Visual Arts

Draft Proposed Visual Arts Standards Revisions December 2017

*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions.*
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Instructions

In this section, you have the opportunity to provide feedback on the context of the Prepared Graduate Statements (FGS).

On the next page, as you review the grade level expectations, you will be able to provide feedback on the alignment of the PGS with the given grade level expectation.

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

About Prepared Graduate Statements (FGS)

All of Colorado’s Academic Standards were designed “backwards” from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.

Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

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

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

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

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

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

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

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

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

9. Persist in the creative process and innovate from failure.

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

Grade Level: Preschool

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Preschool Learning and Development Expectation:

1. Identify art in daily surroundings.

Indicators of Progress:

By the end of the preschool experience (approximately 60 months/5 years old) students may

- Select images in materials such as but not limited to books, cartoons, computer games, and environmental print
- Use age appropriate communication to describe works of art
- Recognize basic language of art and design in relation to daily surroundings

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Incorporate art experiences throughout the daily routine.
2. Stress process over product when viewing a work of art.
3. Post or make available visual representations such as photographs of familiar objects, places, and illustrations from books in the art area.
4. Hang art reproductions showing familiar experiences.
5. Provide opportunities for children to explore and classify various art media. For example, children may sort photographs or sculpture, collage, drawings, and paintings into groups.
6. Provide opportunities for children to discover art in their homes, classroom, center or school and community.

Examples of Learning/Children May:

1. Move with a variety of colored scarves noticing how color and shape are changed by the light and movement.
2. Bring attention to patterns, shapes, lines, or colors found in objects and design inside as well as in nature and the outdoor environment.
3. Comment or draw attention to a feature of a food item or packaging at snack or meal time.
4. Ask a question about a work of art.
Visual Arts
Grade Level: Preschool
Standard: 2. Envision and Critique to Reflect

**Prepared Graduates**

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

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

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

9. Persist in the creative process and innovate from failure.

**Preschool Learning and Development Expectation:**

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

**Indicators of Progress:**

By the end of the preschool experience (approximately 60 months/3 years old) students may

- a. Explain that works of art communicate ideas and tell stories
- b. Communicate a story about a work of art
- c. Discuss one’s own artistic creations and those of others

**Examples of High Quality Teaching and Learning Experiences:**

1. Supportive Teaching Practices/Adults May:
   1. Include various art forms, materials, and techniques representing children’s cultures
   2. Encourage children to take art home to share with families
   3. Encourage children to talk about their art by commenting on colors, textures, techniques, and patterns
   4. Share wordless picture books and invite children to tell the story
   5. Display at children’s eye level within the classroom, children’s art (with their permission) to encourage
   6. Provide a safe space for children’s works-in-progress to be labeled and stored to encourage children to extend elaborating on their work over subsequent days
   7. Ask questions that encourage children to think about their creations and why they made particular choices
   8. Display prints of fine art and books that include art reproductions

2. Examples of Learning/Children May:
   1. Tell the story of their own work
   2. Show or tell the steps used in making own art
Visual Arts
Grade Level: Preschool
Standard: 3. Invent and Discover to Create

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

1. Prepared Graduates
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Preschool Learning and Development Expectation:
1. Create works of art based on personal relevance.

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may:

a. Explore the process of creating works of art at one’s own pace that arrive at an individual desired outcome
b. Use art materials freely, safely, and with respect in any environment
c. Engage in the process of creating visual narratives from familiar stories and subject matter

Examples of High Quality Teaching and Learning Experiences:

1. Supportive Teaching Practices/Adults May:
1. Provide children with access to an organized art area and supply with a variety of developmentally appropriate art materials and emphasize open-ended, process-oriented activities
2. Designate an area where children can be free to use art materials and be messy; provide clean-up tools and model how to use them to clean up when finished
3. Plan art activities that extend children’s understanding of art techniques and art media
4. Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations
5. Stress the process over product
6. Label how children describe art materials, techniques, or subject matter in their artwork
7. Respect children’s work and ask permission to write directly on their picture
8. Write children’s narratives about their artwork on sticky notes or labels and attach to side or beneath their picture to encourage families to discuss the artwork with their child

Examples of Learning/Children May:
1. Use a combination of materials in an inventive way
2. Try a variety of techniques
3. Dictate about the subject of personal artwork
4. After several readings of a favorite story, participate in a process that represents the story
Visual Arts

Grade Level: Preschool
Standard: 4. Relate and Connect to Transfer

Select Grade Level & Standard

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

Preschool Learning and Development Expectation:
1. Understand that artists have an important role in communities.

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
a. Explain what an artist does and who an artist can be
b. Identify some of the activities in which artists participate
c. Identify art materials used by artists

Examples of High Quality Teaching and Learning Experiences:
1. Supportive Teaching Practices/Adults May:
   1. Draw children’s attention to the illustrations in a book and read about the artist
   2. Invite family members or local artists to talk about the materials, tools, and techniques they used to create a piece of artwork
   3. Use the correct art vocabulary for materials, tools, and actions (in English as well as in any other of the children’s home languages) while children are actively engaged in working with art materials
   4. Plan opportunities for children to see artists in action

   Examples of Learning/Children May:
   1. Use names for art materials (i.e., pastels, clay, yarn, etc.)
Visual Arts

Grade Level: Kindergarten

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Kindergarten

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

Evidence Outcomes

Students Can:

a. Recognize that visual art and design can tell stories
b. Use visual language to describe personal works of art
c. Tell a story to explain personal works of art and the artworks of others
d. Recognize and respect that individuals will have different perceptions about works of visual art and design

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Demonstrate curiosity, imagination, and eagerness to learn.

Inquiry Questions:
1. How can students use art to tell the story of what they see and experience?
2. How can students use the vocabulary of art to share and hear the stories of others?
3. How can students locate art in their world?
4. How can students use art to expand their imaginary worlds?
5. How can students recognize visual and design forms in human-built environments and in nature?

Learning Experience and Transfer:
1. Use layers of experiences to develop personal insight that can be shared
Visual Arts

Grade Level: Kindergarten

Standard: 2. Envision and Critique to Reflect

Instructions

To leave feedback, click on the comment icon (✓) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox (✓) so you can keep track of your progress.

Prepared Graduates

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

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

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

9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Kindergarten

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

Evidence Outcomes

Students Can:

a. Articulate through play the meaning of personal works of visual art and design

b. Imagine possibilities for personal works of art and design

c. Recognize that playing with materials can inspire ideas for visual art and design

d. Give an opinion on works of visual art and design

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

2. Look for and value different perspectives expressed by others.

3. Establish goals for communication and plan out steps accordingly.

Inquiry Questions:

1. How can students use their play and imagination to generate ideas?

2. How can students experiment with all of the senses to make connections about art?

3. How can students make connections between what they know and what they see?

Learning Experience and Transfer:

1. Play is a generative process used in the artistic practice
Visual Arts

Grade Level: Kindergarten

Standard: 3. Invent and Discover to Create

Instructions

To leave feedback, click on the comment icon (añ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (■) so you can keep track of your progress.

Prepared Graduates

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

Grade Level Expectation: Kindergarten

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

Evidence Outcomes

Students Can:

a. Investigate various properties of tools and materials
b. Describe intention for creating artwork
c. Describe why artwork is finished
d. Use materials safely

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Demonstrate an understanding of cause and effect related to personal decisions.

Inquiry Questions:

1. How can students use art to tell their stories?
2. How can students play and experiment to make?
3. How do students connect art and feelings?
4. How do students share materials and ideas?

Learning Experience and Transfer:

1. Art tells stories
Visual Arts
Grade Level: Kindergarten
Standard: 4. Relate and Connect to Transfer

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

Grade Level Expectation: Kindergarten
1. Recognize that artists and designers contribute and connect to their communities.

Evidence Outcomes
Students Can:
- a. Identify how and where artists and designers work
- b. Recognize how art is integrated into their everyday life
- c. Locate where visual art and design are displayed in familiar places

Academic Context and Connections
Colorado Essential Skills and Meaning Making:
1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement
2. Ask questions to develop further personal understanding
3. Recognize how members of a community rely on each other, considering personal contributions as applicable

Inquiry Questions:
1. How can students find artists in their community?
2. How can students describe the art they see in everyday life?
3. How can students describe how art is used in their community?
4. How can students recognize the contributions that artists and designers make to their communities?

