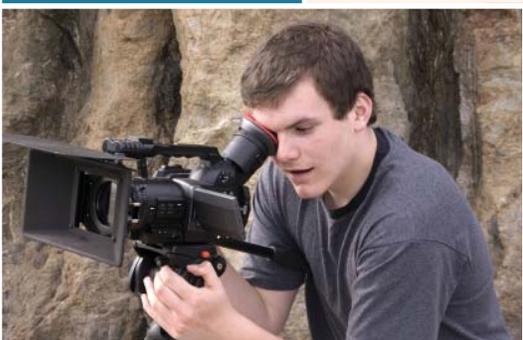


Sixth Grade

Visual Arts



Colorado Academic Standards Visual Arts

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

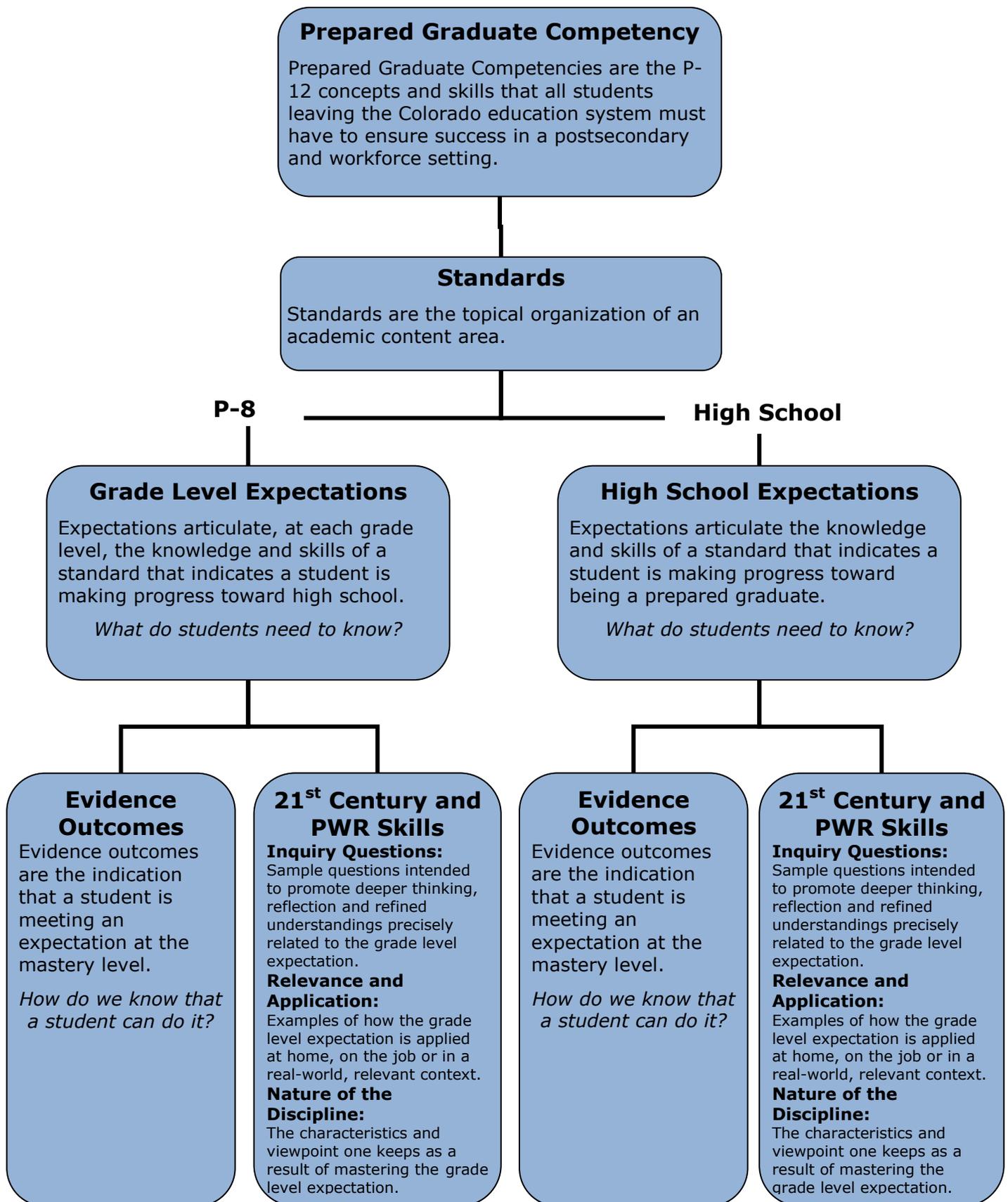
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

