

Seventh 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?*

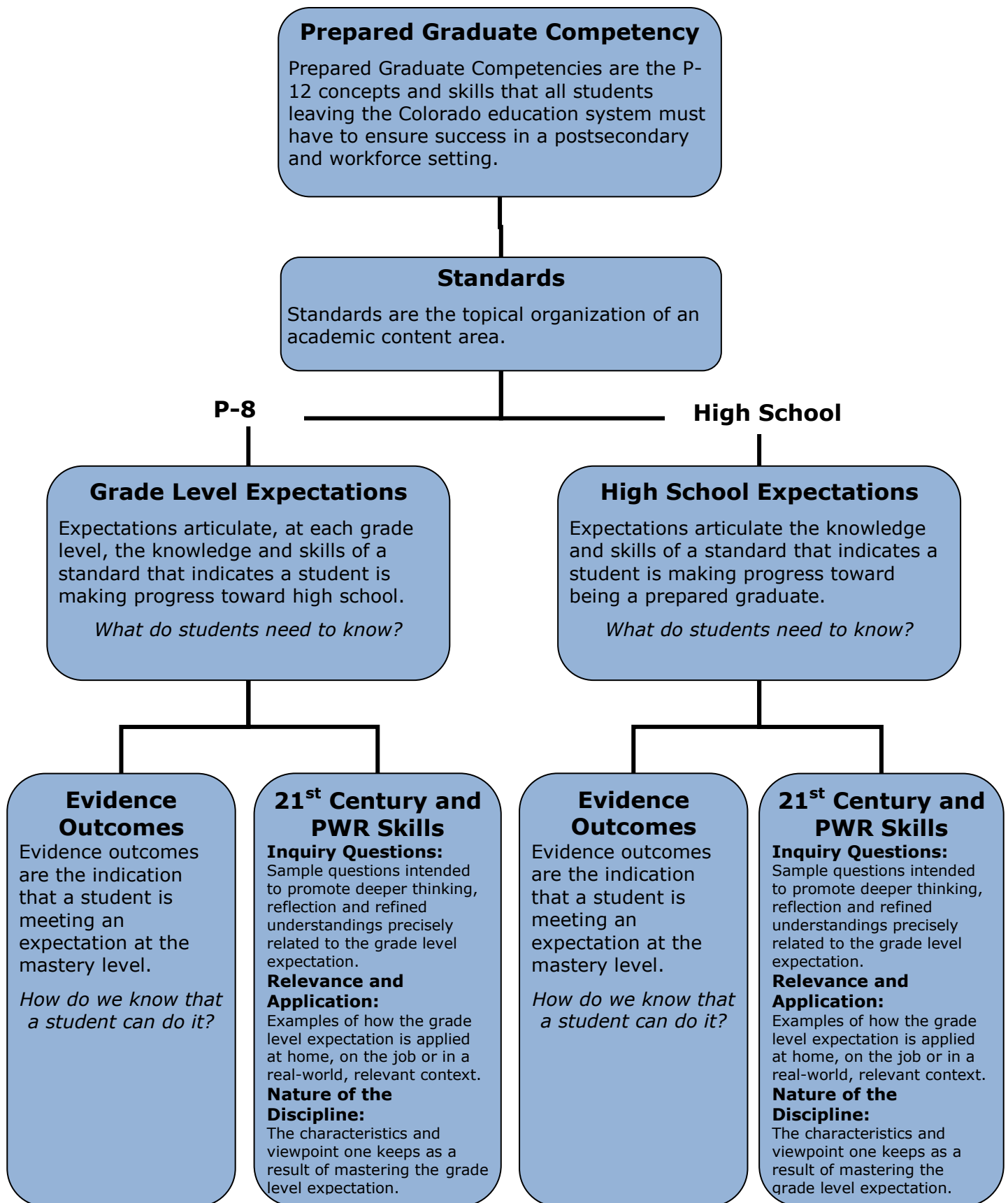
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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
Seventh Grade	
1. Observe and Learn to Comprehend	1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time 3. Knowledge of art vocabulary is important when critically analyzing works of arts
2. Envision and Critique to Reflect	1. Visual literacy skills are used to create meaning from a variety of information 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines
3. Invent and Discover to Create	1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art 3. Use of various media, materials, and tools to express specific meaning in works of art 4. Utilize current, available technology as a primary medium to create original works of art
4. Relate and Connect to Transfer	1. Critical thinking in the arts transfers to multiple uses in life 2. The visual arts community messages its cultural traditions and events 3. Art and design strategies can solve environmental problems