Learning Experience and Transfer:
1. Art is a poetic expression of everyday life
Visual Arts

Grade Level: First Grade

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: First Grade

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

Evidence Outcomes

- Students Can:
  a. Recognize that artists choose materials to help tell their stories
  b. Identify how works of art express specific feelings using the language of art and design
  c. Understand that different communities and cultures share their own stories

Academic Context and Connections

1. Colorado Essential Skills and Meaning Making:
   1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues.

2. Inquiry Questions:
   1. How can students use close observation and questioning to learn about an artist's or artwork's story?
   2. How can students incorporate personal cultural relevance to share stories?
   3. How can students connect the stories in works of art to the cultures they represent?

3. Learning Experience and Transfer:
   1. Connect personal perspectives and feeling to express ideas
Colorado Academic Standards Review
VISUAL ARTS
First Grade: Reflect

Prepared Graduates

2. Visually and/or verbally articulate how visual art and design are a means for communication.
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: First Grade

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

Evidence Outcomes

Students Can:

a. Discuss the personal stories portrayed in a work of art
b. Express the ways art provokes feeling
c. Envision the potential of a material to be transformed

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multi-lingual).
2. Look for and value different perspectives expressed by others.
3. Establish goals for communication and plan out steps accordingly.

Inquiry Questions:

1. How can students identify the feelings expressed in a work of art?
2. How can students use stories to encourage empathy?
3. How can students imagine how a material can be transformed?

Learning Experience and Transfer:

1. Transformation is the result of imagination at work
Prepared Graduates
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

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

Evidence Outcomes
Students Can:
- a. Choose art media to express ideas and feelings
- b. Plan for making works of visual art and design
- c. Describe the sequence used in creating works of art
- d. Share materials safely

Academic Context and Connections
Colorado Essential Skills and Meaning Making:
- 1. Synthesize ideas in original and surprising ways.
- 2. Form and test hypotheses to guide problem solving.

Inquiry Questions:
- 1. How can students learn through play and experimentation as they make?
- 2. How do students share their trials and errors?
- 3. How do students connect art and feelings?
- 4. How do students share materials and ideas?

Learning Experience and Transfer:
- 1. Artists communicate ideas and feelings
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the context of varied traditions, histories, and cultures.

Grade Level Expectation: First Grade

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

Evidence Outcomes

Students Can:

a. Tell about the people and places in everyday life through works of art and design
b. Identify how stories in visual art and design teach us about each other
c. Discuss how visual art and design are used to remember and document personal stories and feelings

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Demonstrate an understanding of cause and effect related to personal decisions.
2. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
3. Ask questions to develop further personal understanding.

Inquiry Questions:

1. How can students learn about each other by sharing stories in their art?
2. How can students communicate what is important about themselves in their art?
3. How can students express their feelings through art and design?

Learning Experience and Transfer:

1. Artists communicate what is important in their world
Visual Arts

Grade Level: **Second Grade**

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

### Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

### Grade Level Expectation: Second Grade

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

### Evidence Outcomes

**Students Can:**

a. Identify and describe how artists choose materials to enhance the communication of ideas
b. Discover how similar ideas can be expressed in multiple ways
c. Determine what art vocabulary is useful when discussing works of art and design

### Academic Context and Connections

1. **Colorado Essential Skills and Meaning Making:**
   - Define the problem using a variety of strategies.

2. **Inquiry Questions:**
   - How can students learn to understand the ways art expresses more than one idea?
   - How can students describe ideas in verbal and nonverbal forms?
   - How can students attentively describe sensory experiences?
   - How can students identify the choices artists make to communicate ideas in their work?

3. **Learning Experience and Transfer:**
   - Make artistic choices to share ideas
Colorado Academic Standards Review

VISUAL ARTS
Second Grade: Reflect

1. Prepared Graduates
   2. Visually and/or verbally articulate how visual art and design are a means for communication.
   4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
   6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
   9. Persist in the creative process and innovate from failure.

2. Grade Level Expectation: Second Grade
   1. Share and explain choices made and possible next steps in personal works of visual art and design.

3. Evidence Outcomes
   Students Can:
   a. Understand that artists reflect on their creative practice to improve works of visual art and design.
   b. Recognize that artists seek out the opinions of others to inform their practice.
   c. Use the language of visual art and design to describe observations and form opinions.

4. Academic Context and Connections
   1. Colorado Essential Skills and Meaning Making:
      1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
      2. Look for and value different perspectives expressed by others.
      3. Establish goals for communication and plan out steps accordingly.
   2. Inquiry Questions:
      1. Where do students get ideas?
      2. How can students engage with observational experiences?
      3. How can students explain what they imagine?
      4. How can students use their memory to describe their observations?
      5. How can students use the opinions of peers to expand their thinking?
   3. Learning Experience and Transfer:
      1. Visual arts use various literacies.
Prepared Graduates
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Second Grade
1. Plan and create works of art by exploring various media and using symbols to enhance communication.

Evidence Outcomes

Students Can:
- a. Choose appropriate materials to make art
- b. Create finished works of art
- c. Explain choices made in the art making process
- d. Respect and care for classroom materials

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Synthesize ideas in original and surprising ways.
2. Form and test hypotheses to guide problem solving.

Inquiry Questions:
1. How can students make works of art that communicate?
2. How can students identify and create symbols in works of art?
3. How can students test the qualities of different materials?
4. How can students describe their art making experience?
5. How can students use metaphor or analogy to create works of art and enhance communication of ideas?

Learning Experience and Transfer:
1. Art reflects ideas
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

Grade Level Expectation: Second Grade

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

Evidence Outcomes

Students Can:

a. Recognize that visual art and design communicate connections between multiple disciplines
b. Discuss public art and its role within the community
c. Discuss the role of art and design in our communities and world

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Participate in social or community activities.
2. Compare attitudes and beliefs as an individual to others.
3. Identity and reflect upon personal connections to community systems.

Inquiry Questions:

1. How can students represent their community through art and design?
2. How can students describe the way they see artists working in their communities?
3. How can students make art about their everyday life experiences as a tool for understanding their community?

Learning Experience and Transfer:

1. Artists preserve the culture of a community
Visual Arts

Grade Level: Third Grade

Standard: 1. Observe and Learn to Comprehend

Instruction:
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Third Grade
1. Investigate works of art and design to recognize how to create meaning with purpose and intent.

Evidence Outcomes
Students Can:
- Identify historical and cultural ideas evident in works of visual art and design.
- Use the visual language of art and design as a tool to help determine artistic intent.
- Discuss whether the use of a material supports or detracts from intended meaning.

Academic Context and Connections
Colorado Essential Skills and Meaning Making:
1. Recognize personal characteristics, preferences, thoughts, and feelings.
2. How can students develop ownership over self-expression?
3. How can students use choices to plan for intended outcomes?

Inquiry Questions:
1. How can students investigate works of art and design to recognize how artists and designers create meaning?

Learning Experience and Transfer:
1. Read artwork to uncover visual information.
Prepared Graduates

2. Visually and/or verbally articulate how visual art and design are a means for communication.
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Third Grade

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

Evidence Outcomes

Students Can:

a. Use peer feedback to inform next steps and improve works of art and design
b. Discuss works of visual art and design in an informative way that builds understanding
c. Explain how individuals can have different opinions about works of art

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
2. Look for and value different perspectives expressed by others.

Inquiry Questions:

1. How can students explain why there are different opinions about art?
2. How do students appreciate and value their opinions?
3. How do students self-evaluate their works of art?
4. How can students speak with intention about art?

