

VISUAL ARTS  
FALL 2017 ONLINE FEEDBACK



As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Visual Arts. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

## Visual Arts Prepared Graduate Statements

**PG: 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** How do we evaluate a student ability to "See oneself as a participant in visual art and design by experiencing, viewing, or making."? Possible revision towards something that is measurable through performance-based tasks: "Experience the visual arts and design as an active participant by viewing, making, and responding to works of art." Please be mindful that these the statements we make in the Visual Arts must be measurable through formative and/or summative means through modes of performance-based tasks.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** this is an important item; a part of this concept is that fact that students need to be willing to take a risk and see the value of taking a risk and possibly (fail) in order to learn, to explore, and achieve results. Too many times as educators we tend to push students to determine the answer instead of teaching the "process" of learning and how important it is to be a part of the learning process.

**Agree:** (no comment)

**Disagree:** I went through each statement and assigned which standard I thought it was addressing. I did this because when I went to each standard, I found it confusing when (for example) the standard was about observing and the statement included reflecting, making and connecting. Can these statements be written so that they address only one of the standards? Statement One seems to address all four standards. Do you even need this one? All of the other statements require that the student participates in art. Or an idea is to include only the part of the statement that relates to the standard being addressed.

**Neutral:** Revision needs to be clear not only for teachers but for school evaluators.

**Agree:** I like the focus on the student as a total participant in the process, not just the product.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**PG: 2. Visually and/or verbally articulate how visual art and design are a means for communication.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** If these are truly to be Prepared Graduate Statements, then we would expect prepared graduates to "visually, verbally, and in writing articulate how visual art and design are a means for communication." If you leave it simply to "visually and/or verbally articulate," well this is something my 1st graders can do. Let's raise the standard for our graduates.

**Agree:** (no comment)

**Agree:** Thank you for the "and/or" option.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Maybe instead of how substitute "ways"

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I feel this should be made clear that this can be done through art making.

**Agree:** (no comment)

**Comment:** this is important especially for students learning photography to know that photography has power to educate, persuade, motivate, and change opinions. Photography images are visually powerful and students should be able to verbally support/defend their image's message or articulate why they took the image to begin with.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** I see this as Standard One and Three. Add visually express

**Agree:** This is particularly beneficial to students with a disability or hesitancy to openly or verbally talk about their process/product. Encourages expression.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**PG: 3. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.**

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** Questions to clarify for teachers: 1.) What are critical skills? 2.) What are analytical skills?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Nicely phrased and specific.

**Agree:** Appropriate to the age of the child.

**Agree:** Academic language vs technical language?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I feel it is to "wordy." The high school student need to know what we are asking of them in simple terms.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Yes!

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Neutral:** I agree however this too can be done through art making and does not have to look like an art appreciation course and should be worded as such that it is not

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Should "academic language" be replaced with "visual language of art"? Our new code word for Elements, Principles and other concepts.

**Agree:** All students need to be exposed to the vernacular/vocabulary of whatever coursework they are studying, art being no different. It treats art as a real world environment, not a craft or product.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

#### **PG: 4. Critique relationships that connect visual art and design with historic and contemporary philosophies.**

**Neutral:** (no comment)

**Agree:** (no comment)

**Comment:** What does the phrase "Contemporary philosophies" mean and how is that measurable?

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Consider rewording to: "Critique visual art and design by making connections to historical perspectives and/or contemporary philosophies."

**Disagree:** Philosophy should be saved for college level discussion.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** choose a different (more universal/more simple) word for 'philosophies'

**Agree:** (no comment)

**Neutral:** I would change the word "critique" to "analyze." I think the word critique implies that something needs to be argued about, whereas analyze encompasses agreements, disagreements, and connections.

**Agree:** (no comment)

**Disagree:** Critique connections between....

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Too vague

**Neutral:** (no comment)

**Agree:** (no comment)

**Comment:** I find this statement to be confusing and am not quite sure what the emphasis is. Is there a simpler or more concise way to make this statement? I think I understand the part of connecting visual art and design with historic and contemporary philosophies. Are these supposed to be historic and contemporary philosophies about how and why art is made? I guess I find the word critique to be confusing. I'm not quite sure what the relationships are and what aspects would be critiqued. Is this supposed to be more of a compare and contrast concept?

**Agree:** numbers four and five seem pretty close

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Neutral:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too general and difficult to implement in a nine week course where you want kids to have time to create art.

**Agree:** (no comment)

**Disagree:** The meaning is unclear. Are we relating all artwork to see a common, human thread through all? Or comparing and contrast art through time to how we think now. Do we need this statement?

**Agree:** Again, treating art as a real world experience that relates to everything, everywhere, and always has.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**PG: 5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Specific and clear.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This statement makes very little sense. Please be clearer. How would this relate to a classroom with younger students? Also some teachers only see students for 6 weeks- so how would this relate?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Neutral:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Agree however, this can be done through the introduction to new lessons and should not be the focus of the class.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Again, art is everywhere and relates to everything and everybody. it isn't just a pretty painting randomly created.

**Comment:** Interpretation of art should not be limited to history and culture but can also include or extend to contemporary movements and styles that are a response to modern life experiences.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**PG: 6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Will there be language or ratings used to define "increased mastery" to aid in statewide calibration?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I'm glad to see reference to skills and techniques included again. I don't believe art skills should have been eliminated in the previous set of standards.

**Agree:** (no comment)

**Agree:** This standard is good in that the increasing level of mastery is based on students' individual growth rather than an expected level of mastery that all students are expected to achieve.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** love the increasing levels of mastery!

**Agree:** (no comment)

**Disagree:** Don't need this standard, all of the other standards will lead to mastery.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** I agree however it must be acknowledged that many secondary art teachers are starting with kids in sixth grade who have never had art before because art in elementary schools are limited

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I like this one a lot. It spans all grade levels.

**Agree:** Just as in any other coursework or discipline, creation of art works gets better with practice and mastery of skills...and getting better increases one's self-esteem and pride.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** artists are always mastering their practice- very relevant to where students are in high school as emerging lifelong learners

**Agree:** (no comment)

**Agree:** (no comment)

**PG: 7. Allow imagination, curiosity, and wonder to guide inquiry and research.**

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I agree with this standard, but I would change the word "allow" to the word "encourage." "Allow" makes it seem like imagination, curiosity, and wondering are actions that are not expected to be part of the arts. If we encourage students in these actions we foster a greater amount of critical thinking.

**Agree:** So important.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Not tangible enough to assess.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** The wonder and curiosity are good

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** I strongly agree because everyone has a different imagination and that's what art is.

**Agree:** I strongly agree because everyone has a different imagination and that's what art is.



**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** There is something off about this GLE... "Allow" isn't something measurable or observable. I agree that imagination, curiosity, and wonder should guide inquiry and research. How about... "Generate inquiry and research using imagination, curiosity, and wonder."

**Agree:** (no comment)

**Agree:** Great PGS. I imagine, curiosity, and wonder are being diminished by standardized testing and common core curricula. Fostering these fundamental human behaviors is essential to contemporary learning and discovery.

**Agree:** (no comment)

**Disagree:** This is a bit corny. How about: Use imagination, research and/or inquiry to guide the planning for art making.

**Agree:** Keeping in mind that in art, as in learning a foreign language, one must learn some basic skills first....then in art one is allowed to run free and experiment .

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**PG: 8. Participate in the reciprocal relationships between visual art and communities.**

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** How is #10 below different from what this is saying? This makes sense to me...

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Put this in kid friendly language- I am not sure that even high school students would understand the vocabulary used in this sentence.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This statement makes very little sense. Please be clearer. How would this relate to a classroom with younger students? Also some teachers only see students for 6 weeks- so how would this relate?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Reciprocal is a great descriptor.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague.

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** The community may need to be defined so that it is broad enough to be accomplished.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Agree:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** The use of the term "reciprocal relationship" is unclear here... I understand that is trying to be communicated, but as stated it remains obscure. Ask the question, what are student doing as they participate in the reciprocal relationship between visual art communities? Suggestion... "Participate in critical discourse relating to visual art and communities."

**Neutral:** (no comment)

**Disagree:** Could be clearer. Are you saying artists and communities benefit each other Or that you want students to participate in art making for their various communities?

**Neutral:** This is difficult when applied to low-income areas.

**Agree:** (no comment)

**Agree:** valuable for understanding about how art functions in society

**Agree:** (no comment)

## **PG: 9. Persist in the creative process and innovate from failure.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** So huge! "Grit"!!!

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I like the message, but I think the wording could be clearer on intent of the PGS. For example, "innovate from failure" could instead talk about perseverance.

**Agree:** (no comment)

**Agree:** Love the wording on this one

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I don't like how this one is worded, when you are basically saying that they are learning from their mistakes. How can we bring design concepts into this statement and still say they are using critical thinking to revise and learn from mistakes to improve their work?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** The word failure reads as a pejorative term. Do students have to "fail" in order to meet this standard? Persistence requires a level of openness, discovery and exploration. Is the intent to have students work thorough ideas and challenges, to see various iterations of their ideas and process?

**Agree:** I think this is a great way to address resiliency.

**Agree:** This is important and I feel that innovating from failure suggests a process focus. I think that is really good for students. We all have to revise, undo, redo things throughout life. Not every attempt is a success, but it can lead to a successful work.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This is an abstract statement

**Agree:** (no comment)

**Agree:** SO IMPORTANT to include this

**Agree:** (no comment)

**Comment:** Develop persistence during the creative process and utilize mistakes or failures to grow and increase in skill.

**Agree:** There aren't wrong answers in art; perhaps choices that don't work, but as the saying goes, one doesn't learn from successes as much as one learns from failures. And sometimes the failures are the ones that turn into great successes.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Like the simpler, easier to understand language of these statements

## **PG: 10. Develop artistic theoretical understanding and practice (praxis) individually or collaboratively to transfer the value of visual arts to human experience.**

**Neutral:** (no comment)

**Agree:** (no comment)

**Comment:** Yikes... what does this mean?? Are we talking collaboration? "artistic theoretical understanding"?? Sounds really meaty. Wondering what this will be like for elementary and English Language Learners?

**Neutral:** I had to read this several times. I like where this one is heading but it feels a bit wordy and at the same time vague. If it can be shortened to be more concise I think teachers will be more likely to respond to it. I would like to see an example of what this would look like in practice.