21st Century Skills and Readiness Competencies: Includes the following:

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Visual Arts

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

Prepared graduates:

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

Standards in Visual Arts

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

1. Observe and Learn to Comprehend

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

2. Envision and Critique to Reflect

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

3. Invent and Discover to Create

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

4. Relate and Connect to Transfer:

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

Visual Arts

Grade Level Expectations at a Glance

Standard

Grade Level Expectation

Sixth Grade	
1. Observe and Learn to Comprehend	1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art 2. Art created across time and cultures can exhibit stylistic differences and commonalities 3. Specific art vocabulary is used to describe, analyze, and interpret works of art
2. Envision and Critique to Reflect	1. Visual symbols and metaphors can be used to create visual expression 2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology
3. Invent and Discover to Create	1. Plan the creation of a work of art 2. Explore various media, materials, and techniques used to create works of art 3. Utilize current, available technology to refine ideas in works of art
4. Relate and Connect to Transfer	1. Critical thinking in the arts transfers to multiple lifelong endeavors 2. Visual arts impact community, cultural traditions, and events 3. Eco-art is a contemporary response to environmental issues

21st Century Skills and Readiness Competencies in Visual Arts

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

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

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

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

Collaboration

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

Self-Direction

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

Invention

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

Colorado's Description for School Readiness

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

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

Colorado's Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Observe and Learn to Comprehend

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art

Evidence Outcomes

Students can:

- a. Respond orally or in written format justifying and interpreting the characteristics and expressive features of art and design in a work of art (DOK 1-3)
- b. Develop from oneself and various cultures a mental storehouse of images and the uses, symbolism, and meaning of those images (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do underlying structures unconsciously guide the creation of works of art?
2. What might a historical master artist accomplish with the technology available today?

Relevance and Application:

1. Technology can be a tool in creating two- or three-dimensional art and provide infinite possibilities to manipulate characteristics and expressive features in works of art.
2. The characteristics and expressive features of art and design are used to express ideas and create images in various types of print and broadcast media and are distinct to many art and design careers.

Nature of Visual Arts:

1. Underlying structures in art and society can be established via analysis and inference.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:
➤ Recognize, articulate, and debate that the visual arts are a means for expression

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
2. Art created across time and cultures can exhibit stylistic differences and commonalities

Evidence Outcomes

Students can:

- a. Describe and discuss the general characteristics of a work of art from various historical periods (DOK 1-3)
- b. Articulate how to be respectful and mindful of culturally sensitive themes. (DOK 1-3)
- c. Compare and contrast works of art from various historical periods and world cultures by their components of style and design (DOK 2-4)
- d. Analyze responses to works of art in terms of historical, cultural, and visual meaning (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Does art define culture, or does culture define art?
- 2. What are commonalities in historical and cultural styles?
- 3. What are distinctive differences in historical and cultural styles?

Relevance and Application:

- 1. Changes in art movements relate to changes in science and technology.
- 2. Advancements in technology have broadened the function and purpose of art.
- 3. Belief systems influence the interpretation and analysis of works of art.

Nature of Visual Arts:

- 1. Every artist and artistic period has a style.
- 2. History and culture affect self-expression.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates: <ul style="list-style-type: none">➤ Analyze, interpret, and make meaning of art and design critically using oral and written discourse➤ Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives
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Grade Level Expectation: Sixth Grade

Concepts and skills students master:
3. Specific art vocabulary is used to describe, analyze, and interpret works of art

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Describe the characteristics and expressive features of art and design in selected works of art (DOK 1-3)b. Explain the aesthetic qualities of a specified work of art through multiple modalities (DOK 2-3)c. Identify ways in which art is basic to thinking and communicating about the world (DOK 1-3)	Inquiry Questions: <ul style="list-style-type: none">1. Explain the potential for boundaries in art and who defines these boundaries.2. What is a defensible argument?3. How does one critique a work of art?4. What are the advantages or disadvantages to critiquing a work of art?
	Relevance and Application: <ul style="list-style-type: none">1. The inquiry skill sets of analyzing, assessing, and evaluating are valuable in becoming informed consumers of visual images in marketing and in mass media.2. Critique fluency encourages and develops higher-order thinking that builds a deeper awareness of details in the surrounding environment.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Breaking away from acceptable and traditional norms often gives rise to new and more divergent forms of artistic expression.