Learning Experience and Transfer:

1. Art making incorporates reciprocal feedback
Prepared Graduates

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

Grade Level Expectation: Third Grade

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

Evidence Outcomes

Students Can:

a. Describe how working collaboratively can enhance the artistic process
b. Experiment with traditional and contemporary media
c. Determine whether a work of art is finished
d. Utilize the visual language of art and design as a tool to communicate meaning
e. Demonstrate how the art room is a community of makers

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Create information through the use of technologies.
2. Synthesize ideas in original and surprising ways.
3. Form and test hypotheses to guide problem solving.
4. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Inquiry Questions:

1. How can students select appropriate tools and media to communicate an idea?
2. How can students use visual language intentionally?
3. What questions can a student ask to determine if the work of art is finished?

Learning Experience and Transfer:

1. Different skills are accessed when working individually and collaboratively
**Prepared Graduates**

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

**Grade Level Expectation: Third Grade**

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

**Evidence Outcomes**

- **Students Can:**
  1. Investigate how visual art and design can make connections between subjects, disciplines, or events.
  2. Connect the meaning of personal works of art to historical, cultural, or community events.
  3. Investigate how community art resources such as museums, galleries, and local arts organizations contribute to the life of the community.

**Academic Context and Connections**

- **Colorado Essential Skills and Meaning Making:**
  1. Consider purpose, formality of context, audience, and distinct cultural norms when planning content, mode, delivery, and expression.
  2. Recognize how members of a community rely on each other, considering personal contributions as applicable.

- **Inquiry Questions:**
  1. How can students' communities be reflected in their art?
  2. How can students make connections between various disciplines through art?
  3. How can the understanding of a student's culture enhance the understanding of other cultures?

- **Learning Experience and Transfer:**
  1. Artists work within the context of their communities.
Visual Arts

Grade Level: Fourth Grade

Standard: 1. Observe and Learn to Comprehend

Instructions:
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Fourth Grade
1. Uncover how artistic intent can be enhanced through the use of the visual language of art and design.

Evidence Outcomes

Students Can:

a. Hypothesize the steps an artist may have used to complete a work of visual art or design
b. Suggest alternative ways an artist could have communicated an idea

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Recognize that problems can be identified and possible solutions can be created.

Inquiry Questions:
1. How can students discuss artistic intent that recognizes the influence of contexts on artistic decisions?
2. How can students examine the various approaches artists and designers use for the planning of artworks?

Learning Experience and Transfer:
1. Make inferences based on contextual knowledge
Colorado Academic Standards Review
VISUAL ARTS
Fourth Grade: Comprehend

1. Prepared Graduates
   1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
   2. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.
   3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
   4. Allow imagination, curiosity, and wonder to guide inquiry and research.
   5. Participate in the reciprocal relationships between visual art and communities.

2. Grade Level Expectation: Fourth Grade
   2. Respond to an artist's point of view being mindful of historical, contemporary, and cultural context.

3. Evidence Outcomes
   Students Can:
   a. Recognize how the human experience is expressed in diverse ways
   b. Respond to works of art using inference and empathy
   c. Discuss how meaning can be inferred through the specific uses of the visual language of art

4. Academic Context and Connections
   Colorado Essential Skills and Meaning Making:
   1. Look for and value different perspectives expressed by others.

   Inquiry Questions:
   1. How can students thoughtfully consider the experiences of others to support mindfulness?
   2. How can students use creative expression and aesthetic responses for multiple purposes?

   Learning Experience and Transfer:
   1. Read visual information with genuine regard and concern
**Prepared Graduates**

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

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

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

9. Persist in the creative process and innovate from failure.

**Grade Level Expectation: Fourth Grade**

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

**Evidence Outcomes**

**Students Can:**

a. Discuss and define how to determine appropriate criteria for a given work of art

b. Discuss and form an opinion about the social and personal value of art

**Academic Context and Connections**

**Colorado Essential Skills and Meaning Making:**

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multi-lingual).

2. Look for and value different perspectives expressed by others.

**Inquiry Questions:**

1. How do students discuss and form opinions?

2. How do students evaluate their progress in order to advance ideas?

3. How do students determine criteria?

**Learning Experience and Transfer:**

1. Establishing criteria is an aspect of evaluating art
**Prepared Graduates**

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

**Grade Level Expectation: Fourth Grade**

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

**Evidence Outcomes**

**Students Can:**

a. Research from multiple sources to inspire works of visual art and design
b. Investigate with others how alternative ideas are generated

**Academic Context and Connections**

**Colorado Essential Skills and Meaning Making:**

1. Establish goals for communication and plan out steps accordingly.

**Inquiry Questions:**

1. How do students use in-process critique to determine possible next steps?
2. How can students learn to research from diverse sources?
3. How can students use research to gather ideas?
4. How can students synthesize research to imagine, inform, and plan possible next steps?

**Learning Experience and Transfer:**

1. Research is a continuous and ongoing aspect of art making
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

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

Evidence Outcomes

Students Can:

a. Generate multiple ideas in order to select the idea that best communicates intended meaning.

b. Communicate a plan for completing works of visual art and design.

c. Analyze through collaboration how personal works of art can be refined to effectively communicate intended meaning.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Synthesize ideas in original and surprising ways.

2. Look for and value different perspectives expressed by others.

3. Demonstrate curiosity, imagination, and eagerness to learn more.

4. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Inquiry Questions:

1. How can students use materials and processes in traditional and inventive ways?

2. How can students identify opportunities for experimentation in the creative processes?

Learning Experience and Transfer:

1. Consider and understand how a viewer can read and interpret the intended meaning.
Prepared Graduates

6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
8. Persist in the creative process and innovate from failure.

Grade Level Expectation: Fourth Grade

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

Evidence Outcomes

Students Can:

a. Justify how choice of media communicates personal intent
b. Understand that problem solving and persistence help determine the outcome of a final product
c. Prepare works of art and design for presentation

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Create information through the use of technologies.
2. Synthesize ideas in original and surprising ways.
3. Form and test hypotheses to guide problem solving.
4. Participate in social or community activities.

Inquiry Questions:

1. How can students transform an idea into a physical work of art?
2. How can students address issues of personal interest?
3. How can students communicate values and beliefs visually?

Learning Experience and Transfer:

1. The sharing of artwork cultivates interest and knowledge
Colorado Academic Standards Review
VISUAL ARTS
Fourth Grade: Transfer

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

Grade Level Expectation: Fourth Grade
1. Investigate and discuss how diverse communities address issues relevant to their culture, place, and times.

Evidence Outcomes
Students Can:
- Identify and describe how visual art and design communicate meaning between any subject, discipline, event, or issue.
- Compare works of art between diverse cultures to understand how the role of art is perceived within a given community.
- Compare how artists work in different cultures and at different times in history.

Academic Context and Connections
Colorado Essential Skills and Meaning Making:
1. Consider purpose, formality of context, audience, and distinct cultural norms when planning content, mode, delivery, and expression.
2. Recognize how members of a community rely on each other, considering personal contributions as applicable.

Inquiry Questions:
1. How can students understand the interdisciplinary connections evident in art and design?
2. How can students use comparison as a tool to develop greater understanding in art and design?
3. How can students identify how the art of a culture changes over time?
4. How can students investigate how diverse art traditions reflect time, place, and culture?

Learning Experience and Transfer:
1. Artists are agents of their own cultures.
Visual Arts

Grade Level: **Fifth Grade**

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

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**Prepared Graduates**

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

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**Evidence Outcomes**

**Students Can:**

a. Explore connections between works of art from different cultures through time
b. Interpret intended meaning using the visual language of art and design
c. Investigate how artists communicate points of view through personal works of art based on lived experiences

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**Colorado Essential Skills and Meaning Making:**

1. Compare attitudes and beliefs as an individual to others.

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**Inquiry Questions:**

1. How can students make decisions about their own work?
2. How do students process divergent visual information?
3. How can students think beyond generalizations to include differing and distinct points of view?

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**Learning Experience and Transfer:**

1. Associate meaning with point of view
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
4. Allow imagination, curiosity, and wonder to guide inquiry and research.
5. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

Students Can:

a. Observe and discuss how visual art and design exists in a shared contemporary world
b. Investigate and discuss how popular culture influences visual art and design

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Identify and reflect upon personal connections to community systems.

Inquiry Questions:

1. How can students examine the role of cultural objects in the everyday environment?
2. How can students respond to issues raised in popular culture to inspire original works of visual art and design?