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: Seventh Grade

Concepts and skills students master:

1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art

Evidence Outcomes

Students can:

- a. Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art (DOK 1-3)
- b. Evaluate the emotional significance generated by characteristics and expressive features of art and design (DOK 1-3)
- c. Differentiate and implement characteristics and expressive features of art and design in works of art (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are some characteristics and expressive features of folk art?
- 2. How does traditional art training impact the art and craft of visual art?
- 3. Why or why not is developing a work of art based on formal principles a good idea?

Relevance and Application:

- 1. Underlying structures across society can be articulated through analysis and inference.
- 2. Artists use their imaginations, intuitions, senses, deeply felt experiences, and views of beauty to make and respond to art.
- 3. Articulating and debating ways that characteristics and expressive features of art and design relate to each other and other disciplines opens the door to divergent thinking and processing.

Nature of Visual Arts:

- 1. Viewing art is critical in art-making. The artist is not separate from the viewer, nor is the viewer separate from the artist.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time

Evidence Outcomes

Students can:

- a. Examine and articulate works of art that communicate significant cultural beliefs or sets of values (DOK 1-3)
- b. Investigate and discuss how exposure to various cultures and styles influences feelings and emotions toward art forms (DOK 1-3)
- c. Interpret and demonstrate how works of art synthesize historical and cultural meaning (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does art change with time?
2. How does a time period impact meaning in a work of art?
3. What does utilitarian versus aesthetic function in works of art mean?
4. What makes art essential?

Relevance and Application:

1. Historical events mandate aesthetic responses by artists and their works of art.
2. Significant events impact the making of art during current and future time periods.
3. Artists and audiences use cultural and community identities and social perspectives to make and respond to art.

Nature of Visual Arts:

1. Art is essential to the American and world cultures because of the visual, emotional, and senses-based aspects that unify us as in a global humanity.
2. The history of a culture's art speaks to where we have been, who we were, and who we are – and predicts where we are going.

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
- Recognize, articulate, and debate that the visual arts are a means for expression

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

3. Knowledge of art vocabulary is important when critically analyzing works of arts

Evidence Outcomes

Students can:

- a. Employ appropriate vocabulary for art categories such as realistic, abstract, non-objective, conceptual, and others genres (DOK 1)
- b. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What skills and vocabulary, if any, does one need know to appreciate and begin to understand art?
2. What makes the artists in time periods famous?
3. How does one talk and write about art?

Relevance and Application:

1. The use of content-specific vocabulary in all disciplines produces multi-literate members of society.
2. The language of art connects cultures that do not speak the same societal language and allows for the communication of intent and ideas in an informed manner.

Nature of Visual Arts:

1. Describing, analyzing, and interpreting works of art develops the skill and ability to make informed judgments.

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Visual literacy skills are used to create meaning from a variety of information

Evidence Outcomes

Students can:

- a. Critique works of art, and explain the visual symbols and metaphors artists use to express ideas (DOK 1-3)
- b. Discuss and debate the concepts and skills required to invent new ideas and applications (DOK 3-4)
- c. Interpret subjects, themes, and symbols as they relate to meaning in works of art (DOK 1-3)
- d. Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a person "read" a work of art?
2. What is considered 21st century media?
3. What are the differences in reading or interpreting 21st century media as opposed to traditional art media?

Relevance and Application:

1. Employers seek workers who are skilled in visual literacy. Since technological advances continue to develop at unprecedented rates, educators increasingly promote the learning of visual literacies as indispensable to life in the information age.
2. Being visually literate creates persuasive, well-informed consumers and members of society.
3. Skilled problem-solvers are valuable commodities in the 21st century workforce.

Nature of Visual Arts:

1. The arts use discovery and learning as a process.
2. The creation of art makes us aware of problems and how to solve them.
3. Visual literacy provides the tools we need to problem-solve.