2. Envision and Critique to Reflect

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Visual symbols and metaphors can be used to create visual expression

Evidence Outcomes

Students can:

- a. Identify and correlate universal symbols in works of art (DOK 1-3)
- b. Translate symbols into familiar settings such as community, billboards and store signage (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is a symbol?
2. How is a symbol universal, personal, and cultural?
3. How do symbols relate to art?

Relevance and Application:

1. The persuasive quality in art can be enriched by the use of traditional and new technologies.
2. A work of art allows the artist to communicate intended meaning to the viewer and evokes new meaning through the viewer's perspective.
3. Creating art work through the use of expanded media and technologies sharpens sophisticated ideas, feelings, emotions and points of view about art and design.

Nature of Visual Arts:

1. Art is about communication.
2. Throughout history, Art has communicated meaning, relevance, and a multitude of viewpoints.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology

Evidence Outcomes

Students can:

- a. Research and explain how the arts are influenced by other content areas (DOK 1-3)
- b. Create works of art around concepts, issues, and themes from other disciplines through cross-curricular experiences (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do the visual arts connect to other disciplines?
- 2. How is a connection between the visual arts and non-art disciplines important?

Relevance and Application:

- 1. The cross disciplinary skills found in the study of visual art provide advantages for marketable career opportunities.
- 2. Art can be found in architecture throughout time and culture, giving insight to the form and function needs of various historical and cultural contexts.
- 3. Scientific, medical, and technical drawing communicates ideas and information.
- 4. There is a direct correlation between mathematics and engineering in the creation of stable and kinetic sculptures.
- 5. The aerospace industry relies on artistic talent in order to design and build air and space vehicles.

Nature of Visual Arts:

- 1. Visual art reflects, documents, and encapsulates time periods, cultures, geography, and the status of a region's inhabitants.

3. Invent and Discover to Create

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Plan the creation of a work of art

Evidence Outcomes

Students can:

- a. Use planning tools to create works of art (DOK 1-2)
- b. Use the characteristics and expressive features of art and design to plan works of art (DOK 1-3)
- c. Evaluate the redirection and revision during the creative process (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you start a work of art?
2. What are the steps involved in finishing a work of art?
3. How do you depict intent in a work of art?

Relevance and Application:

1. The marketable skills of problem-solving, planning, and creating generate a pathway from the art room to future careers, particularly in the areas of leadership such as project management, military command, education, and graphic and interior design.
2. The ability to use sketches and planning strategies helps to organize within the creative process – much like planning and hypothesizing helps to inform the scientific process.

Nature of Visual Arts:

1. The visual arts allow for the actualization of an object, surface, or space. They transform materials and environments into representations of aesthetic, functional, or contextual value.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Identify the use of media by analyzing the inherent physical properties (DOK 1-3)
- b. Recognize and utilize the individual characteristics of each medium (DOK 1-3)
- c. Identify and differentiate the relationships among media choice, art processes, and final solutions (DOK 1-3)
- d. Create works of art using a wide variety of contemporary and available media (DOK 3-4)
- e. Define and evaluate appropriate media choices to achieve desired results in works of art (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you use various tools, materials, techniques, and processes in the specific mediums?
2. How do you know which tool, material, technique, or process to choose when creating a work of art?
3. How can a certain media give a distinctive feeling or express a particular characteristic in a work of art?

Relevance and Application:

1. The translation of knowledge into the many aspects of daily life is facilitated by the skills learned in art experiences such as trial and error, the process of elimination, comparing and contrasting, and problem-solving.
2. Once a skill such as drawing, painting, ceramic work, sculpting, printmaking, weaving, and computer imaging is achieved in art, it can transfer inherent applications and conceptualizations to other disciplines.