**Agree:** (no comment)

**Comment:** Needs kid friendly language again in this standard. We should be writing these for the students and not the administrators.

**Agree:** Could this use less, clearer language?

**Agree:** For All PGS 1-10, I think that these are clear and an accurate picture of what our graduates should be able to know and do in the visual arts.

**Disagree:** Complicated wording. For high school?

**Agree:** (no comment)

**Disagree:** This statement makes very little sense for a k-12 art classroom. This is not relevant. Please be clearer. Also some teachers only see students for 6 weeks- so how would this relate?

**Agree:** (no comment)

**Disagree:** There are too many unnecessary words.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** Cramming way too much into one standard a bit "fluffy" feeling.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Oh boy... This one is going to need some help. This is messy. There are multiple expectations going on here: 1) develop artistic theoretical understanding; 2) develop theory into practice; 3) transfer the value of visual arts to human experience. No need to state "(praxis)" or "individually or collaboratively." Suggestion... "Develop artistic theory and practice in order to transfer the value of visual arts to the human experience."

**Agree:** (no comment)

**Disagree:** The wording is confusing and I'm not sure what is really meant. Do you mean: Discuss how and why art is valuable to the human experience. Or do you mean: Discuss and demonstrate how artists express human experiences in artwork. I see this as maybe trying to re-state part of Statement One. Or Develop a theory and approach to expressing personal meaning in art making.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Instills the value of consistent hard work

**Comment:** This statement is very confusing to me. I feel like the other standards all touch on this already.

## Visual Arts Preschool

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

GLE: 1. Identify art in daily surroundings.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Select images in materials such as but not limited to books, cartoons, computer games, and environmental print

Agree: (no comment)

Agree: (no comment)

Comment: Select images for what purpose?

Evidence Outcome: Use age appropriate communication to describe works of art

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Recognize basic language of art and design in relation to daily surroundings

Agree: Will there be supporting documents that describe what basic language looks like in preschool?

Agree: (no comment)

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: I really like how you have incorporated all adults within this area, giving guidance on how they can support the standard.

Agree: (no comment)

Agree: (no comment)

Examples of Learning/Children May:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

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

GLE: 1. Know that works of art can represent people, places, and things.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain that works of art communicate ideas and tell stories

Agree: (no comment)

**Agree:** (no comment)

Evidence Outcome: Communicate a story about a work of art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Discuss one's own artistic creations and those of others

**Agree:** (no comment)

**Agree:** (no comment)

Supportive Teaching Practices/Adults May:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** # 5. seems to be incomplete. A suggestion is to add 'to show children's work is valued and to encourage children to reflect on their own work as well as on their peers' work.'

Examples of Learning/Children May:

**Agree:** (no comment)

**Agree:** (no comment)

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

GLE: 1. Create works of art based on personal relevance.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Explore the process of creating works of art at one's own pace that arrive at an individual desired outcome

**Agree:** (no comment)

Evidence Outcome: Use art materials freely, safely, and with respect in any environment

**Agree:** (no comment)

Evidence Outcome: Engage in the process of creating visual narratives from familiar stories and subject matter

**Agree:** (no comment)

Supportive Teaching Practices/Adults May:

**Comment:** This one is unclear: "Label how children describe areas, techniques, or subject matter in their artwork"... Maybe "label" needs more clarity. I think this is trying to indicate to teachers that they should be using text to help reinforce the descriptions of art.

Examples of Learning/Children May:

**Comment:** unclear: "Dictate about the subject of personal artwork"

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

GLE: 1. Understand that artists have an important role in communities.

**Agree:** All the GLE's for Preschool are appropriate and relevant.

**Agree:** (no comment)

Evidence Outcome: Explain what an artist does and who an artist can be

**Agree:** (no comment)

Evidence Outcome: Identify some of the activities in which artists participate

**Agree:** (no comment)

Evidence Outcome: Identify arts materials used by artists

**Agree:** (no comment)

Supportive Teaching Practices/Adults May:

**Agree:** (no comment)

Examples of Learning/Children May:

**Agree:** (no comment)

**Comment:** Add: 2. Ask a question or bring attention to artwork in the environment. 3. Use art vocabulary such as artist, illustration, collage, sculpture.

## Visual Arts Kindergarten

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

GLE: 1. Identify how artists use visual art and design to communicate.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Thank you for reducing the amount of GLE's overall in K. That makes it actually sustainable for teachers and age appropriate for 5 year olds.

**Agree:** (no comment)

**Agree:** I appreciate the focus on curiosity and willingness to learn under Observe and Learn to Comprehend

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:** More age appropriate

(PG Feedback) **Agree:** I appreciate the simplicity and the age appropriateness of all the Kindergarten GLE's.

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Disagree:** I found it confusing to include statement 6 (which is about art making) in standard one which covers observing. Drop statement 6 from this standard.

(PG Feedback) **Agree:**

Evidence Outcome: Recognize that visual art and design can tell stories

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Can be combined with the "c" part of these outcomes.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Use visual language to describe personal works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** "visual language" too hard to explain to parents.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Tell a story to explain personal works of art and the artworks of others

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** The wording is confusing. It sounds like kids need to make up a story based on a work of art. Shouldn't they tell the story they see in the work of art?

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Recognize and respect that individuals will have different perceptions about works of visual art and design

**Agree:** (no comment)

**Neutral:** Do EO's need to be measurable? If so, how do you measure "recognize" and "respect"?

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** How do we grade on this criteria?



**Agree:** (no comment)

**Neutral:** A good lesson and way of thought, don't know if it needs to be graded.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Might be a little too advanced for today's kindergartners.

**Neutral:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I appreciate the identification of curiosity and willingness to learn under Observe and Learn to comprehend

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This would be more appropriate in standard 3. Curiosity, imagination would be used in their own art making.

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** How can this be clearer to the reader?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** unclear: "Use layers of experiences to develop personal insight that can be shared"

**Comment:** Confusing. What are personal layers of experience to a kindergartener?

**Agree:** (no comment)

**Disagree:** Kind of deep for Kindergarten

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one

good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Comment:** instead of "vocabulary of art" replace with "language or art." Keep it consistent.

**Agree:** (no comment)

**Agree:** (no comment)

## Standard: 2. Envision and Critique to Reflect

GLE: 1. Notice and discuss what can be seen in works of visual art and design.

**Agree:** Thank you for reducing the amount of GLE's overall in K. That makes it actually sustainable for teachers and age appropriate for 5 year olds.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Disagree:** Again, why are statements 6 and 9 in the standard covering reflection?

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Articulate through play the meaning of personal works of visual art and design

**Disagree:** 'play' as in playing a game? vague

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Comment:** Suggestion... state as "imaginative play" to help distinguish that value of play through the arts.

**Agree:** (no comment)

**Disagree:** Why through play? Discuss would be better.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Articulate the meaning?

Evidence Outcome: Imagine possibilities for personal works of art and design

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: Don't know who to assess this.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Recognize that playing with materials can inspire ideas for visual art and design

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

**Comment:** "Playing with materials" in this case is referring to the exploration of materials. The best way to advocate for the importance of play in the arts is bring a descriptive language to the free form of "play." Exploration, curiosity and wonder are examples of experiences that children are involved in while they play. Please consider revising to "Recognition that explorative play using materials can inspire ideas for visual art and design."

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Give an opinion on works of visual art and design

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** unclear: Establish goals for communication and plan out steps accordingly.

**Agree:** (no comment)

**Disagree:** Most kindergarteners don't even understand their own perspective.

**Disagree:** REMOVE WRITTEN. Principals will zoom in on this and decide that the 25 minutes kindergartners have in art should be spent on writing (I speak from experience)! Also, Kindergartners should NOT be worried about setting and achieving GOALS! the focus should be on art through PLAY!

**Disagree:** REMOVE WRITTEN. Principals will zoom in on this and decide that the 25 minutes kindergartners have in art should be spent on writing (I speak from experience)! Also, Kindergartners should NOT be worried about setting and achieving GOALS! the focus should be on art through PLAY!

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

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

**GLE: 1. Explore various media to plan and create works of visual art and design based on personal investigations.**

**Agree:** Thank you for reducing the amount of GLE's overall in K. That makes it actually sustainable for teachers and age appropriate for 5 year olds.

**Disagree:** 'investigations' does not seem like the best word

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Most kindergarteners are not to the planning stage at five years old. Leave off plan. Include it in first grade. They need to experiment and see what different media can do.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome: Investigate various properties of tools and materials**

**Disagree:** Experiment instead of investigate

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Good lesson, does not need to be graded.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Describe intention for creating artwork**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Describe why artwork is finished**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Not exactly sure what kind of response a teacher would be looking for here.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Evidence Outcome: Use materials safely**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This is a behavior grade, not an academic grade.

**Comment:** Maybe bump this EO up a little by including "care" or "intention."

**Agree:** (no comment)

**Comment:** Use materials appropriately and safely.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Definitely!

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** I'm not sure this gets to the essential quality of the Kindergartener as they are creating art and making meaning... The Kinder creates meaning through experimentation.

**Agree:** (no comment)

**Disagree:** Isn't cause and effect taught in third grade. This seems developmentally beyond a five year old.

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Art tells stories and expresses feelings.

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

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

**GLE: 1. Recognize that artists and designers contribute and connect to their communities.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome: Identify how and where artists and designers work**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Recognize how art is integrated into their everyday life**

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Locate where visual art and design are displayed in familiar places

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Disagree:** Kindergartners do not understand how to ask questions about a work of art

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Disagree:** Kindergartners have limited civic engagement. Put it on a five-year-old level. Kindergartners connect ideas to home and family, etc.

**Disagree:** Again, some of this is beyond the ability of today's 5-6 year-olds. Consider how a principal may interpret these and decide a teacher is less than proficient if the kindergartners can't grasp these concepts, especially in a low-income/high ESL population.

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Do kindergartners understand poetry well enough yet to transfer it to art? How about Art is a unique expression of everyday life.