Learning Experience and Transfer:

1. Connect daily life to visual art and design
Prepared Graduates

2. Visually and/or verbally articulate how visual art and design are a means for communication.
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

Students Can:

a. Support collaborative dialog to analyze and evaluate different points of view
b. Reflect on how intended meaning influences the art making process

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
2. Look for and value different perspectives expressed by others.

Inquiry Questions:

1. How can students respect each other’s points of view?
2. How can students create an environment that encourages a culture of safety that allows for risk-taking and divergent thinking?
3. How can students use different methods of reflection to evaluate their process and product?
4. How can students analyze diverse artworks and their different ways of visual communication to express diverse points of view?

Learning Experience and Transfer:

1. Divergent thinking supports the development of intended meaning
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

- Students Can:
  a. Reflect on how problem solving drives the creative process
  b. Identify various methods of planning for visual art and design

Academic Context and Connections

- Colorado Essential Skills and Meaning Making:
  1. Establish goals for communication and plan out steps accordingly.

- Inquiry Questions:
  1. How can students use reflection to envision a resolution of their ideas?
  2. How can students consider alternatives while making works of art?
  3. How can students use planning to create meaning?
  4. How can students use research to determine a method of planning that best supports personal art making?

- Learning Experience and Transfer:
  1. Reflecting and envisioning are continuous and ongoing
Visual Arts

Grade Level: Fifth Grade

Standard: 3. Invent and Discover to Create

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Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

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Instructions

To leave feedback, click on the comment icon (square with a line) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox (square) so you can keep track of your progress.

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Prepared Graduates

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

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

Students Can:

a. Consider multiple ideas in order to select the idea that best supports the point of view
b. Discuss with others to determine if intended meaning was effectively communicated
c. Contribute to the community of makers in a shared art space

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Synthesize ideas in original and surprising ways.
2. Look for and value different perspectives expressed by others.
3. Demonstrate curiosity, imagination, and eagerness to learn more.
4. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Inquiry Questions:

1. How can students establish intent for making?
2. How can students create meaning through art interventions?

Learning Experience and Transfer:

1. Consider and understand how a viewer can read and interpret the intended meaning.
Prepared Graduates

6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

- Utilize traditional and contemporary media to effectively communicate intended meaning
- Revise works of visual art and design to improve ideas
- Justify choices made during the artistic process that resulted in the finished work of art and design
- Prepare works of art and design for presentation and public viewing

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Create information through the use of technologies.
2. Synthesize ideas in original and surprising ways.
3. Form and test hypotheses to guide problem solving.
4. Participate in social or community activities.

Inquiry Questions:

1. How can students define for themselves personal experimentation and creation processes?
2. How can students determine what good craftsmanship look like?
3. How can students use technologies (contemporary media) to convey meaning?

Learning Experience and Transfer:

1. Create using an understanding of experimental and traditional processes
Visual Arts

Grade Level: Fifth Grade

Standard: 4. Relate and Connect to Transfer

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

Grade Level Expectation: Fifth Grade
1. Investigate and interpret, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place, and times.

Evidence Outcomes
Students Can:

a. Investigate how inferring intended meaning in works of visual art and design can facilitate cross-cultural understandings
b. Investigate how the reciprocal relationship between a work of visual art and design and the context of its culture deepens understanding
c. Discuss how art reflects diverse social values and beliefs
d. Apply design thinking to real-world problems

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.
2. Connect knowledge (facts, theories, etc.) from personal ideas and understandings to civic engagement.

Inquiry Questions:
1. How can students develop well-rounded perspectives in regards to identity?
2. How can students research art and design traditions to understand the intersectionality of culture?
3. How can students demonstrate cultural humility?
4. How can students build on cultural understanding when addressing real-world problems?

Learning Experience and Transfer:
1. Interdisciplinary knowledge informs cultural understanding
Visual Arts

Grade Level: Sixth Grade

Standard: 1. Observe and Learn to Comprehend

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

1. Prepared Graduates
   1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
   2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
   3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

2. Grade Level Expectation: Sixth Grade
   1. Apply the language of art and design to distinguish and differentiate meanings.

3. Evidence Outcomes
   Students Can:
   a. Respond verbally or in written format, justifying and interpreting a work of art using the language of art and design.
   b. Develop from oneself and various cultures a mental storehouse of images and the uses, symbolism, and meaning of those images.

4. Academic Context and Connections
   Colorado Essential Skills and Meaning Making:
   1. Establish goals for communication and plan out steps accordingly.

   Inquiry Questions:
   1. How can students justify formal decisions used in artworks to communicate visual effects?
   2. How can students use life experiences to create visual symbols for creative expression?
   3. How can students apply analysis strategies to create a new understanding?
   4. What common language is used to improve communication about art?

   Learning Experience and Transfer:
   1. Create a visual vocabulary and library.
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
8. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Sixth Grade

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

Evidence Outcomes

Students Can:

a. Describe and discuss the general characteristics of a work of art from various historical periods
b. Interpret a variety of works of art while being respectful and mindful of culturally sensitive themes
c. Analyze works of art from various historical periods and world cultures by their components of style and design
d. Evaluate responses to works of art considering historical and cultural context as well as the work's formal properties

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement.

Inquiry Questions:

1. How can students recognize stylistic differences and commonalities of artwork created across time and cultures?
2. How can students value the influence of belief systems on the interpretation and analysis of works of art?
3. How can students use the reciprocal relationship of art and culture to uncover meaning?

Learning Experience and Transfer:

1. Analyze visual characteristics in cultural contexts
Prepared Graduates

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

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

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

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

Grade Level Expectation: Sixth Grade

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

Evidence Outcomes

Students Can:

a. Identify skills, ideas, and themes in the visual arts that are influenced by other content areas

b. Create works of art using skills from other disciplines

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Collaboration between disciplines.

Inquiry Questions:

1. How can students solve interdisciplinary problems using visual art and design?

2. How can students investigate artworks through the lens of other disciplines?

3. How can students recognize the visual arts encompass and reflect multiple aspects of life throughout time and cultures?

Learning Experience and Transfer:

1. Employ varied disciplines harmoniously
Visual Arts

Grade Level: Sixth Grade

Standard: 2. Envision and Critique to Reflect

### Prepared Graduates

2. Visually and/or verbally articulate how visual art and design are a means for communication.
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
9. Persist in the creative process and innovate from failure.

### Grade Level Expectation: Sixth Grade

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

### Evidence Outcomes

Students Can:

- a. Interpret meaning in works of art from a variety of perspectives
- b. Research and compare works of art from different times and places

### Academic Context and Connections

- **Colorado Essential Skills and Meaning Making:**
  1. Identify and explain multiple perspectives.
  2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

- **Inquiry Questions:**
  1. How can students see meaning as a function of context?
  2. How can students engage in art analysis by comparing works through history and culture?

- **Learning Experience and Transfer:**
  1. Identify multiple points of view
  2. Establish and link background knowledge
Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Sixth Grade
2. Describe, analyze, and interpret works of art using specific art vocabulary.

Evidence Outcomes

Students Can:
- a. Describe and analyze works of art using the language of art and design
- b. Explain the visual qualities of a specified work of art from multiple points of view

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication.

Inquiry Questions:
1. How can students analyze a work of art using a common language?
2. How can students articulate the varied perspectives a viewer might have to a work of art?

Learning Experience and Transfer:
1. Demonstrate and model
2. Connect academic language across diverse disciplines
## Visual Arts

**Grade Level:** Sixth Grade  

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

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<th>Select Grade Level &amp; Standard</th>
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### Standard:

1. Observe and Learn to Comprehend  
2. Envision and Critique to Reflect  
3. Invent and Discover to Create  
4. Retali and Connect to Transfer

### Instruction

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox, so you can keep track of your progress.