Nature of Visual Arts:

1. Materials, processes, and techniques complement each other.
2. Art-making is interdisciplinary and draws on the synergistic trans-disciplinary nature of aesthetic understanding.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Utilize current, available technology to refine ideas in works of art

Evidence Outcomes

Students can:

- a. Evaluate the use of various technological processes use to make art (DOK 1-3)
- b. Recognize and discuss how technology operates in the creation of works of art (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How is technology restricted?
- 2. How is art manipulated beyond computers?
- 3. What, besides computers, is considered technology?
- 4. What are some philosophical questions regarding the use of technology to create art?

Relevance and Application:

- 1. Digital and electronic media manipulation and the use of a projector, chemical reaction, or specific process to produce or manipulate an image provide many avenues for refining and adapting works of art.
- 2. Copyright and legalities of image reproduction impact visual resources and free access to works of art.
- 3. Technological advances allow for the computerized, digital analysis of works of art by the great masters as well as the authentication of works of art in major collections, holdings, and museums.

Nature of Visual Arts:

- 1. Technology is a tool, not a way to replace the craft of creating art.

4. Relate and Connect to Transfer

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Critical thinking in the arts transfers to multiple lifelong endeavors

Evidence Outcomes

Students can:

- a. Compare and contrast how art is incorporated into contemporary careers (DOK 2-3)
- b. Discuss ways that the visual arts create lifelong learning opportunities (DOK 1-3)
- c. Explain the contributions of art historians, cultural anthropologists, philosophers of art, engineers, computer designers, and software designers (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are the visual arts important to various careers?
2. Why do the visual arts impact career cultures?
3. How do the visual arts connect to and enhance other career options?

Relevance and Application:

1. The inventive responses and critical decision-making skills generated by the visual arts can influence our contemporary market and establish the foundational elements for future applications in commerce beyond this century.
2. Visual art skills can be useful in jobs within and outside of the creative industry.

Nature of Visual Arts:

1. The visual arts foster divergent thinking and multiple applications.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Visual arts impact community, cultural traditions, and events

Evidence Outcomes

Students can:

- a. Explain and create works of art that incorporate everyday life, traditions, customs, and special events (DOK 1-4)
- b. Compare and contrast the visual traditions of personal and foreign culture within their sphere of individual experience such as public and community art, and important buildings in the community (DOK 2-3)
- c. Draw conclusions, and honor personal and other cultural representations of ancestry in works of art (DOK 3-4)
- d. Identify and discuss the contributions artists make to their community and to society as a whole (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are cultural events, and where do they occur in your community?
2. How do the arts exist in your family celebrations and daily life?
3. What are familiar cultural events?
4. Why is it impossible to separate art from culture?

Relevance and Application:

1. The arts bring families and communities together to share, explain, and celebrate traditions.
2. Cultural fairs and events express specific customs, protocols, and understandings that should be respected.
3. Rites of passage that often are captured through the arts provide ways for cultures to classify maturity, social acceptance, and leadership.
4. Art such as magazine covers and poster designs often marks the passage of time, style, and norms.

Nature of Visual Arts:

1. Art is present in many different types of cultural representations.
2. Art is an integral part of cultural events, rituals, and ceremonies.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates: <ul style="list-style-type: none">➤ Transfer the value of visual arts to lifelong learning and the human experience➤ Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
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Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Eco-art is a contemporary response to environmental issues

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Use and discuss nature as a source of inspiration for works of art (DOK 1-2)b. Use reclaimed and recycled materials to create works of art (DOK 1-3)c. Discuss the motivation for works of art such as those by Christo and Jeanne-Claude, Goldsworthy, and Smithson who use natural materials, the natural environment and earthscapes (DOK 1-3)d. Discuss the motivation for works of art by artists such as Calder and Butterfield who use recycled and reclaimed materials (DOK 1-3)	Inquiry Questions: <ul style="list-style-type: none">1. Who are artists who use recycled and reclaimed materials?2. Why would an artist use recycled materials?3. How does using reclaimed materials affect an artwork’s value in material and aesthetic terms?4. What are some benefits or disadvantages to an artist choosing to create art in a natural environmental setting rather than in a traditional art setting?
	Relevance and Application: <ul style="list-style-type: none">1. Technological advances have created new types of environmental art.2. Architects, public art planners, builders, and developers utilize processes that are fundamental to ecological art to inform decisions about new building designs and the purposes for structures and their environmental sustainability.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Nature has been a source of artistic inspiration throughout history.2. Art imitates nature, and now with the help of technology, nature is made into art.

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