**Agree:** (no comment)

**Neutral:** ?

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"



Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:  
<http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

## Visual Arts First Grade

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

GLE: 1. Investigate how visual art and design tells the many stories of people, places, or things.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Is this a typo? "tells, tell" Also, I think having the word "many" is wonderful as it provides inclusivity.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Recognize that artists choose materials to help tell their stories

**Agree:** (no comment)

**Agree:** choose "specific" materials?

**Agree:** (no comment)

**Disagree:** Is recognition measurable? On a 4, 3, 2, 1 scale these do not provide quantitative or qualitative look fors to create student assessments. Recognition is a yes or no skill. The only question or question type that this directly links to is did the artist choose their materials? or What materials did the artist choose? but even that, although this is a slightly deeper level of a question does not actually assess what this EO is trying to say kids will be proficient at.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I don't see anything spelling out recognizing Visual Language of art in the artwork of self and others. That seems pretty important for observing art.

Evidence Outcome: Identify how works of art express specific feelings using the language of art and design

**Agree:** (no comment)

**Agree:** I like the "language of art and design" as opposed to "characteristics and expressive features of design"

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Does this reference the elements of art? Is this a changed term for expressive features? Can't we just use specific words with out all the ambiguity. I think that would make it clearer for teachers and students.

**Evidence Outcome: Understand that different communities and cultures share their own stories**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** is "understand" a dok 3, measurable skill?

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Not necessary

**Disagree:** This should be in Standard four.

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** First graders don't understand global perspectives yet, but they might understand. they need to understand their own perspective first. And what perspective means.

**Disagree:** This is too much for first grade students. I think the general idea that art has meaning, and the students ability to identify feelings is more appropriate for this level.

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** feeling or feelings?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Understand what a personal perspective is and how to show it in artwork.

#### Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:

<http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Disagree:** First graders may not fully understand what culture is yet, let alone discover it and discuss it in a work of art. They need an introduction to what culture is and how art is deeply influenced by culture.

## Standard: 2. Envision and Critique to Reflect

GLE: 1. Question and respond to the stories told and the feelings expressed in works of visual art and design.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Comment:** "Form questions" and respond

**Agree:** (no comment)

**Comment:** Include something about learning to plan and envision personal artwork.

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Disagree:** Some of this should be in standard three and four. Why is art making included in standard 2? this is more about planning to me. And persisting. this is standard 3 stuff.

(PG Feedback) **Agree:**

Evidence Outcome: Discuss the personal stories portrayed in a work of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Express the ways art provokes feeling**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "Express"...sometimes we appreciate the wording being vague, because it leaves us room to interpret in a way that works for us, other times it causes too much debate in our PLC's..."express" how?...verbally, written, through art?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Envision the potential of a material to be transformed**

**Disagree:** what does "material transformed" mean?

**Agree:** (no comment)

**Disagree:** How does this relate to the rest of the standard? This does not connect at all to the overarching idea of storytelling or expressing feelings

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** What? This is confusing in it's wording. Sounds like you are referring to transforming recycled materials. Which would be standard 3. Include something about using imagination to envision personal stories.

**Agree:** (no comment)

**Disagree:** What? Sounds very academic, but sounds complex for first graders

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Disagree:** I don't think 'multi-lingual' is going to be feasible for most students.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** 1. Leave off "in various forms and contexts." It is enough for first graders to learn to express ideas in oral, written and nonverbal communication. 2. First graders need to understand what personal perspective means. They may not understand their own perspective.

**Neutral:** I think in 1st grade as well as Kindergarten that WRITTEN should be in the text of this document. Principals will see only that and decide that we must teach WRITING instead of art. Mine is forcing me to use constructed response as one of my SLO's this year, instead of something that is art related. This will only worsen if writing is anywhere in this document.

**Neutral:** I think in 1st grade as well as Kindergarten that WRITTEN should be in the text of this document. Principals will see only that and decide that we must teach WRITING instead of art. Mine is forcing me to use constructed response as one of my SLO's this year, instead of something that is art related. This will only worsen if writing is anywhere in this document.

**Disagree:** First graders are just learning about expressing and communicating through art. Establishing goals and planning steps? I don't think they have enough experience yet to do that.

**Agree:** (no comment)

#### Learning Experience and Transfer:

**Disagree:** Transformation? Is there a more age-appropriate word?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

#### Inquiry Questions:

**Disagree:** "material transformed" - is this experimenting with media/materials?

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

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

GLE: 1. Explore various media to plan and create works of art based on personal investigations that communicate ideas and feelings.

**Agree:** clear and relevant to this age

**Comment:** does investigations relate to planning and exploring art?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** This is a little wordy. Cut to the chase. I had to read it 3 times to get the gist. Teachers dont have the time to translate.

**Neutral:** Personal investigations- needs to be more clear.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Choose art media to express ideas and feelings

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** First graders cannot choose their materials until they have tried them. This might be more second grade.

**Disagree:** I question their ability to do that with so little exposure to a variety of materials.

Evidence Outcome: Plan for making works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Combine with outcome "c"

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Describe the sequence used in creating works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Combine with outcome "b"

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Share materials safely

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** A behavior grade not an academic grade.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Use materials appropriately and safely.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** 1. is good 2. Leave off form a hypothesis and reword "imagination and curiosity to problem solve."

**Neutral:** these seem a little heavy. I would need examples. We are talking about 6 year-olds.

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

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

**GLE: 1. Identify how artists and designers make connections through personal stories between self, family, and friends.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Designers are artists.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Disagree:** Isn't #2 covered in standard 1 and 2?

**(PG Feedback) Agree:**

**Evidence Outcome:** Tell about the people and places in everyday life through works of art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Identify how stories in visual art and design teach us about each other

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Discuss how visual art and design are used to remember and document personal stories and feelings

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)



**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** At this level they are learning the tools for expression. I don't see them at the level of actually expressing personal stories in their art.

#### Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** 1 and 2 are the exact statement in standard 2. It's confusing when each standard covers the same things as others. They are different.

**Agree:** (no comment)

**Disagree:** Too vague. Are they articulating thoughts about their art or just expressing themselves in different ways?

#### Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

## Visual Arts Second Grade

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

GLE: 1. Identify how artists make choices using the language of art and design to communicate ideas.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Disagree:** What does this mean? Does the "language of art and design" refer to the elements and principles, or does it mean that students can use art vocabulary to defend their choices at 2nd grade? This needs to be clearer. Why are our standards based on postmodern principles and defending choice and determining intent with no focus or even support in building skills to help students convey their meanings? I could teach art appreciation and we can look at, talk about, and write about art to meet 3/4 of our standards. Is that the types of artrooms we want? That is what the standards are leading towards.

**Agree:** (no comment)

**Comment:** K-2nd are all about "art communicates"...we feel that sometimes it is difficult to keep track of specific grade-level expectations with multiple EO's, when we have 6 different grade-levels to teach. High school has just the one column (on the standards map) of GLE's for each standard with fewer students and more time with them. We have 6 columns, more students and less time with them. Trying to keep track of so many EO's is difficult. We feel that having so many differences grade-level to grade-level is unnecessary, especially when many seem to similar anyway.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Language of Art and design- again, are we talking about vocabulary, or elements/ principles? Why the shift to Art and Design?

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Identify and describe how artist choose materials to enhance the communication of ideas

**Agree:** Edit... how artists choose...

**Agree:** (no comment)

**Neutral:** I think it should be artists or an artist

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague.

**Disagree:** Why are we now talking about material choice, when the overarching GLE is about using the "language of art" (still not sure if this is elements and principles or vocab)?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Discover how similar ideas can be expressed in multiple ways

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** How do you assess discovery?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Determine what art vocabulary is useful when discussing works of art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Describe how art vocabulary is necessary when discussing works of art.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** That makes more sense than language of art and design.

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** Would it be appropriate to list some examples strategies?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Neutral:** Would it be possible to phrase this to make it personal to the student? For example, change students to artists.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Neutral:** (no comment)

**Agree:** (no comment)

## Standard: 2. Envision and Critique to Reflect

GLE: 1. Share and explain choices made and possible next steps in personal works of visual art and design.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Disagree:** What about looking at the art of others? That was in first grade and should be here.

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Understand that artists reflect on their creative practice to improve works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** too vague

**Neutral:** I like what this is aimed at getting, but how do you assess this?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Recognize that artists seek out the opinions of others to inform their practice

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Don't know how you would even assess this.

**Disagree:** (Recognize that artists) DELETE Seek out the opinions of others to inform their practice, why do students need to recognize this instead of just do it? Peer evaluation is measurable, recognizing its important is not

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Use the language of visual art and design to describe observations and form opinions

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** So is this "language of art" talking about elements and principles in an artwork like the last standard, or are we now talking actual vocab?? Still very unclear.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I still have an issue with WRITTEN being a form of communication spelled out in this document. Verbal/nonverbal is more appropriate. ART TEACHERS' effectiveness should NOT be based on the amount of WRITING students do in art, but that is already happening in some schools around the state and needs to stop.

**Disagree:** I still have an issue with WRITTEN being a form of communication spelled out in this document. Verbal/nonverbal is more appropriate. ART TEACHERS' effectiveness should NOT be based on the amount of WRITING students do in art, but that is already happening in some schools around the state and needs to stop.

**Comment:** Again this would be more effective if looking at/ critiquing the art of others was included.

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

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

**GLE: 1. Plan and create works of art by exploring various media and using symbols to enhance communication.**

**Comment:** Please replace "using symbols" with "creating symbols" to avoid teachers making students "use" adult generated symbols like Egyptian hieroglyphs or Aboriginal iconography, etc.

**Disagree:** Why continue to use "symbols" in the GLE? The other grade level GLEs do not reference specific characteristics of arts. The inclusion of symbols limits the art making standard.

**Disagree:** Why does it specify the use of symbols? Why is this important? If the other standards are about conveying meaning and explaining choice, why are we know limiting the modalities of expression to the use of hearts, stars, and rainbows?

**Disagree:** Why does it specify the use of symbols? Why is this important? If the other standards are about conveying meaning and explaining choice, why are we know limiting the modalities of expression to the use of hearts, stars, and rainbows?

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Why is "plan" now included here? Isn't planning part of the Envision and Critique to reflect standard? We would like the "Make" standard to just be about making art.

**Neutral:** I thought symbols were gonna be taken out

**Disagree:** Remove symbols.

**Disagree:** Remove symbols.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome: Choose appropriate materials to make art**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This sounds like a TAB idea. I think second graders are too young to choose media.