### Prepared Graduates

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

### Grade Level Expectation: Sixth Grade

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

### Evidence Outcomes

**Students Can:**  

| a. Use feedback from peers to plan and create works of art  |  |
| b. Propose revisions to works of art using the language of art and design  |  |
| c. Evaluate redirection and revision during the creative process  |  |

### Academic Context and Connections

**Colorado Essential Skills and Meaning Making:**  

1. Look for and value different perspectives expressed by others.  
2. Develop and utilize basic task and time management strategies effectively.  
3. Demonstrate flexibility, imagination, and inventiveness in the creative process.  

**Inquiry Questions:**

1. How can students look for and value different perspectives about their work as they engage in the art-making process?  
2. How do students utilize suggestions in order to find workable solutions?  

**Learning Experience and Transfer:**

1. Cooperative learning  
2. Conceptual and project-based learning  
3. Imagining to develop artistic vision  
4. Organized critiques  
5. Synthesize knowledge, skill, and imagination to solve problems and express meaning
Prepared Graduates

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

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

9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Sixth Grade

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

Evidence Outcomes

Students Can:

a. Recognize and utilize the individual characteristics of each medium

b. Identify and differentiate the relationships between media choice, art processes, and final solutions

c. Create and display works of art using a wide variety of contemporary and available media

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Demonstrate curiosity, imagination, and eagerness to learn more.

2. Investigate to form hypotheses, make observations, and draw conclusions.

3. Set goals and develop strategies to remain focused on learning goals.

4. Discern differences of effective and ineffective processes, communication, and tasks.

Inquiry Questions:

1. How can students choose media based on its inherent qualities in order to enhance their work?

2. How can students reflect on finished artworks in various media in order to make decisions about future media choices?

3. How can students make and curate work in order to share with viewers?

Learning Experience and Transfer:

1. Demonstration

2. Exploration and discovery

3. Connect effective strategies of focused, goal-oriented investigation
Colorado Academic Standards Review

VISUAL ARTS
Sixth Grade: Create

1. Prepared Graduates
   1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
   2. Visually and/or verbally articulate how visual art and design are a means for communication.
   6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
   7. Allow imagination, curiosity, and wonder to guide inquiry and research.
   9. Persist in the creative process and innovate from failure.

2. Grade Level Expectation: Sixth Grade
   3. Utilize current and available technology to refine ideas in works of art.

3. Evidence Outcomes
   Students Can:
   a. Evaluate various technological processes used to make art
   b. Recognize and discuss how technology operates in the creation of works of art

4. Academic Context and Connections
   3. Colorado Essential Skills and Meaning Making:
      1. Create information through the use of technologies.
      2. Innovate from failure, connect learning across domains, and recognize new opportunities.
      3. Synthesize ideas in original and surprising ways.

   5. Inquiry Questions:
      1. How can students investigate technological processes that express their chosen ideas?
      2. How can students articulate the possible roles of technology in the creative process?

   6. Learning Experience and Transfer:
      1. Project based learning
      2. Connect planning to implementation
      3. Imagining to develop artistic vision
      4. Synthesize knowledge, skill, and imagination to solve problems and express meaning
**Visual Arts**

**Grade Level:** Sixth Grade  
**Standard:** 4. Relate and Connect to Transfer

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

**Prepared Graduates**

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.  
2. Visually and/or verbally articulate how visual art and design are means of communication.  
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.  
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

**Grade Level Expectation: Sixth Grade**

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

### Evidence Outcomes

**Students Can:**

- Explain and create works of art that incorporate everyday life, traditions, customs, and special events.  
- Draw conclusions from representations of ancestry in works of art.  
- Identify and explain cross-disciplinary connections in works of art.

### Academic Context and Connections

**Colorado Essential Skills and Meaning Making:**

1. Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior.  
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.  
4. Apply ethical perspectives and concepts to an ethical question, situation, or scenario.

**Inquiry Questions:**

1. How can students utilize personal traditions and their everyday life experiences to create an artwork?  
2. How can students respectfully consider ancestry in works of art?  
3. How can students identify the intersections between content areas in works of art?

**Learning Experience and Transfer:**

1. Artists consider multiple perspectives by investigating the context in which a work is made.  
2. Connect the interdependent relationship art and societies have.
Prepared Graduates

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

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

Grade Level Expectation: Sixth Grade

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

Evidence Outcomes

Students Can:

a. Investigate how art is incorporated into contemporary careers
b. Research an art related career of personal interest
c. Explain the contributions that art historians, cultural anthropologists, philosophers of art, engineers, computer designers, software engineers, or others make to their community and society as a whole

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.
2. Demonstrate a willingness to try new things.
3. Make connections between information gathered and personal experiences to apply and/or test solutions.
4. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.

Inquiry Questions:

1. How can students explore art as a career path and creative thinking as an asset in many workplaces?
2. How can students utilize research to discover art careers of personal interests?
3. How can students recognize creativity and design thinking as tools of many professionals in communities and society?

Learning Experience and Transfer:

1. Imagining, artistic visioning, and the design thinking process can benefit many lifelong pursuits
2. Connect new knowledge to personal preferences
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Sixth Grade

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

Evidence Outcomes

Students Can:

a. Display research about artists that engage in social commentary
b. Research the motivation for works of art that address social issues

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Connect knowledge (facts, theories, etc.) from personal ideas and understanding to civic engagement.
2. Demonstrate an understanding of cause and effect related to personal decisions.
3. Compare attitudes and beliefs as an individual to others.

Inquiry Questions:

1. How can students share their research about artists as agents of social change?
2. How can students analyze the reasons why artists create works about social issues?

Learning Experience and Transfer:

1. Artists identify and critique social issues and create work with real world and personal relevance
2. Connect personal ideas to civic engagement
Grade Level: Seventh Grade
Standard: 1. Observe and Learn to Comprehend

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
3. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: Seventh Grade
1. Analyze works of art and apply the language of art and design to infer meaning.

Evidence Outcomes
Students Can:

a. Apply the language of art and design to describe the aesthetic value of works of art
b. Evaluate the emotional significance generated by the language of art and design
c. Differentiate and implement the language of art and design when observing works of art

Academic Context and Connections
Colorado Essential Skills and Meaning Making:
1. Investigate to form hypothesis, make observations, and draw conclusions about how artists use media to make meaning.

Inquiry Questions:
1. How can students use analysis to create a new understanding?
2. How can students consider the aesthetic value of works of art?
3. What common language is used to improve communication about art?

Learning Experience and Transfer:
1. Evaluate the role of aesthetic decisions to support meaning
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
8. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Examine and articulate works of art that communicate significant cultural beliefs or sets of values
b. Investigate and discuss how exposure to various cultures and styles influence feelings and emotions toward art forms
c. Interpret and demonstrate how works of art synthesize historical and cultural meaning

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.

Inquiry Questions:

1. How can students understand the various ways art changes with time?
2. How can students examine the impact of time and place on meaning in a work of art?
3. How can students study artists and works of art to gain historical awareness?

Learning Experience and Transfer:

1. Contextualize divergent art histories and traditions
**Prepared Graduates**

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

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

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

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

**Grade Level Expectation: Seventh Grade**

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

**Evidence Outcomes**

**Students Can:**

a. Incorporate key concepts, issues, and themes from other disciplines into works of art

b. Explain and discuss how concepts, ideas, and themes from other disciplines can be used in the visual arts

c. Explain how skills, themes, and key concepts from other disciplines help artists improve their work

**Academic Context and Connections**

**Colorado Essential Skills and Meaning Making:**

1. Define the problem using a variety of strategies.

2. Synthesize creative solutions from a variety of disciplines to solve problems.

**Inquiry Questions:**

1. How can students use interdisciplinary knowledge to create works of visual art and design?

2. How can students incorporate information from a variety of sources to communicate complex visual ideas?

**Learning Experience and Transfer:**

1. Identify opportunities for interdisciplinary problem solving
Visual Arts

Grade Level: Seventh Grade

Standard: 2. Envision and Critique to Reflect

Instructions

To leave feedback, click on the comment icon (●) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (☐) so you can keep track of your progress.