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines

Evidence Outcomes

Students can:

- a. Incorporate key concepts, issues, and themes from other disciplines into personal works of art (DOK 3-4)
- b. Explain and discuss how concepts, ideas, and themes are demonstrated (DOK 1-3)
- c. Create works of art by incorporating themes that represent and interpret ideas from visual narratives and other fields of knowledge (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can art stand alone, or how does it have to relate to other disciplines to show significance?
2. What distinguishes art as art when it is created outside of studios? If one makes a painting in math class, is it still art?
3. What are the necessary and sufficient conditions needed for art to exist?

Relevance and Application:

1. Interpreting and relating art concepts such as color theory, characteristics and expressive features of art and design, and perspectives in art to other arts and disciplines increases the aesthetic value of art.
2. Utilizing core content subject matter (e.g., as in math concepts like fractions, science or literacy), or concepts unique to other specific disciplines in the creation and analyzing of visual arts, expand intrinsic cognitive development and embrace the interdisciplinary nature of art.
3. Relating the visual arts to contemporary societal, cultural, environmental, and historical issues enhances themes that are prominent to visual narratives and promotes the characteristic diversity of art that occurs in global and societal contexts.

Nature of Visual Arts:

1. Visual art is a distinct form of communication that enriches the understanding of other disciplines by connecting us with more depth to the world we live in and opening our minds to multiple ways of seeing and making meaning.

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: Seventh Grade

Concepts and skills students master:

1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art

Evidence Outcomes

Students can:

- a. Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art (DOK 1-3)
- b. Generate works of art based on selected themes or anticipated goals (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do artists plan for or anticipate outcomes?
2. What does good craftsmanship mean or look like, and how does it vary in different cultures?
3. How can quality in craftsmanship differ depending on the kinds of tools, materials, and techniques used?
4. What, if anything, distinguishes "craft" from "art?"

Relevance and Application:

1. Problem-solving, planning, and creating to produce a finished product are marketable job skills.
2. Craftspeople and their work have been honored throughout history as exemplars of particular cultures.
3. Works of art tell the stories of history and culture.

Nature of Visual Arts:

1. The distinguishable characteristics of craft impact the integrity of art-making.
2. Learned patience is a characteristic of fine craftsmanship and can be translated to multiple career paths and real-life experiences.

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
- 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: Seventh Grade

Concepts and skills students master:

2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art

Evidence Outcomes

Students can:

- a. Create works of art from observation, photographs and stored mental images (DOK 3-4)
- b. Demonstrate and apply perceptual skills to create works of art (DOK 3-4)
- c. Research and communicate personal ideas and interests in works of art (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can knowledge of art skills be used to create works of art?
2. Why is it important to use art tools and media correctly?
3. How is restructuring art different from creating an original work of art?

Relevance and Application:

1. Greater spatial awareness occurs when learned knowledge of technical skills engages in trans-disciplinary contexts.
2. Visual information that is restructured guides learners and viewers toward divergent thinking opportunities.
3. Technical art terminology that is related to other disciplines such as drafting, computer-aided design, landscaping, mathematics, and science allows for varied viewpoints and interpretations.

Nature of Visual Arts:

1. Visual illustration communicates information and ideas through attention to technical skill.

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
- 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: Seventh Grade

Concepts and skills students master:

3. Use various media, materials, and tools to express specific meaning in works of art

Evidence Outcomes

Students can:

- a. Create works of art using a variety of media and materials (DOK 3-4)
- b. Create works of art that convey intended meaning (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes the artistic process artistic?
2. What are the implications of following a teacher's or master artist's advice on materials and techniques used in a work of art?

Relevance and Application:

1. Commercial design problems can be solved using graphic art skills such as experimentation, research, and the application of fundamental design strategies in new contexts.
2. Visual art is connected to other arts disciplines, social activities, mass media, and careers.
3. Knowledge of visual arts media, materials, and tools provide a repertoire for interpreting the world around us.
4. Artists create artworks for different purposes, including personal, functional, decorative, symbolic, social, cultural, and political.