**Disagree:** I question their ability to do that.

**Evidence Outcome: Create finished works of art**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** finished is better than presentation-ready, thanks!

**Neutral:** (no comment)

**Agree:** (no comment)

**Neutral:** DUH

**Neutral:** DUH

**Agree:** (no comment)

Evidence Outcome: Explain choices made in the art making process

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Respect and care for classroom materials

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Really good!

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Honestly, there is not enough time to "form and test hypotheses," unless someone has a specific example of how that is done.

**Neutral:** Honestly, there is not enough time to "form and test hypotheses," unless someone has a specific example of how that is done.

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Disagree:** 1. How can students make works of art that communicate ideas (this is closer to the theme. 2. DELETE

## Standard: 4. Relate and Connect to Transfer

GLE: 1. Observe and discuss how artists and designers form connections between members of the community and everyday life of the community.

**Comment:** Unclear. Does this mean that artists and designers connect members of community with everyday life of the community, like connecting farmers with the life of an insurance salesman? It is unclear. Do

you mean "Observe and discuss how artists and designers form connections WITH members and everyday life the community." ALSO, if students are researching something like cultural artifacts (eg second graders analyzing shoes from different historical periods), I would think this would be the spot for the GLE for this. There are no GLE's in second grade that fit that activity, really. Could the GLE be more simply, "Observe and discuss how art and design are evident in the everyday life of communities."

**Agree:** (no comment)

**Agree:** Making connections to the community and the outside world is important

**Agree:** (no comment)

**Neutral:** Too wordy. Make it more concise. Teachers don't have time to re-read the GLE's and try to interpret them.

**Disagree:** Again, why not just say artists?

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Recognize that visual art and design communicates connections between multiple disciplines

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** "Multiple disciplines" is confusing. What are we saying here?

**Disagree:** can we change 'multiple disciplines' to term that is more easy to grasp/explain?

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** How do I assess this? And yes, I do need to assess. My administrator and district is big on standards based grading. I will need to grade every standard for every grade twice a semester.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Discuss public art and its role within the community

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** How do I assess this? And yes, I do need to assess. My administrator and district is big on standards based grading. I will need to grade every standard for every grade twice a semester.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** I question this.

**Evidence Outcome:** Discuss the role of art and design in our communities and world

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Redundant to the "b" outcome.



**Agree:** (no comment)

**Disagree:** How do I assess this? And yes, I do need to assess. My administrator and district is big on standards based grading. I will need to grade every standard for every grade twice a semester.

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Just art

#### Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Art teachers often don't have the time or resources to make sure their students participate in community or social activities. This should be left out.

#### Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Neutral:** This is a difficult part of the standards--teaching about community. Keep it hyper local, or broaden it? There can be huge differences, consequences, and implications. While art teaches all other subject areas, this seems more suited to Social Studies.

## Visual Arts Third Grade

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

GLE: 1. Investigate works of art and design to recognize how to create meaning with purpose and intent.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** I would like to say congratulations to everyone for all of their clear thinking and dedicated work. I'm putting this feedback in here however, I have looked through all the revised standards and I *love* the lean and mean (precise) language and format. BRAVO!!!!

**Evidence Outcome:** Identify historical and cultural ideas evident in works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Comment:** Will there be a resource guide for teachers of appropriate historical artworks with age-appropriate historical contexts that require limited background knowledge to comprehend? Or am I supposed to be teaching art history in depth enough for students to be able to determine the cultural relevance of specific artworks? Again, will the resource guide have any examples of what that looks like without taking all of the making time in my room?

**Agree:** (no comment)

**Neutral:** I need an explanation. What do you mean by historical and cultural ideas?

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Use the visual language of art and design as a tool to help determine artistic intent

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Discuss whether the use of a material supports or detracts from intended meaning

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Do you mean artistic choices? As in students need to know what material to choose for a particular idea? That is a hard one for 3rd grade. I am all about choices. 3rd grade should be about beginning to make those choices. Not sure they would be able to know if it detracts from the meaning.

**Neutral:** (no comment)

**Neutral:** (no comment)

**Neutral:** (no comment)

#### Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

#### Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** What is included in "information"?

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Maybe use "interpret" rather than "read."

**Agree:** (no comment)

#### Inquiry Questions:

**Agree:** (no comment)

**Agree:** Artists instead of students? Or even "you"?

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:

<http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

## Standard: 2. Envision and Critique to Reflect

GLE: 1. Interpret and evaluate works of art considering the artist's intent and purpose.

**Comment:** This GLE seems too much like Observe and Learn to Comprehend GLE "investigate works of art and design to recognize how to create meaning with purpose and intent" Please eliminate it or make it different. I cannot tell the two apart and am having trouble helping my pre-service teachers differentiate between this GLE and the "Observe and Learn to Comprehend" one. we need a GLE that is more about research and experimentation of concepts and media. Also, since there isn't anything in primary grades GLE's about visual culture, I am telling my preservice teacher students that visual culture can be considered Art and Design. Hope that is ok.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Use peer feedback to inform next steps and improve works of art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Discuss works of visual art and design in an informative way that builds understanding

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** too vague

**Disagree:** this EO talks in a circle and has no meaning. How do you talk in an informative way? Are we still looking and using observation skills or are we supposed to be researching? What type of understanding would you like to see being built? Or better yet could this statement be any vaguer to have any less meaning??

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Explain how individuals can have different opinions about works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Don't know how to assess this.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Disagree:** Is this considerate and inclusive of all learners or is it punitive to language learners? If the standard is to use effective written discourse but my average third grader cannot write a complete sentence, will I have to give them less than a passing grade in art?

**Agree:** (no comment)

**Neutral:** REMOVE WRITTEN from this document. Art teachers barely have the time to cover our own content area. When writing is embedded into the art standards, principals will hone in on that and expect us to use precious art studio time teaching writing.

**Agree:** (no comment)

#### Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

### GLE: 2. Synthesize ideas about personal works of art and imagine possible next steps.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Comment:** "Synthesize"...what does this look like in the classroom? Sometimes the wording makes it hard for us to envision how to do things in the classroom to collect evidence of what is being stated.

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

#### Evidence Outcome: Understand how research inspires development of ideas

**Agree:** (no comment)

**Neutral:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Evidence Outcome: Envision solutions to art making problems

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Disagree:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

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

GLE: 1. Plan and create works of visual art and design with purpose and intent.

**Comment:** This one seems a lot like Synthesize ideas about personal works of art and imagine possible next steps. Can you differentiate the two more? Overall 3rd grade GLE's are hard to distinguish from one another. I don't find this in the other primary grades. Just 3rd.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:** Thanks for editing. Less is more!

**(PG Feedback) Agree:**

Evidence Outcome: Describe how working collaboratively can enhance the artistic process

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Disagree:** This is not needed. If teachers have time to do collaborative projects then they do, but don't add it to the standards. Those of us who see our students such a limited amount of time, find it hard enough to fit everything else in. A collaborative project just doesn't always work.

Evidence Outcome: Experiment with traditional and contemporary media

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Determine whether a work of art is finished

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Utilize the visual language of art and design as a tool to communicate meaning

**Neutral:** meaning, not mearning

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Demonstrate how the art room is a community of makers

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** Define community of makers. You can't just throw these random terms in here and not define them.

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## Standard: 4. Relate and Connect to Transfer

GLE: 1. Recognize how works of art and design communicate meaning both within a community and between diverse cultures and communities.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** So much connection to the community. How do you assess this? Is this important? What is the purpose?

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Investigate how visual art and design can make connections between subjects, disciplines, or events

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague

**Evidence Outcome:** Connect the meaning of personal works of art to historical, cultural, or community events

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Investigate how community art resources such as museums, galleries, and local arts organizations contribute to the life of the community

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** I see the kids 18 times a semester and I need to spend my class time talking about this and then somehow assess this discussion?

**Comment:** Investigate this?

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** The first one seems a little too advanced for 3rd graders.

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>



## Visual Arts Fourth Grade

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

GLE: 1. Uncover how artistic intent can be enhanced through the use of the visual language of art and design.

**Agree:** (no comment)

**Neutral:** I am unsure on the phrase visual language, shouldn't it be language of visual art and design?

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "Investigate" (3rd), "Uncover" (4th), "Investigate and analyze" (5th)...we would prefer the task words to be the same, if the actual implied task is the same. Changing the word causes us to spend time discussing and debating whether the task implied is actually the same or if its different because the word changed. We would like to see the semantics simplified and streamlined to save us from being uncertain.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Hypothesize the steps an artist may have used to complete a work of visual art or design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Suggest alternative ways an artist could have communicated an idea

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Neutral:** In terms of what?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**GLE: 2. Respond to an artist's point of view being mindful of historical, contemporary, and cultural context.**

**Agree:** After teaching 4th grade art for 12 years, I find this a very age appropriate gle

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome: Recognize how the human experience is expressed in diverse ways**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Take out the words "human experience"

**Agree:** (no comment)

**Evidence Outcome: Respond to works of art using inference and empathy**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Take out inference and empathy. Just have students respond to works of art or offer opinions.

**Agree:** (no comment)

**Evidence Outcome: Discuss how meaning can be inferred through the specific uses of the visual language of art**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Disagree:** Take out mindfulness. Not everyone teaches this approach.

**Agree:** (no comment)

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

**GLE: 1. Interpret and evaluate personal work and the work of others with informed criteria.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Discuss and define how to determine appropriate criteria for a given work of art

**Agree:** (no comment)

**Neutral:** This one is worded strange.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Discuss and form an opinion about the social and personal value of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Are we talking about art or are these just general communication skills? If so, how can we make it pertain more to the evaluation of artwork.

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

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**Agree:** (no comment)

**GLE: 2. Synthesize researched and visual information to imagine, inform, and plan possible next steps in personal art making.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Research from multiple sources to inspire works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Investigate with others how alternative ideas are generated

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

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

#### GLE: 1. Investigate ideas of personal interest to plan works of art and design.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This sounds like all they have to do is plan...isn't planning part of the "Envision" standard?...and shouldn't this standard emphasize creating?