Prepared Graduates

2. Visually and/or verbally articulate how visual art and design are a means for communication.
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Explain and justify the visual elements artists use to express ideas in specific works of art
b. Discuss and debate possible alternative interpretations of works of art
c. Utilize visual literacy skills in verbal or written discourse to construct meaning from works of art considering multiple points of view

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Make connections between information gathered and personal experiences to determine and extend meaning.
2. Examine how individuals interpret messages differently, how values and points of view are included or extended, and how media can influence beliefs and behaviors.

Inquiry Questions:

1. How can students explain and justify the visual text in an artwork?
2. How can students explain and justify visual elements as expressions of ideas?
3. How can students consider multiple viewpoints as they write and speak about meaning in art?

Learning Experience and Transfer:

1. Establish and link background knowledge
2. Read, write, and use vocabulary through an interdisciplinary lens.
PREPARED GRADUATES

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

GRADE LEVEL EXPECTATION: SEVENTH GRADE

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

EVIDENCE OUTCOMES

Students Can:

a. Explain the purpose of a variety of visual and conceptual elements in works of art
b. Decode the meaning in works of art using visual evidence

ACADEMIC CONTEXT AND CONNECTIONS

COLORADO ESSENTIAL SKILLS AND MEANING MAKING:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication.

INQUIRY QUESTIONS:

1. How can students investigate the formal components and ideas in a work of art?
2. How can students utilize visual cues in a work of art to understand a work of art?

LEARNING EXPERIENCE AND TRANSFER:

1. Demonstration and modeling
2. Connect specific academic language to diverse disciplines
Visual Arts

Grade Level: Seventh Grade

Standard: 3. Invent and Discover to Create

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

Change content area

Instructions

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates

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

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Plan, revise, and refine an idea through a series of display-ready works of art
b. Generate works of art based on selected themes or anticipated goals
c. Identify or demonstrate changes in personal style or skill level in works of art over time

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Look for and value different perspectives expressed by others.
2. Develop and utilize basic task and time management strategies effectively.
3. Assess personal strengths and limitations.

Inquiry Questions:

1. How can a student explore the progression of an artist’s work in order to understand how artists grow?
2. How can students persist in the steps of creative process in order to present their artworks?
3. How can a student utilize a theme or goal to guide their thinking and making process?

Learning Experience and Transfer:

1. Cooperative learning
2. Conceptual and project based learning
3. Imagining to develop artistic vision
4. Organized critiques
5. Synthesize knowledge, skill, and imagination to solve problems and express meaning.
Prepared Graduates
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Seventh Grade
2. Demonstrate technical skills and processes to achieve desired results.

Evidence Outcomes

Students Can:
a. Create works of art from observation, photographs, and stored mental images adding personal interpretations
b. Demonstrate and apply perceptual skills to create works of art
c. Research and communicate personal ideas and interests in works of art

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Synthesize ideas in original and surprising ways.
2. Appropriately express one’s own emotions, thoughts, and values and identify how they influence behavior.
3. Form and test hypotheses to guide problem solving.
4. Demonstrate curiosity, imagination, and eagerness to learn more.

Inquiry Questions:
1. How can students use various imagery to inspire their work but add their own twist or interpretation?
2. How can students develop attention and awareness in order to create works of art?
3. How can students research and use ideas that are relevant to them to create a meaningful artwork?

Learning Experience and Transfer:
1. Project based learning
2. Connect planning to implementation
3. Connect learning a skill to persevering to master the skill
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Explore ways to manipulate works of art through technology
b. Utilize current and available technologies to create new forms of 2D and 3D art

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Create information through the use of technologies.
2. Innovate from failure, connect learning across domains, and recognize new opportunities.
3. Synthesize ideas in original and surprising ways.

Inquiry Questions:

1. How can students explore the tools of technology in order to transform images and ideas?
2. How can students use technology to create innovative artworks?

Learning Experience and Transfer:

1. Project based learning
2. Connect planning to implementation
3. Imagining to develop artistic vision
4. Synthesize knowledge, skill and imagination to solve problems and express meaning
Visual Arts

Grade Level: **Seventh Grade**

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

### Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

### Grade Level Expectation: Seventh Grade

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

### Evidence Outcomes

**Students Can:**

- Design and create works of art using images, words, and symbols that illustrate personal community or culture
- Examine how art reflects societal values and beliefs
- Analyze and explain how artists and cultures have used art to communicate ideas and identity throughout history

### Academic Context and Connections

**Colorado Essential Skills and Meaning Making:**

1. Appropriately express one’s own emotions, thoughts, and values and identify how they influence behavior.
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.
3. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.

**Inquiry Questions:**

1. How can students utilize personally significant, symbolic imagery to create an artwork that expresses their time, place, and culture?
2. How can students read artworks to find evidence of societal values and beliefs?
3. How can students analyze the ways in which art has been used to communicate ideas?

**Learning Experience and Transfer:**

1. Artists consider multiple perspectives through investigation and inquiry
2. Connect the interdependent relationship art and societies have
Prepared Graduates

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

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

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Discuss and explain how the visual arts are an integral part of popular culture

b. Recognize and articulate how artists and designers use critical thinking skills in the community

c. Explore and evaluate ways that artistic thinking is used to solve problems in various careers

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Make connections between information gathered and personal experiences to apply and/or test solutions.

2. Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.

3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.

Inquiry Questions:

1. How can students engage in discourse about the intersections of art and popular culture?

2. How can students demonstrate understanding of the ways in which artists and designers make connections between information gathered and personal experiences and apply creative solutions?

Learning Experience and Transfer:

1. Critical thinking and the design thinking process are used across disciplines

2. Imagining, artistic visioning, and the design thinking process can benefit many lifelong pursuits

3. Connect new knowledge to personal preferences

4. Cooperative learning
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Seventh Grade

3. Communicate messages about societal problems through the creative process.

Evidence Outcomes

Students Can:

a. Recognize and articulate how social issues influence the creation of contemporary works of art.

b. Create and display a work of art based on a selected social issue.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Participate in social or community activities.
2. Connect knowledge (facts, theories, etc.) from personal ideas and understanding to civic engagement.
3. Apply knowledge and skills to plan and implement appropriate and workable solutions to address global problems using interdisciplinary perspectives independently or collaboratively.
4. Educate and inspire others to realize their potential.

Inquiry Questions:

1. How can students communicate the ways in which contemporary art addresses social issues?
2. How can students seek to understand and communicate ideas about social issues through the creation and sharing of artwork?

Learning Experience and Transfer:

1. Artists identify and critique social issues and create work with real world and personal relevance
2. Connect personal ideas to civic engagement
Visual Arts

Grade Level: Eighth Grade

Standard: 1. Observe and Learn to Comprehend

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
1. See oneself as a participant in visual art and design by experiencing, viewing, or making
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques

Grade Level Expectation: Eighth Grade
1. Interpret works of art using the language of art and design and conceptual art frameworks.

Evidence Outcomes
Students Can:
- Present works of art using the language of art and design to interpret meaning
- Describe and justify the specific elements in a work of art using the language of art and design
- Investigate and debate conceptual frameworks that give value to works of art

Academic Context and Connections
- Colorado Essential Skills and Meaning Making:
  1. Interpret information and draw conclusions based on informed analysis
- Inquiry Questions:
  1. How can students investigate the criteria used by various cultures to evaluate and make meaning of artwork?
  2. How can visual artists, designers, and media artists convey concepts, actions, and emotions effectively?
  3. How can students use established conceptual criteria to interpret works of art?
  4. How do students use visual media to share their interpretation of ideas?
  5. How can students respectfully consider the variety of individual responses to their artwork and the artwork of others?
- Learning Experience and Transfer:
  1. Analyze composition, form, function, and purpose
  2. Use established criteria to evaluate and synthesize knowledge, and personal experience to develop individual criteria to evaluate
Colorado Academic Standards Review
VISUAL ARTS
Eighth Grade: Comprehend

Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
8. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Examine how individuals interpret messages differently, and how values and points of view are included or extended.

Inquiry Questions:

1. How can students incorporate time and place to give meaning or function to a work of art?
2. How can students be responsive to artists and works of art in their contexts of cultures, times, and places?
3. How can students analyze the influence artist have on each other?
4. How can students analyze the impact artists have on social structures across time and place?

