical process developed through the arts also is found in all other disciplines such as scientific inquiry, mathematical problem-solving, and music and literary critique.
3. Fluency in the critical process in art develops an innate ability to investigate and persevere.
4. Artists may work independently or collaboratively in a variety of virtual or concrete environments.

Nature of Visual Arts:

1. Comprehending the intentions of art leads to understanding how meaning is made.

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

Grade Level Expectation: High School

Concepts and skills students master:
2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Articulate and defend a personal philosophy of art using informed criteria (DOK 3-4)
- b. Document and apply investigations into a range of traditional and nontraditional studio practices to personal expression (DOK 1-4)
- c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information (DOK 2-3)

Inquiry Questions:

- 1. What is old, and what is new in any work of art?
- 2. How and why is art used as a vehicle for communication?

Relevance and Application:

- 1. Breaking accepted norms often gives rise to new forms of artistic expression.
- 2. Using current technology for personal expression opens new opportunities for varied modes of communication.
- 3. Articulating a personal philosophy creates individual identification in one’s own works of art.
- 4. Interpreting the world through art, artists seek to represent concepts through a range of styles and approaches.

Nature of Visual Arts:

- 1. Culture affects self-expression, whether we realize it.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)

Grade Level Expectation: High School

Concepts and skills students master:

3. Interpretation is a means for understanding and evaluating works of art

Evidence Outcomes

Students can:

- a. Analyze and interpret philosophies of Western and non-Western art (DOK 2-4)
- b. Demonstrate fluency in using critique vocabulary to assess personal works of art and the others' works of art (DOK 3)
- c. Recognize and debate diverse approaches to creating art across time and culture (DOK 3-4)
- d. Interpret how meaning in works of art is related to the materials and processes chosen by the artist (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do underlying structures unconsciously guide the creation of art works?

Relevance and Application:

- 1. Art reflects the history and culture in which it is created.
- 2. Innovation and critical reasoning results from utilizing known structures and identifying ways to stretch boundaries.
- 3. Using current technologies to research diverse approaches from around the globe and applying them to new artistic styles creates a merging of ideas.

Nature of Visual Arts:

- 1. Every artist has a style, just as every artistic period has a style.

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:

- 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: High School

Concepts and skills students master:

1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas

Evidence Outcomes

Students can:

- a. Articulate ideas that can be expressed in traditional, advanced, and evolving media (DOK 1-2)
- b. Investigate and document a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas (DOK 1-3)
- c. Create works of art representing traditional subject matter that use new media (DOK 3-4)
- d. Create works of art representing personal narratives that use new media (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can information be shared artistically?
2. How does creating art differ from viewing art?
3. What differentiates art-making technologies?

Relevance and Application:

1. Skills in art and design are employed to create three-dimensional animation, film, gaming, and environmental graphic design.
2. The identification of personal narratives in art and the translation of their meaning using new media allows for the development of the personal, self-direction skills necessary to be an artist.
3. The translation of media allows for the development of skills to work within the commercial art environment.
4. Through new *technologies*, *studio skills* have evolved beyond the traditional skills, and yet can still rely on the foundational structures to create new skills.

Nature of Visual Arts:

1. Though the artist's imagination and intuition drive the work, great art and design require skills and discipline to turn notions into a quality product.

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: High School

Concepts and skills students master:

2. Assess and produce art with various materials and methods

Evidence Outcomes

Students can:

- a. Skillfully use a variety of techniques and media to create works of art (DOK 1-4)
- b. Discern and articulate the quality of personal works of art using a variety of reflective processes (DOK 1-4)
- c. Demonstrate collaboration to create works of art (DOK 1-2)
- d. Create works of art that speak to personal artistic opinion in response to cultural contexts (DOK 3-4)
- e. Skillfully create and exhibit one's own works of art (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are the characteristics and expressive features of art and design used to create art?
2. How can an artist create works of art through combining, expanding, and sequencing?
3. What problem-solving skills are employed in making works of art?

Relevance and Application:

1. The use of current technology as an adjunct to creating art opens the door to creating new works, and discovering lost works of art.
2. Visual arts rely on reflective processes to create new and evolved works of art through introspection, collaboration, global connection, experimentation, and research.