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** "CREATE WORKS OF ART" YES!! THIS SHOULD BE OUR PRIMARY FOCUS FOR ELEMENTARY...we sometimes feel that this, which is the thing kids want to do most, is sometimes lost in all the other things we are supposed to do. We actually had the phrase "killing the joy" come up in our meeting, as many teachers feel overwhelmed by all the things in our EO's that don't seem to involve making art in an obvious way. We feel that THE MOST IMPORTANT THING for elementary artists is exploring and experiencing as many media as they can, and as they only get art for one hour a week (at least in our district) sometimes it seems like trying to gather "sufficient evidence" of all the other things leaves little time for making art. We feel this standard should hold the most weight, yet it is only one of the four overriding things we are supposed to do and the other 3 seem to have so many EO's that don't really involve hands on with the media. We ultimately just feel that there is not enough time to reach "mastery" of all the things AND make art frequently.

**Evidence Outcome:** Generate multiple ideas in order to select the idea that best communicates intended meaning

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Elementary students do not seem to have the stamina (especially when a whole week is between art classes) to investigate multiple plans then choose one to focus on for their final art. They really seem to do best when they just get to make art. General comment: \*We are wondering if the EO's are a menu of choices, or a required list from which we are supposed to be attempting to use all of, multiple times, throughout a grade-level...in order to have our "sufficient evidence". If they are a required list, 15-20 EO's per GLE per grade is far too many to feel manageable.

**Agree:** (no comment)

**Evidence Outcome:** Communicate a plan for completing works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Analyze through collaboration how personal works of art can be refined to effectively communicate intended meaning

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Neutral:** Take out collaboration if you mean students need to create collaborative artworks.

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** # 4 again- needs to include something about art. Seems like this phrase is used throughout the document, but I think it needs more clarification.

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

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**Agree:** (no comment)

**GLE: 2. Utilize media in traditional and inventive ways to communicate personal intent.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Justify how choice of media communicates personal intent

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Disagree:** Again- very TAB oriented.

**Evidence Outcome:** Understand that problem solving and persistence helps determine the outcome of a final product

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Neutral:** Agree: We appreciate seeing evidence of the studio habits of mind (persistence) Disagree: We need to be able to SEE all of the things in the EO's...we had some discussion about how do we see this?

**Agree:** (no comment)

Evidence Outcome: Prepare works of art and design for presentation

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

## Standard: 4. Relate and Connect to Transfer

GLE: 1. Investigate and discuss how diverse communities address issues relevant to their culture, place, and times.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This seems to complex and difficult to understand. 3rd-5th all seem to generally be about expanding to a more world/cultural view of art, and K-2nd all seem to be about art in the community. This sparked another discussion about combining the grade-levels. Do we have to have standards that are separate for PK-5th? WOULD IT BE POSSIBLE to stream-line K-2 and 3-5? So many of the K-2nd and 3-5th GLE's sound so similar that why can't they just be combined?

**Disagree:** I do not see the value in spending valuable time discussing how diverse communities discuss issues. Again, this standard is a hard one.

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Identify and describe how visual art and design communicate meaning between any subject, discipline, event or issue

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too broad.

Evidence Outcome: Compare works of art between diverse cultures to understand how the role of art is perceived within a given community

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** There seems to be a lot of focus on cultures. Why specifically put that in the standards? You don't put specific artists in the standards so why put cultures? Why the connection to the community? None of this is ever explained. We get the standards but the purpose of why these were chosen were are never explained. We see the kids for such a short time- for me 18 times a semester. I want them making art. I don't want them sitting and listening to me talking about it. They don't want to sit and talk about it. They want hands in materials, creating, producing, experimenting, exploring. These standards are so heavy on discussing and talking. I see the importance of some but it is too much. Focus on only the most critical pieces of discussion and let us spend our valuable art time producing art with the kids!

**Agree:** (no comment)

**Comment:** How the role of art is perceived?

Evidence Outcome: Compare how artists work in different cultures and at different times in history

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** How does this prepare students for today? How does this relate to the other standards? Is this necessary? This takes a lot of choice out of instruction if you have to focus on cultures in order to properly teach this standard.

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)



## Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

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**Agree:** (no comment)

## Visual Arts Fifth Grade

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

GLE: 1. Investigate and analyze how specific points of view can be communicated through the language of art and design.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Explore connections between works of art from different cultures through time

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** There was a a competency under transfer that this seems to fit better with.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I don't believe this is necessary. Given time constraints, we don't have time to authentically teach cultures or time periods. This also takes away choice- in order to be done well you would need to focus on one culture otherwise if the kids choose their own culture to research and create artwork on they would not have the time to do it well.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Infer intended meaning using the visual language of art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Investigate how artists communicate points of view through personal works of art based on lived experiences

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** We were confused by this..."personal works of art" made by other artists or the students themselves. Are they strictly viewers of other art in this EO, or are they using personal "lived experiences" to understand the POV of others? Many of the EO's seem beyond the maturity level of elementary school kids and this is one of them.

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** These are open ended as they should be. Good inquiry questions...

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:  
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**Agree:** (no comment)

**Agree:** (no comment)

**GLE: 2. Understand how works of visual art and design are influenced by the culture of daily life.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I don't even understand what "culture of daily life" means. Is this necessary? We have such limited time with our students. The GLE's should truly be the most important things we want our students to know.

**Agree:** (no comment)

**Comment:** In looking over Standard 1 for each grade level, I like how the Prepared Graduate Statements mostly remain the same at each level. My concern about so much analyzing of art, artist intent, history, culture, etc. is that at the elementary level, with so little class time and so much physical energy, the focus becomes on creating art rather than analyzing and discussing it, which is where it should be. There is so much gained from the experience of increasing skills of using materials, and making decisions around the subject matter of their piece, along with solving visual problems. I agree that they need to be exposed to observing and questioning, I am just wondering how much.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome: Observe and discuss how visual art and design exists in a shared contemporary world**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Comment:** We did not understand the meaning of "shared contemporary world".

**Disagree:** Is this necessary? We see the kids for such a limited time. I want them producing art about themselves, telling a story, conveying meaning through art, expressing emotion, thoughts, etc. I am not sure what this statement even means. Why is this important?

**Neutral:** Not sure what this means

**Agree:** (no comment)

**Evidence Outcome: Investigate and discuss how popular culture influences visual art and design**

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** This is more beneficial than the previous statement because this discussion would help them when planning their own ideas and projects. So if you have this statement, the previous one is not needed.

**Agree:** (no comment)

**Agree:** (no comment)

## Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** What is community systems? Why do you need this?

**Agree:** (no comment)

## Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Disagree:** I have no idea what a cultural object in the everyday environment is? How am I supposed to teach this if I don't know what it is? This is way more complicated then it needs to be and the word culture is over used.

**Agree:** (no comment)

**Agree:** (no comment)

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

GLE: 1. Using specific criteria, question, and evaluate works of art considering diverse points of view.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** We got stuck on "diverse points of view"...we understand what it means, but we debated about how to teach this, to "mastery", in our limited time we have with our students, without sacrificing too much of our art-making time.

**Neutral:** I think something needs to be added about critiquing- identifying strengths and areas that need improvement in their own work of art. I believe this is a very important skill that leads to reflection and improvement.

**Neutral:** The wording sounds off

**Agree:** (no comment)

(PG Feedback) **Agree:**

**(PG Feedback) Disagree:** A create competency should be under create? And persist through failure, should that be under create?

**(PG Feedback) Agree:**

Evidence Outcome: Support collaborative dialog to analyze and evaluate different points of view

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Comment:** We had a question come up: Are we "evaluating" objectively or non-objectively?

**Disagree:** Change this to be more about critiquing ones own art. Students need to be able to identify areas of strength and areas needing improvement in their own work of art.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Reflect on how intended meaning influences the art making process

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Yes on #2

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:  
<http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**GLE: 2. Visualize intended meaning and determine a method of planning that best supports personal art making.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Reflect on how problem solving drives the creative process

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Identify various methods of planning for visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

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**Agree:** (no comment)

**Agree:** (no comment)

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

**GLE: 1.** Plan and create works of visual art and design where intended meaning is effectively communicated to viewers.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "effectively communicated" this phrase got us talking about how SUBJECTIVE art is to the viewer. We all have different colors, shapes, symbols that have meaning to us based on our individual backgrounds and schema...without always requiring them to explain their thinking to us one way or another (our volume of kids and our limited time with them arose in the discussion...again). This seemed daunting to collect evidence for.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Consider multiple ideas in order to select the idea that best supports the point of view

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** A very similar outcome to other ones for 5th grade.

**Agree:** (no comment)

**Disagree:** All of the EO's in this section sound to us like "envision" and critiquing to us, not "create". We already feel that making art gets minimized, so it sparked much discussion about time for art making.

**Agree:** (no comment)

**Evidence Outcome:** Discuss with others to determine if intended meaning was effectively communicated

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Contribute to the community of makers in a shared art space

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** What?

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

## GLE: 2. Apply an understanding of art processes and basic studio skills to create works of art and design.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Utilize traditional and contemporary media to effectively communicate intended meaning

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Revise works of visual art and design to improve ideas

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Justify choices made during the artistic process that resulted in the finished work of art and design

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Prepare works of art and design for presentation and public viewing

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Disagree:** This seems like another extra task that doesn't fit into our limited exposure with kids without affecting our art-making time. It doesn't seem necessary at the elementary level. Elementary kids HAVE to take art, many of them won't continue with art in higher levels of school. This seems like a task they should start considering when they are choosing to take art and pursue it a personal interest.

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)



**Agree:** (no comment)

**Agree:** (no comment)

#### Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

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

**GLE: 1. Investigate and interpret, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place, and times.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Disagree:** Too much, crammed into one!

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** The most valuable standards are IDC and ECR. This standard is the hardest to assess and the most difficult to understand. I also struggle to find the value. Why is it so important to connect so much to the community? This standard also overlaps a lot with some of the other standards. That being the case, I must bring up the point- Is it necessary?

**Disagree:** Needs to be more concise.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Investigate how inferring intended meaning in works of visual art and design can facilitate cross-cultural understandings

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Too vague.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** We spent years unpacking the first standards trying to understand them. These are no easier. They do not have to be written in such a way that makes it so hard to understand. The expectation of our administration is we will be teaching the standards from day one- these are written in such a way that this is not possible. They are hard to understand.