Learning Experience and Transfer:

1. Study diverse cultures across time and place
2. Compare and contrast historical art to contemporary art
Colorado Academic Standards Review
VISUAL ARTS
Eighth Grade: Comprehend

Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
10. Develop artistic theoretical understanding and practice (praxis) individually or collaboratively to transfer the value of visual arts to human experience.

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues, and themes to solve visual problems
b. Communicate ideas visually through multiple modalities

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Collaborate with non-art areas to generate creative ideas that solve real world problems.

Inquiry Questions:

1. How can students use collaboration with other content areas to solve problems?
2. How do students demonstrate problem solving skills through art making?
3. How can students deduce the value and influence of art on real-world problem solving applications?

Learning Experience and Transfer:

1. Use interdisciplinary collaboration and approaches to extend thinking
Visual Arts

Grade Level: Eighth Grade
Standard: 2. Envision and Critique to Reflect

Instructions:
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
2. Visually and verbally articulate how visual art and design are a means for communication.
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: Eighth Grade
1. Utilize visual literacy skills to establish personal meaning and interpret the artistic intent of others.

Evidence Outcomes

Students Can:

a. Connect ideas or concepts in a work of art to their visual elements
b. Analyze and explain the impact of persuasive techniques in print and in electronic media
c. Develop a statement of purpose for a work of art in written, verbal, or digital format

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Develop self-awareness by analyzing artworks.

Inquiry Questions:
1. How can students read visual elements as evidence of ideas and beliefs of an artist?
2. How can students use visual literacy skills to analyze the world around them?
3. How can students explain the meaning behind their artwork?

Learning Experience and Transfer:
1. Establish and link background knowledge
2. Read, write, and use vocabulary through an interdisciplinary lens
**Prepared Graduates**

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

**Grade Level Expectation: Eighth Grade**

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

**Evidence Outcomes**

**Students Can:**

- a. Research and discuss belief systems used to value works of art
- b. Interpret artistic styles, trends, and movements in various contexts
- c. Defend the value of a work of art utilizing comparisons to works of art from other times and places

**Academic Context and Connections**

**Colorado Essential Skills and Meaning Making:**

1. Global/Cultural Awareness
2. Examine how individuals interpret message differently, how values and points of view are included or excluded, and how art, design, and media arts can influence beliefs and behaviors.

**Inquiry Questions:**

1. How can students investigate why an artwork is considered valuable?
2. How can students utilize art history to understand the importance of time, place, and culture in art making?
3. How can students analyze art from multiple perspectives?

**Learning Experience and Transfer:**

1. Identify multiple points of view
2. Establish and link background knowledge
Visual Arts
Grade Level: Eighth Grade

Standard: 3. Invent and Discover to Create

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

1. Prepared Graduates
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

2. Grade Level Expectation: Eighth Grade
1. Employ feedback, planning, an ideation processes to develop artistic voice.

Evidence Outcomes

Students Can:
a. Collect feedback, ideas, and inspirations from multiple sources to create personal works of art
b. Demonstrate personal responsibility in the planning, implementation, and evaluation of works of art
c. Create works of art that depict personal viewpoints while honoring sensitive topics

Academic Context and Connections

Colorado Essential Skills and Meaning Making:
1. Look for and value different perspectives expressed by others
2. Set personal goals and take responsibility for those goals
3. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).

Inquiry Questions:
1. How can students gather and reflect on feedback in order to improve their artworks?
2. How can a student take initiative and persevere in the process of making an artwork?
3. How can a student use inspiration from many sources while considering how their art might be perceived in different contexts?

Learning Experience and Transfer:
1. Conceptual and project based learning
2. Imagining to develop artistic vision
3. Organized critiques
4. Synthesize knowledge, skill and imagination to solve problems, and express meaning
5. Act on creative ideas to make a tangible and useful contribution
Colorado Academic Standards Review
VISUAL ARTS
Eighth Grade: Create

1. Prepared Graduates
   6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
   7. Allow imagination, curiosity, and wonder to guide inquiry and research.
   8. Persist in the creative process and innovate from failure.

2. Grade Level Expectation: Eighth Grade
   2. Demonstrate technical proficiency and craftsmanship in the creative process.

3. Evidence Outcomes
   Students Can:
   a. Create works of art with attention to technique and craft
   b. Create works of art with preferred techniques that advance intended purpose and are display ready
   c. Investigate the unique qualities of various media to achieve desired results

4. Academic Context and Connections
   Colorado Essential Skills and Meaning Making:
   1. Synthesize ideas in original and surprising ways.
   2. Set goals and develop strategies to remain focused on improving skills.
   3. Form and test hypothesis to guide problem solving.
   4. Demonstrate curiosity, imagination, and eagerness to learn more.

   Inquiry Questions:
   1. How can a student persist in the technical processes of art making in order to create art they are proud of?
   2. How can a student understand and utilize various techniques to forward their vision?
   3. How can a student engage in art making as creative research?

   Learning Experience and Transfer:
   1. Project based learning
   2. Connect planning to implementation
   3. Connect learning a skill to persevering to master the skill
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
4. Allow imagination, curiosity, and wonder to guide inquiry and research.
5. Persist in the creative process and innovate from failure.

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Utilize current and available technologies to explore multiple ways to communicate an idea visually
b. Communicate complex ideas through works of art and design produced with new technologies

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Create information through the use of technologies.
2. Innovate from failure, connect learning across domains, and recognize new opportunities.
3. Synthesize ideas in original and surprising ways.

Inquiry Questions:

1. How can students demonstrate understanding of ethical and legal considerations when using appropriated images and information?
2. How can students investigate how new technologies and media might support experimentation and innovative thinking?

Learning Experience and Transfer:

1. Project based learning
2. Connect planning to implementation
3. Imagining to develop artistic vision
4. Synthesize knowledge, skill, and imagination to solve problems and express meaning
Visual Arts

Grade Level: **Eighth Grade**

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

### Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

### Grade Level Expectation: Eighth Grade

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

### Evidence Outcomes

**Students Can:**

a. Investigate and analyze the role of the maker in specific arts traditions
b. Compare how various cultures and communities honor, memorialize, and celebrate life events
c. Recognize and discuss how works of art previously created across time and cultures can influence the work of practicing artists today

### Academic Context and Connections

**Colorado Essential Skills and Meaning Making:**

1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement.
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues.

### Inquiry Questions:

1. How can students allow their curiosity about why people make things to initiate inquiry?
2. How can students investigate the ways in which art is woven into cultural and community traditions?
3. How can students understand and articulate the ways in which art history influences contemporary art?

### Learning Experience and Transfer:

1. Artists consider multiple perspectives through reflective discussion
2. Connect the interdependent relationship art and societies have.
Prepared Graduates

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

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

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Develop personal agency and critical thinking skills that can be transferred to lifelong endeavors

b. Identify arts resources and opportunities that exist in the community and explain why they are valued

c. Explore and evaluate ways that artistic thinking is used to solve problems

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Develop, plan, and organize self-behavior.

2. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national, and global arenas.

3. Make connections between information gathered and personal experiences to apply and/or test solutions.

Inquiry Questions:

1. How can students interpret ideas in art and apply this knowledge to other thinking processes?

2. How can students research arts in the community and articulate its significance?

3. How can students identify challenges, gather information, generate potential solutions, and refine ideas to find creative art solutions?

Learning Experience and Transfer:

1. Imagining, artistic visioning, and the design thinking process can benefit many lifelong pursuits

2. Investigation and inquiry

3. Cooperative learning

4. Connect new knowledge to personal preferences
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Research and explain a work of art that aims to create social change in a specific community
b. Create and display a work of art that persuades the viewer to take action

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Participate in social or community activities.
2. Apply ethical perspectives/concepts to an ethical question/situation/scenario.
3. Apply knowledge and skills to plan/implement appropriate and workable solutions to address global problems using interdisciplinary perspectives independently or collaboratively.
4. Educate and inspire others to realize their potential.

Inquiry Questions:

1. How can students utilize research on social issues of personal concern to make a difference in a community?
2. How can students make an impact and effect social change through the creation of artworks?