Nature of Visual Arts:

1. The desire to make art relates specifically to the characteristics and expressive features of the media, materials, tools, and art process used to create the work of art.

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
- 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: Seventh Grade

Concepts and skills students master:

4. Utilize current, available technology as a primary medium to create original works of art

Evidence Outcomes

Students can:

- a. Manipulate works of art through technology (DOK 1-3)
- b. Create personal two and three dimensional works of art using computer design programs that combine current and available technologies (DOK 2-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does technology impact art in everyday life?
2. How does current and available technology differ from modern to historic times?
3. What would have been current and available technology for Monet or another artist, and how would they have used it?

Relevance and Application:

1. Social networking sites, audio and visual handheld devices, and many other technical applications such as contemporary cell phone designs, texting devices, websites, blogs, Internet and hypernet applications, and Internet search engines rely on quality artistic design for their function and reliability.
2. The ability to use technology including (and often combining) video, immersive virtual reality, the World Wide Web, wireless technology, performance, large-scale art installations, and interactive exhibitions as an art tool in real-world situations engages multiple audiences and adds relevance to the work of art created.
3. The manipulation of works of art through technology furthers careers for a variety of artists in contemporary society such as designers, printmakers, sculptors, multimedia artists and designers, photographers, video and digital film makers, architects, interior designers, fabric and textile artists and designers, and ceramicists.

Nature of Visual Arts:

1. Design and layout are important components of modern 21st century electronic applications.
2. Technology can impact intent and the rendition of a message in a work of 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:
➤ 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: Seventh Grade

Concepts and skills students master:
1. Critical thinking in the arts transfers to multiple uses in life

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Discuss and explain how the visual arts are an integral part of the working world (DOK 1-3)b. Recognize and articulate how artists and designers use critical-thinking skills in the community (DOK 1-3)c. Explain and evaluate ways such as spatial awareness, images as explanation, and layout and drafting that the arts are used to solve problems and present ideas for a variety of careers (DOK 1-3)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What is the difference between high or low art?2. What big ideas in art are important in career opportunities?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Articulating that making informed choices in the visual arts reflects personal involvement in real-world applications builds transferable skills that can be used in many settings.2. Transferring knowledge provides advantages in marketable career opportunities.
	<p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Arts-related job opportunities are the fastest growing careers in our contemporary economy.2. Artists contribute to society in a myriad of ways.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- 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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. The visual arts community messages its cultural traditions and events

Evidence Outcomes

Students can:

- a. Design and create works of art using images and words that illustrate personal community or culture (DOK 3-4)
- b. Discuss how art is an integral part of community culture and events (DOK 1-3)
- c. Explain and analyze how artists and cultures have used art to communicate ideas and develop functions, structures, and designs throughout history (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to understand the cultural context in which art is made?
2. How have the roles of visual artists within community cultural traditions changed over time?

Relevance and Application:

1. Funding, producing, writing, displaying, and marketing communicate artistic traditions and events.
2. Interdisciplinary connections between and among the visual arts and other art forms enrich the context of works of art.

Nature of Visual Arts:

1. Art invites and endless array of possible communication opportunities.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

<p>Prepared Graduates:</p> <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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:
3. Art and design strategies can solve environmental problems

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

- a. Rejuvenate and recycle art media (DOK 1-3)
- b. Discuss design problems that address environmental issues such as noise barriers and wind walls along urban highways (DOK 1-3)
- c. Recognize and articulate how the environment influences the look and use of art, architecture, and design (DOK 1-3)

Inquiry Questions:

- 1. Why should art be created to draw attention to environmental issues?
- 2. How do artists create art as a response to environmental issues?

Relevance and Application:

- 1. An artist's work can influence or be influenced in positive or negative ways by the surrounding environment.
- 2. The technology of how materials were made throughout history has changed radically such as the way paint was made in the 19th century compared to modern technologies.

Nature of Visual Arts:

- 1. The arts contribute to identifying and protecting our natural environment.

Colorado Department of Education

Office of Standards and Instructional Support
201 East Colfax Ave. • Denver, CO 80203

The Arts Content Specialist: Karol Gates (gates_k@cde.state.co.us)
<http://www.cde.state.co.us/CoArts/StateStandards.asp>