**Agree:** (no comment)

**Evidence Outcome:** Investigate how the reciprocal relationship between a work of visual art and design and the context of its culture deepens understanding

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Not sure what we are trying to learn or assess with this one.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Wow!...this seemed incredibly overwhelming and complicated to us. It was immediately added to BOTH our "things we think are too hard for elementary maturity" list and our "we don't have time to teach this to mastery" list  
**General Comment:** Many of us feel overwhelmed by how comprehensive the standards seem to be and how many EO's we have to learn for each standard (each standard seems to have nearly 20 EO's for K-5th). Most of us also are at schools that have other focuses we also have to familiarize with and integrate into our teaching (STEM, SIOP, IB). We are starting to feel incredibly overwhelmed and personally imbalanced (school/work takes more of our time than is fair to our families and friends).

**Disagree:** Is this necessary? Can you just talk in more simple terms about intended meaning and how art is influenced by society and culture.

**Agree:** (no comment)

**Evidence Outcome:** Discuss how art reflects diverse social values and beliefs

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Apply design thinking to real world problems

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** "Design" thinking ??

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Comment:** apply it to real world problems?

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

## Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Neutral:** (no comment)

## Visual Arts Sixth Grade

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

**PG: 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.**

**Agree:** (no comment)

**PG: 10. Develop artistic theoretical understanding and practice (praxis) individually or collaboratively to transfer the value of visual arts to human experience.**

**Agree:** (no comment)

**PG: 2. Visually and/or verbally articulate how visual art and design are a means for communication.**

**Agree:** (no comment)

**PG: 3. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.**

**Agree:** (no comment)

**PG: 4. Critique relationships that connect visual art and design with historic and contemporary philosophies.**

**Agree:** (no comment)

**PG: 5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.**

**Agree:** (no comment)

**PG: 6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.**

Agree: (no comment)

**PG: 7. Allow imagination, curiosity, and wonder to guide inquiry and research.**

Agree: (no comment)

**PG: 8. Participate in the reciprocal relationships between visual art and communities.**

Agree: (no comment)

**PG: 9. Persist in the creative process and innovate from failure.**

Agree: (no comment)

**GLE: 1. Apply the language of art and design to distinguish and differentiate meanings.**

Agree: (no comment)

Agree: clear and age appropriate

Agree: (no comment)

Agree: (no comment)

Neutral: ....in art.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Respond verbally or in written format justifying and interpreting a work of art using the language of art and design

Agree: The term "language of art and design" is beautifully used. Perfect area of grey for the educators interpretation.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop from oneself and various cultures a mental storehouse of images and the uses, symbolism, and meaning of those images

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** What level should this language be at? Most out our districts elementary schools no longer have art. Just a question to ponder

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Ah... Here is a good example of a student-centered inquiry questions: "What common language is used to improve communication about art?"

GLE: 2. Distinguish differences and compare commonalities in historical, contemporary, and cultural styles.

**Agree:** clear and age appropriate. thanks for adding "contemporary"

**Agree:** (no comment)

**Disagree:** This statement makes very little sense for a 6th grade classroom. This is too theoretical. Please be clearer. Also some teachers only see students for 6 weeks- so how would this relate to this?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** 8. is a bit challenging. It is awesome in theory but hard in practice due to availability of community out reach ans such.

Evidence Outcome: Describe and discuss the general characteristics of a work of art from various historical periods

**Agree:** Missing contemporary verbiage

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Interpret a variety of works of art while being respectful and mindful of culturally sensitive themes

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Analyze works of art from various historical periods and world cultures by their components of style and design

**Agree:** Missing contemporary verbiage

**Agree:** (no comment)

**Neutral:** include intention or message.

**Agree:** (no comment)

Evidence Outcome: Evaluate responses to works of art considering historical and cultural context as well as the work's formal properties

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Whose responses?

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** How does this relate to artistic and cultural styles?

**Comment:** I think this could be broken down into two skills.

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Symbolism and context are essential for understanding.

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** The students don't really cover religions and belief until 7th grade. I'm wondering if we should be introducing these concepts

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**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

### GLE: 3. Utilize key concepts, issues, and themes to connect the visual arts to other disciplines

**Agree:** clear and age appropriate

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** How can we include cross curricular thinking models. i.e. connecting irregularities in a pattern is an art skill and a math thinking model.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Identify skills, ideas, and themes in the visual arts that are influenced by other content areas

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** lets make this more reciprocal, maybe how art influences or connects with other content areas.

**Agree:** (no comment)

**Evidence Outcome:** Create works of art using skills from other disciplines

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** I do like this, but maybe again more of a reciprocal relationship.

**Comment:** Should this really be a requirement? Are other content areas other than maybe history/SS required to discuss art?

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Great questions!

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## Standard: 2. Envision and Critique to Reflect

GLE: 1. Interpret meaning and evaluate works of art and design recognizing diverse points of view.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Interpret meaning in works of art from a variety of perspectives

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** This is an on going skill to develop on. I feel that 6th grade students are just on the brink of beginning to dig in deeper for conceptual meaning.

**Agree:** (no comment)

Evidence Outcome: Research and compare works of art from different times and places

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>



GLE: 2. Describe, analyze, and interpret works of art using specific art vocabulary.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Describe and analyze works of art using the language of art and design

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Explain the visual qualities of a specified work of art from multiple points of view

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Learning Experience and Transfer:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:

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

GLE: 1. Plan the creation of a work of art utilizing feedback.

Agree: clear and relevant to this age

Agree: (no comment)

**Comment:** Reflection and feedback are essential to the creative process. Challenging students with critiquing and progress monitoring helps raise the consciousness of the creator.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use feedback from peers to plan and create works of art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Propose revisions to works of art using the language of art and design

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Evaluate redirection and revision during the creative process

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Comment:** These are great ways to break it down and offer variety of approaches.

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 2. Explore various media, materials, and techniques used to create works of art.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Recognize and utilize the individual characteristics of each medium

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Identify and differentiate the relationships between media choice, art processes, and final solutions

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Create and display works of art using a wide variety of contemporary and available media

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** Curation of work is limited by the amount of time in classes and rotation (could this be a suggestion of connections?)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 3. Utilize current and available technology to refine ideas in works of art.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Evaluate various technological processes used to make art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Recognize and discuss how technology operates in the creation of works of art

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## Standard: 4. Relate and Connect to Transfer

GLE: 1. Infer from works of art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place, and times.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Comment:** This is huge in art! I do believe that 6th grade is just seeing the tip of the iceberg on this area. They are still developing abstract through and critical thinking skills. It is a great time to introduce this and begin to grow it in subsequent years.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Explain and create works of art that incorporate everyday life, traditions, customs, and special events

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Draw conclusions from representations of ancestry in works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Identify and explain cross-disciplinary connections in works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## GLE: 2. Investigate art and other careers that use creative and design thinking.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Investigate how art is incorporated into contemporary careers

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Research an art related career of personal interest

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Not all schools and curriculum allow times for the students to research different careers. However, students can use critical thinking and creative thinking to explore problem-solving.

**Evidence Outcome:** Explain the contributions that art historians, cultural anthropologists, philosophers of art, engineers, computer designers, software engineers, or others make to their community and society as a whole

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## GLE: 3. Investigate how art addresses contemporary issues and community and societal concerns.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** This is essential. Again, I feel that 6th grade is a beginning of the iceberg.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Display research about artists that engage in social commentary

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Research the motivation for works of art that address social issues

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

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## Visual Arts Seventh Grade

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

**GLE: 1. Analyze works of art and apply the language of art and design to infer meaning.**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** As a 6-12th grade art instructor, I am in 100% agreement with the current circular standards, and feel the vertically aligned standards are a step in the wrong direction. I firmly believe visual art instructors are teaching our students the creative process, as reflected in our current standards. The creative process can be vital in developing the skills of software engineers, artists, videography, engineers, and used in all facets of society. I feel that the creative cycle laid out in our current standards allows for modifications in all

ability levels. Some of my students will take art in 6th grade and then not take another art class until their senior year of high school. Some students come to me with no art class experience. I am constantly making modifications for students that has nothing to do with what grade they are currently in. I use the circular standards to explain to students and administrators that the creative process leads us to ask *where does my art come from*, how do I communicate my ideas effectively, *how do I transfer knowledge of culture, history, artists, etc* and Reflection in writing, critique socratic discussion, etc.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Apply the language of art and design to describe the aesthetic value of works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Even 7th grade students still benefit from exploring symbolism. I feel that this is an on going conversation to analyze meaning.

**Evidence Outcome:** Evaluate the emotional significance generated by the language of art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Differentiate and implement the language of art and design when observing works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** Here is another good example of a student-centered inquiry question: "What common language is used to improve communication about art?"

**GLE: 2. Recognize and interpret works of art through the lens of time, place, and culture.**

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Examine and articulate works of art that communicate significant cultural beliefs or sets of values

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Investigate and discuss how exposure to various cultures and styles influence feelings and emotions toward art forms

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Interpret and demonstrate how works of art synthesize historical and cultural meaning

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** This is a good starting point. Students are exploring art and meaning in order to achieve understanding and compassion. Some apply this more seriously than others; however, it starts the conversation.

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 3. Employ concepts, issues, and themes from other disciplines to solve visual arts problems.**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** I do not think the wording of this is very coherent. I would recommend changing it to read "using the visual arts to employ concepts, issues, and themes from other disciplines."

**(PG Feedback) Agree:**

Evidence Outcome: Incorporate key concepts, issues, and themes from other disciplines into works of art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Explain and discuss how concepts, ideas, and themes from other disciplines can be used in the visual arts

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Explain how skills, themes, and key concepts from other disciplines help artists improve their work

**Agree:** (no comment)

**Agree:** (no comment)



Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Agree: (no comment)

Learning Experience and Transfer:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

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

GLE: 1. Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

**Comment:** Not sure what is meant by negotiation and selection.

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Explain and justify the visual elements artists use to express ideas in specific works of art

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Discuss and debate possible alternative interpretations of works of art

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Utilize visual literacy skills in verbal or written discourse to construct meaning from works of art considering multiple points of view

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Agree: (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 2. Utilize appropriate vocabulary in the critical analysis of works of art.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Explain the purpose of a variety of visual and conceptual elements in works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Decode the meaning in works of art using visual evidence

**Agree:** (no comment)

**Disagree:** Works of art don't necessarily have just 1 meaning

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

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

GLE: 1. Plan, anticipate outcomes, and use feedback to grow as an artist.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Plan, revise, and refine an idea through a series of display-ready works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Generate works of art based on selected themes or anticipated goals

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Identify or demonstrate changes in personal style or skill level in works of art over time

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## GLE: 2. Demonstrate technical skills and processes to achieve desired results.