Nature of Visual Arts:

1. The visual arts serve multiple functions such as enlightenment, education, therapy, and entertainment.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- 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: High School

Concepts and skills students master:

3. Make judgments from visual messages

Evidence Outcomes

Students can:

- a. Compare and contrast the analytical processes used to interpret works of art and images of mass media (DOK 2-3)
- b. Interpret similarities and differences in artistic decision making (DOK 1-3)
- c. Discuss and debate how society has come to value some works of art over others (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is one type of visual image or object considered to be more important than another?
- 2. How is value assigned to art?
- 3. How does visual imagery used in mass media correlate with art?

Relevance and Application:

- 1. Understanding the use of branding in marketing helps to use art to make purchase decisions.
- 2. Interpreting visual messages in advertisements, news, and entertainment helps to make informed decisions.
- 3. Recognizing stereotyping in visual media helps to change norms.
- 4. Recognizing that current technology plays a role in understanding visual culture clears the way to new thinking in art-making.

Nature of Visual Arts:

- 1. The artistic process can lead to unforeseen or unpredictable outcomes.

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: <ul style="list-style-type: none">➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
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Grade Level Expectation: High School

Concepts and skills students master: <ul style="list-style-type: none">1. The work of art scholars impacts how art is viewed today

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Research and debate viewpoints found in a variety of resources that focus on and discuss visual art and design (DOK 3-4)b. Discern the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions (DOK 3-4)	Inquiry Questions: <ul style="list-style-type: none">1. What constitutes art? According to whom?2. Why create?3. How does beauty influence the quality of life?
	Relevance and Application: <ul style="list-style-type: none">1. Manipulating and analyzing various criticisms from existing and historical art scholars allows students to identify how art can elicit varying opinions.2. Providing knowledge and relevance of artistic and cultural history can help to bring about alternative views of previous and contemporary societies.3. Giving context and new thinking to works of art, scholars hold the knowledge of the past and present.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Informed opinions about art are debated, but not necessarily resolved.2. Investigating diverse cultures and their viewpoints leads to a more knowledgeable society.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates: <ul style="list-style-type: none">➤ 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
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Grade Level Expectation: High School

Concepts and skills students master:
2. Communication through advanced visual methods is a necessary skill in everyday life

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Use sketches, plans, and models to create and/or design a functioning work of art (DOK 3-4)b. Explain the personal influences shape the creation of functioning art (DOK 2-3)	Inquiry Questions: <ul style="list-style-type: none">1. Why do artists produce preliminary plans?2. How does material culture influence artistic decisions?3. What informs the look of our material culture? Relevance and Application: <ul style="list-style-type: none">1. Understanding the cultural influences in functional design such as architecture and furniture creates comprehension of trends and patterns in society.2. Knowing the role of artists and designers in creating our built environment and material culture identifies the contemporary societal role that artists possess.3. Shaping our understanding of new media gives us insight to the understanding of material culture. Nature of Visual Arts: <ul style="list-style-type: none">1. Artists and designers are important creators of our material culture.2. Cultural traditions influence the creation of material culture.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates: <ul style="list-style-type: none">➤ 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
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Grade Level Expectation: High School

Concepts and skills students master:
3. Art is a lifelong endeavor

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Compare and contrast the roles of artists and designers in historical and contemporary context (DOK 2-3)b. Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism (DOK 1-2)c. Outline required training for one’s individual career goals (DOK 2)	Inquiry Questions: <ul style="list-style-type: none">1. How and why is art used as a vehicle for communication?2. To what extent does good design integrate form with function?3. How is art used in everyday life?
	Relevance and Application: <ul style="list-style-type: none">1. Integrating and connecting knowledge and skills in art to other fields of study gives a broader understanding of the roles that artists play in society.2. Using job placement technology to research the range of careers available for personal career development provide insight into the many levels of visual art skills that are valued in today’s workforce such as graphic design and software design skills in marketing, forensics, medicine, and video game design.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Artists and designers make important contributions to society.

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