**Agree:** (no comment)**Agree:** clear and relevant to this age**Agree:** (no comment)**Agree:** (no comment)**(PG Feedback) Agree:****(PG Feedback) Agree:**

**Evidence Outcome:** Create works of art from observation, photographs, and stored mental images adding personal interpretations

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)**Comment:** Choice Based art making has really helped me to incorporate students' personal meaning.

**Evidence Outcome:** Demonstrate and apply perceptual skills to create works of art

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

**Evidence Outcome:** Research and communicate personal ideas and interests in works of art

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:  
<http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

### GLE: 3. Utilize current and available technology as a primary medium to create original works of art.

**Agree:** (no comment)

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Explore ways to manipulate works of art through technology

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Utilize current and available technologies to create new forms of 2D and 3D art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:  
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**Standard: 4. Relate and Connect to Transfer**

GLE: 1. Investigate how artists, designers, and scholars narrate their social context.

**Agree:** (no comment)**Agree:** clear and relevant to this age**Agree:** (no comment)**Agree:** (no comment)**(PG Feedback) Agree:****(PG Feedback) Agree:**

Evidence Outcome: Design and create works of art using images, words, and symbols that illustrate personal community or culture

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

Evidence Outcome: Examine how art reflects societal values and beliefs

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

Evidence Outcome: Analyze and explain how artists and cultures have used art to communicate ideas and identity throughout history

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)**Comment:** Trying to get students to adapt or even explore different perspectives is a challenge. However, it is a way to build empathy and address social issues.

Learning Experience and Transfer:

**Agree:** (no comment)**Agree:** (no comment)**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)**Agree:** (no comment)**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins &amp; McTighe) can be found here:

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**GLE: 2. Identify where the visual arts and artistic thinking are present in the real world.**

**Comment:** "real" is vague. Do you mean careers or unpacking global perspectives? Seems like Very different things.

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Discuss and explain how the visual arts are an integral part of popular culture

**Comment:** not sure why pop/visual culture is combined with design thinking skills

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Recognize and articulate how artists and designers use critical thinking skills in the community

**Comment:** not sure why pop/visual culture is combined with design thinking skills

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** I feel this is too limiting.

**Evidence Outcome:** Explore and evaluate ways that artistic thinking is used to solve problems in various careers

**Comment:** not sure why pop/visual culture is combined with design thinking skills

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Comment:** This seems like a confusing mix of skills

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Comment:** again. confusing mix....design process? visual literacy about visual culture?

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Comment:** confusing mix of issues ...it seems like a mix between practical career skills and visual culture. confusing.

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 3. Communicate messages about societal problems through the creative process.**

**Agree:** clear and relevant to this age. very pertinent standard in today's art world.

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Recognize and articulate how social issues influence the creation of contemporary works of art.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Create and display a work of art based on a selected social issue.

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## Visual Arts Eighth Grade

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

**GLE: 1. Interpret works of art using the language of art and design and conceptual art frameworks.**

**Comment:** This implies that there will be specific content (conceptual art from 1970's). I'm sure that is not the intent, but it comes across that way.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Present works of art using the language of art and design to infer meaning

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)



Evidence Outcome: Describe and justify the specific elements in a work of art using the language of art and design

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Investigate and debate conceptual frameworks that give value to works of art

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 2. Synthesize and evaluate how time, culture, and artistic style relates to contemporary art concerns.**

**Agree:** This is such an important standard because our students need to be well versed in art that is being made TODAY!!! clear and age appropriate.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Neutral:**

**(PG Feedback) Neutral:**

Evidence Outcome: Incorporate personal life experiences through aesthetic responses to works of art

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Justify and infer how art often is defined by its originality

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Comment:** Originality is key and highlights the importance of not plagiarizing. This is definitely a challenge for middle school because they want to reflect their pop culture.

Evidence Outcome: Interpret changes in meaning over time in the perception of a familiar work of art

**Agree:** (no comment)

**Neutral:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Investigate and discuss how social and political environments influence an artist's creative process in making a work of art

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Examine and discuss the reasons to respect and avoid replication and interpretation of culturally sensitive taboos

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Comment:** This is definitely the age to reflect on the respect of other cultures' sacred symbols. Getting them to create their own symbolism is a huge task but necessary.

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 3. Apply key concepts, issues, and themes of the visual arts to solve problems using real-world applications.**

**Agree:** clear and important

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Neutral:**

**Evidence Outcome:** Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues, and themes to solve visual problems

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Communicate ideas visually through multiple modalities

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?"

Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here:

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

**GLE: 1. Utilize visual literacy skills to establish personal meaning and interpret the artistic intent of others.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Connect ideas or concepts in a work of art to their visual elements

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Analyze and explain the impact of persuasive techniques in print and in electronic media

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Develop a statement of purpose for a work of art in written, verbal, or digital format

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 2. Analyze, interpret, and make informed judgments about works of art using different points of view.**

**Agree:** clear and important

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Research and discuss belief systems used to value works of art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Interpret artistic styles, trends, and movements in various contexts

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Defend the value of a work of art utilizing comparisons to works of art from other times and places

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

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

GLE: 1. Employ feedback, planning, an ideation processes to develop artistic voice.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Collect feedback, ideas, and inspirations from multiple sources to create personal works of art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Demonstrate personal responsibility in the planning, implementation, and evaluation of works of art

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Create works of art that depict personal viewpoints while honoring sensitive topics

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## GLE: 2. Demonstrate technical proficiency and craftsmanship in the creative process

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Create works of art with attention to technique and craft

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Create works of art with preferred techniques that advance intended purpose and are display ready

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Investigate the unique qualities of various media to achieve desired results

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

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

**Agree:** very significant to include the "imaginative" language in this tech standards

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Utilize current and available technologies to explore multiple ways to communicate an idea visually

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Communicate complex ideas through works of art and design produced with new technologies

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## Standard: 4. Relate and Connect to Transfer

GLE: 1. Interpret the ways individual makers become agents that express the interdependent relationship between art, culture, and social contexts.

**Agree:** (no comment)

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** This is very wordy. Is there a possibility of paring it down? Like "Interpret the ways individual artists explore the relationships between art, culture, and social context?"

**(PG Feedback) Agree:** There's a beautiful simplicity about about all standards and their components. I appreciate what was kept and what was changed.

**(PG Feedback) Agree:**

Evidence Outcome: Investigate and analyze the role of the maker in specific arts traditions

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Compare how various cultures and communities honor, memorialize, and celebrate life events

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Recognize and discuss how works of art previously created across time and cultures can influence the work of practicing artists today

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**GLE: 2. Discern and articulate the impact arts, design, and creativity have on a variety of lifelong endeavors.**

**Agree:** (no comment)

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Develop personal agency and critical thinking skills that can be transferred to lifelong endeavors

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Identify arts resources and opportunities that exist in the community and explain why they are valued

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)



Evidence Outcome: Explore and evaluate ways that artistic thinking is used to solve problems

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "organize self-behavior" sounds a bit weird. Could it reflect the 7th grade standards or something like "and organize materials and self monitor behaviors and choices?"

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

GLE: 3. Demonstrate how art is a vehicle for social change.

**Agree:** (no comment)

**Agree:** clear and relevant to this age. extremely important standard based on today's art world concerns represented in higher ed institutions, major museums, and art biennials of the world

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Students are still developing their identity and social context at this age..demonstrating social change is a bit too high for this age group. They are establishing that art can impact society and raise awareness of social issues. However, it is not necessarily a direct correlation to their conceptualization.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Research and explain a work of art that aims to create social change in a specific community

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Create and display a work of art that persuades the viewer to take action

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

## Visual Arts High School

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

GLE: 1. Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Great!

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Excellent - instills research skills

**(PG Feedback) Agree:** Yes! Prepared graduates...I like the language.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:** These much more clearly summarize the essential learning goals of making, thinking, and being like an artist for our students.

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Develop observation skills to generate and synthesize ideas and interpret communicated meaning

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Connect and compare information gathered through observation in order to articulate the human experience

**Comment:** Change THE human experience to their human experience? It is hard enough for students to talk about something this big and when it is taken outside of them I think many will get lost

Agree: (no comment)

Agree: (no comment)

**Neutral:** I think this is good. The human experience is good in my opinion, but pretty broad.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Higher Depth of knowledge

Evidence Outcome: Discern and interpret nuances of meaning and intention of visual art and design across cultural contexts

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: does this include art history, or student equality?

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop mastery towards critical analysis of the origins of visual art and design across cultures

**Disagree:** I would like a continuum of what basic to mastery looks like in this context

**Comment:** I am unsure what this means. Why is it important that prepared graduates master this?

Agree: (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** does this include allowing one's "feelings" to be included?

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Excellent and relevant life long skills

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

GLE: 2. Interpret and analyze the influence of multiple contexts found in visual art and design explaining new and unexpected understanding about the artwork.

**Neutral:** I get it but it feels wordy. It feels like people will read gloss over it.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** too many EO's in this one! Condense!!!!

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:** I love the validation of curiosity, imagination, and wonder as an essential component to learning at the high school level.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Analyze visual art and design traditions to understand the influence of historical and cultural context on works of art and design

**Agree:** Overall, I really like how this group of evidence outcomes is more specific than the previously written ones.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Identify unfamiliar ideas to broaden perspectives and gain a multidimensional understanding of works of art

**Agree:** Love this one

**Comment:** This is vague to me. How can one identify an "unfamiliar idea" if one is unfamiliar with it? I would say "new" ideas but then what does "new" mean. New to the student?

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Multidimensional understanding? deeper understanding-- perhaps simplify

**Agree:** (no comment)

**Agree:** very good

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Research and document visual art, design, and architecture identifying various themes that communities experience across cultures and throughout time

**Agree:** Like the change

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Connect unfamiliar works of visual art and design to the lives of students

**Agree:** Like the change

**Comment:** Again, I feel the word "unfamiliar" is very confusing.

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** also well-written

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Identify and analyze innovations in visual art and design from diverse cultures in order to provide information about the present and implications for the future

**Neutral:** This one is still a little hard for me to figure out how to implement. I am not sure why and I can't tell if it is wordy or asking too much.

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Analyze and debate the consequences of replicating images or icons that are culturally or spiritually sensitive

**Agree:** Like the change

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Agree:** I've actually HAD this exact conversation with a student--it's important!

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** Love this

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Agree: (no comment)

Learning Experience and Transfer:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

Agree: (no comment)

GLE: 3. Use artmaking processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Supports the many "ways of knowing" inherent to various aspects of how we experience life  
 (PG Feedback) **Neutral:** Agree with all but the last one.

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Examine how connotation and denotation are used in visual art and design to express multidimensional concepts that can only be conveyed through visual form

**Disagree:** I think this needs to be reworded for the everyday teacher. Someone who doesn't have a huge academic vocabulary.

**Comment:** Wording again is difficult here and unnecessarily so. I would use "obvious" and "subtle" here. It seems silly to make this wording more confusing for teachers rather than direct language.

**Agree:** (no comment)

**Comment:** not necessary

**Comment:** not necessary

**Disagree:** This is a very distorted statement--does not match some of the more common language in this document

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Compare personal work within the larger discourse of visual art and design practices to identify purpose and function

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Recognize how the informed selection of materials becomes the vehicle for the conceptualization and expression of ideas that inform the aesthetic experience

**Disagree:** How about: Recognize how the choice of materials becomes the vehicle for the concept and expression of ideas that inform the aesthetic experience.

**Comment:** Recognize how material and technical choices can impact meaning in a work of art. Seems more direct wording to the skill....

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Investigate and articulate the aims of disparate art practices to foster complex critical thinking and analysis of visual art and design

**Disagree:** Critical thinking and analysis are the same thing. Maybe choose one. I vote critical thinking.

**Agree:** (no comment)

**Agree:** (no comment)



**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Being intentional is a key component to learning in the arts

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Supports art as a valid model for learning and understanding the world, and the research and depth of understanding required to develop works of art.

#### Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

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

GLE: 1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Disagree:** Innovate from failure?

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Identify concepts, themes, and viewpoints that are visible and suggested in a work of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Communicate interpretive and evaluative conclusions that justify intention and purpose

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Provide explanations that support critical judgments and discuss the value of competing opinions to support learning

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Determine how knowledge gained from critique may affect the creation or modification of an existing or new work of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Understanding how to accept and utilize criticism to improve future works of art demonstrates learning that can transcend evidence visible in students' execution of actual art works

**Agree:** very good

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Utilize critique to analyze and interpret existing or new works of art and apply new learning to the creation or modification of an artwork.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**GLE: 2. Articulate a personal philosophy of art, understanding various philosophies that have come before.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** I'm not sure how well the idea of a "personal philosophy" encapsulates all the thinking and analysis embedded in the evidence outcomes, below

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** #2 not needed, redundant

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Articulate and defend a personal philosophy of art using informed criteria to enhance imagination and broaden conceptions of purpose in visual art and design

**Disagree:** I'm not sure how the articulation and defense of a "personal philosophy of art" "enhances imagination." This entire statement makes no sense to me. I'm not sure what skill this is actually addressing.

**Agree:** (no comment)

**Comment:** very "wordy" Complex language does not make the standard meaningful

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Document, investigate, and synthesize a range of traditional and nontraditional studio practices to articulate intent

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** yes!

**Agree:** this is key

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Use perception and reflection to compare and contrast the technical proficiency of artists across time to form new patterns of insight

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Synthesize research, theory, and practice to envision the creation of an artwork

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** I especially like the inquiry part. #2

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Comment:** this is a really important one. This is the difference between good art education and great art education.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**GLE: 3. Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world.**

**Agree:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** #2 not needed, redundant

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Analyze and interpret philosophies of Western and non-Western art, taking into consideration the role of the artist, art historian, and art critic

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Use past and present aesthetic experiences to convey perceptions, share interpretations, critique and evaluate works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Interpret how meaning in works of art are related to the materials and process chosen by the artist

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Recognize how different criteria create contexts that influence the evaluation and assessment of visual works of art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Discuss and debate how society has come to value some works of art over others

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** great!

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one

good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

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

GLE: 1. Establish a practice of planning and experimentation to advance concepts and technical skills.

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** Excellent! Succinct and precise language here.

**Agree:** SO IMPORTANT!

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** This standard is much of what we do. To me, this standard is user friendly. It really seems like many of the other standards are too wordy and too many. Can't this be narrowed down in more common language? When I develop curriculum from standards, frankly, I would have to really search to connect with this document. Don't you want standards to become second nature, and familiar?

**(PG Feedback) Agree:** Excellent! Succinct and precise language here.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Research and generate possible concepts to investigate that could be used to build layers of meaning in preparation for making

**Agree:** (no comment)

**Comment:** reads awkwardly art-making? "Research and generate possible concepts that might be used to build deeper meaning in preparation for art-making"

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Research and consider various iterations of the idea and draft possible solutions using a variety of media

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Again, very important

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Practice techniques and improve skills by testing media to consider constraints and potential of materials

**Agree:** I like this one a lot! It encourages experimentation and process.

**Agree:** (no comment)

**Agree:** Excellent! Succinct and precise language here.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Create works of art representing personal narratives that use contemporary media

**Agree:** (no comment)

**Comment:** What is contemporary media? I teach ceramics. Does this rule out clay?

**Comment:** don't limit to contemporary media, or add traditional media as well

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** Excellent! Succinct and precise language here.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)



**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** I don't feel that representing a personal narrative is necessity for demonstrating advance concepts and technical skills.

**GLE: 2. Ideate and build works of art and design to demonstrate evolving mastery in traditional and new art media.**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Ideate? common language This standard is the most important and played out the best

**Agree:** plan and build? research, plan and build? Ideate awkward language

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:** Excellent! Succinct and precise language here.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Demonstrate processes of letting meaning evolve to create new meanings or reveal hidden meanings

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Master skills in a variety of media and techniques to create personally meaningful works of art

**Agree:** (no comment)

**Agree:** Excellent! Succinct and precise language here.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Interpret how meaning in works of art is related to the materials and process chosen by the artist

**Agree:** This is an important skill and I'm glad to see it being included.

**Agree:** (no comment)

**Agree:** Excellent! Succinct and precise language here.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Resolve art making problems by persisting through failure and making revisions

**Agree:** (no comment)

**Agree:** important addition to standards

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Engage in collaborative processes in the development, creation, and exhibition of works of art

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Comment:** tangible and useful contribution to what? Unclear

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** Not sure what "project based questioning" refers to?

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**GLE: 3. Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.**

**Agree:** clear and relevant to this age

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome: Identify how interpretation can be an essential part of the art making process to evaluate progress**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Receive and reflect upon feedback and integrate into artwork as needed**

**Agree:** (no comment)

**Comment:** get rid of receive, not needed

**Agree:** So important for an artist (and teenager)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Use knowledge and skills developed to inform future works of visual art and design

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Persevere through the progression of work to explore and encourage alternative solutions

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** #2 especially excellent inclusion!

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

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

GLE: 1. Research and analyze the ways visual artists, designers, and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Research and debate viewpoints found in a variety of resources that focus on and discuss visual art and design

Agree: (no comment)

Disagree: not needed, you cover it in b and c.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Discern the complexity of visual art and design to interpret and articulate historical paradigms in cultural context

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Evidence Outcome: Analyze and evaluate how works of art previously created across time and culture can influence the work of practicing artists today

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** #3. culturally "humble" perspectives? culturally sensitive?

**Agree:** #6 especially good!

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** Inquiry questions support students' sustained life long engagement in cultural discourse and education.

**GLE: 2. Develop mastery in visual communication skills that extends learning to new and unfamiliar contexts.**

**Comment:** I think this means that they are researching things they didn't already know about. but I'm not sure.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Use reasoning to identify problems and conceive solutions in art making that demonstrate that demonstrate the ability to exercise independent judgement in lifelong endeavors

**Comment:** "that demonstrate" appears twice in this paragraph. Not sure how this would be measured since "lifelong endeavors" goes beyond the scope of an art class. Would this just be something students speculate on?????

**Neutral:** that demonstrate is repeated

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "that demonstrate that demonstrate" seems like a typo?

**Agree:** (no comment)

Evidence Outcome: Utilize works of art to demonstrate new learning in unfamiliar contexts

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Transfer and integrate art and design related concepts and skills to real world questions

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Colorado Essential Skills and Meaning Making:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Learning Experience and Transfer:

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** #4 especially good!

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)

**GLE: 3. Utilize the practice of art making, and research historical and cultural contexts, to discern between different viewpoints, critique social problems, and effect social change.**

**Agree:** clear and relevant to this age. This is such an important standard given our present culture of "fake news" and the need for citizens who can discern intelligently among nuanced visual viewpoints

**Agree:** (no comment)

**Agree:** I love this one! Great job.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Demonstrate autonomous meaning making and problem solving skills to create works that reveal agency in thinking

**Disagree:** What is "autonomous meaning making?" What is "agency in thinking." Why does this verbiage need to be so convoluted and scholarly? Can't these be written for teachers and students in planer language that is more concrete and less heady, so they can actually be used and measured?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Work collaboratively to share knowledge and apply learning in new and unexpected contexts

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills and Meaning Making:**

**Agree:** (no comment)

**Agree:** #2 interesting and innovative. Helps students develop a personal community minded voice. Helps is supporting character education projects.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Learning Experience and Transfer:**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)



**Inquiry Questions:**

**Comment:** At the end of listed item 4, please delete the question mark and add “, including the ways in which the visual arts have been used to express the realization, or lack of realization, of human rights in the artist’s society or the world at large?” In support of this requested edit, I note the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) ). I believe this applies to the Visual Arts as well as Social Studies.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** "How can students..." is a question framed for teachers. Samples of student-centered inquiry questions would be useful for guiding inquiry practices with the students in mind. That said, there is one good example of a student-centered inquiry question in the 6th Grade Standard 1. Observe and Learn to Comprehend and is stated as: "What common language is used to improve communication about art?" Further guidance on developing inquiry questions (Wiggins & McTighe) can be found here: <http://www.learningpersonalized.com/using-essential-questions-engage-student-inquiry/>

**Agree:** (no comment)

**Agree:** (no comment)