Learning Experience and Transfer:

1. Artists critique social issues and create work with real world and personal relevance
2. Imagining and artistic vision
3. Investigation and inquiry
4. Socratic seminar
5. Project based learning
6. Connect personal ideas to civic engagement
Visual Arts

Grade Level: High School

Standard: 1. Observe and Learn to Comprehend

Instructions

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Develop observation skills to generate and synthesize ideas and interpret communicated meaning.

b. Connect and compare information gathered through observation in order to articulate the human experience.

c. Discern and interpret nuances of meaning and intention of visual art and design across cultural contexts.

d. Develop mastery towards critical analysis of the origins of visual art and design across cultures.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Make connections between information gathered and personal experiences to broaden thinking.

Inquiry Questions:

1. How can students analyze and discuss works of art and design?
2. How can students research personal questions, experiences outside the art classroom, and interdisciplinary knowledge?
3. How do students acknowledge multiple ways of knowing?

Learning Experience and Transfer:

1. Synthesize information to make meaning
2. Process of questioning
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity, and wonder to guide inquiry and research.
8. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Analyze visual art and design traditions to understand the influence of historical and cultural context on works of art and design
b. Identify unfamiliar ideas to broaden perspectives and gain a multidimensional understanding of works of art
c. Research and document visual art, design, and architecture identifying various themes that communities experience across cultures and throughout time
d. Connect unfamiliar works of visual art and design to the lives of students
e. Identify and analyze innovations in visual art and design from diverse cultures in order to provide information about the present and implications for the future
f. Analyze and debate the consequences of replicating images or icons that are culturally or spiritually sensitive

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Look for and value different perspectives expressed by others.

Inquiry Questions:

1. How can students contribute to their lives and the lives of their communities through art making?
2. How can students give form and expression to their stories?
3. How can students distinguish the difference between telling their story and telling the story of someone else?

Learning Experience and Transfer:

1. Analyze social, cultural, historical, and personal contexts
Colorado Academic Standards Review
VISUAL ARTS
High School: Comprehend

1. Prepared Graduates
   1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
   6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
   7. Allow imagination, curiosity, and wonder to guide inquiry and research.
   10. Develop artistic theoretical understanding and practice (praxis) individually or collaboratively to transfer the value of visual arts to human experience.

2. Grade Level Expectation: High School
   3. Use artmaking processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.

3. Evidence Outcomes
   a. Examine how connotation and denotation are used in visual art and design to express multidimensional concepts that can only be conveyed through visual form
   b. Compare personal work within the larger discourse of visual art and design practices to identify purpose and function
   c. Recognize how the informed selection of materials becomes the vehicle for the conceptualization and expression of ideas that inform the aesthetic experience
   d. Investigate and articulate the aims of disparate art practices to foster complex critical thinking and analysis of visual art and design

4. Academic Context and Connections
   a. Colorado Essential Skills and Meaning Making:
      1. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course.
   b. Inquiry Questions:
      1. How can students document the process of building an enduring understanding from the early stages of uncovering thinking to fully realized knowledge?
      2. How can students become aware of how their perceptions and experiences influence their ideas?
      3. How can students use ideas to communicate meaning?
   c. Learning Experience and Transfer:
      1. Create with informed intention
Visual Arts

Grade Level: High School

Standard: 2. Envision and Critique to Reflect

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates

2. Visually and/or verbally articulate how visual art and design are a means for communication.  
4. Critique relationships that connect visual art and design with historic and contemporary philosophies.  
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.  
9. Persist in the creative process and innovate from failure.

Grade Level Expectation: High School

1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.

Evidence Outcomes

Students Can:

a. Identify concepts, themes, and viewpoints that are visible and suggested in a work of art.  
b. Communicate interpretive and evaluative conclusions that justify intention and purpose.  
c. Provide explanations that support critical judgments and discuss the value of competing opinions to support learning.  
d. Determine how knowledge gained from critique may affect the creation or modification of an existing or new work of art.  
e. Utilize critique to analyze and interpret existing or new works of art and apply new learning to the creation or modification of an artwork.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Interpret information and draw conclusions based on the best analysis.

Inquiry Questions:

1. How can students examine how they discern external criteria?  
2. How can students synthesize knowledge and critically evaluate works of art?  
3. How can students apply knowledge gained from critical analysis to inform the creation of their own artwork?  
4. How can students draw conclusions from their and others’ perceptions?

Learning Experience and Transfer:

1. Identify multiple perspectives  
2. Establish and link background knowledge
### Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
4. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.

### Grade Level Expectation: High School

2. Articulate a personal philosophy of art, understanding various philosophies that have come before.

### Evidence Outcomes

**Students Can:**

- **a.** Articulate and defend a personal philosophy of art using informed criteria to enhance imagination and broaden conceptions of purpose in visual art and design
- **b.** Document, investigate, and synthesize a range of traditional and nontraditional studio practices to articulate intent
- **c.** Use perception and reflection to compare and contrast the technical proficiency of artists across time to form new patterns of insight
- **d.** Synthesize research, theory, and practice to envision the creation of an artwork

### Academic Context and Connections

**Colorado Essential Skills and Meaning Making:**

1. Synthesize ideas in original and surprising ways.
2. Use inquiry based questioning.

**Inquiry Questions:**

1. How can students interpret the world through a range of artistic concepts and approaches?
2. How can students develop a personal artistic philosophy?
3. How can students use the process of inquiry to ask questions that stimulate imagination and envision ideas?
4. How can students comprehend previous philosophies and transfer that knowledge to create their own philosophy of art?
5. How can students transfer their personal philosophy of art to the creation of artwork?

**Learning Experience and Transfer:**

1. Establish and link background knowledge
Prepared Graduates

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

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

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

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

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

Grade Level Expectation: High School

3. Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world.

Evidence Outcomes

Students Can:

a. Analyze and interpret philosophies of Western and non-Western art, taking into consideration the role of the artist, art historian, and art critic.

b. Use past and present aesthetic experiences to convey perceptions, share interpretations, critique and evaluate works of visual art and design.

c. Interpret how meaning in works of art are related to the materials and process chosen by the artist.

d. Recognize how different criteria create contexts that influence the evaluation and assessment of visual works of art and design.

e. Discuss and debate how society has come to value some works of art over others.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Interpret information and draw conclusions based on the best analysis.

Inquiry Questions:

1. How can students become aware of and engaged in multiple aesthetic modalities?

2. How do students describe their own aesthetic experience?

3. How do students establish their own criteria to interpret works of art?

4. How do students reason through complex knowledge to support an informed opinion about artwork?

Learning Experience and Transfer:

1. Reflective discussion
Visual Arts

Grade Level: High School

Standard: 3. Invent and Discover to Create

Prepared Graduates

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

Grade Level Expectation: High School

1. Establish a practice of planning and experimentation to advance concepts and technical skills.

Evidence Outcomes

Students Can:

a. Research and generate possible concepts to investigate that could be used to build layers of meaning in preparation for making

b. Research and consider various iterations of the idea and draft possible solutions using a variety of media

c. Practice techniques and improve skills by testing media to consider constraints and potential of materials

d. Create works of art representing personal narratives that use contemporary media

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Act on creative ideas to make a tangible and useful contribution.

Inquiry Questions:

1. How can students demonstrate their thinking as they progress through the artistic process?

2. How can students build upon ideas, skills, and knowledge?

3. How can students explain how they will represent a personal narrative?

4. How can students explore and experiment with new materials and media?

Learning Experience and Transfer:

1. Artistic vision

2. Apply techniques and concepts

3. Encourage and allow exploration and discovery
**Prepared Graduates**

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

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

9. Persist in the creative process and innovate from failure.

**Grade Level Expectation: High School**

2. Ideate and build works of art and design to demonstrate evolving mastery in traditional and new art media.

**Evidence Outcomes**

**Students Can:**

a. Demonstrate processes of letting meaning evolve to create new meanings or reveal hidden meanings

b. Master skills in a variety of media and techniques to create personally meaningful works of art

c. Interpret how meaning in works of art is related to the materials and process chosen by the artist

d. Resolve art making problems by persisting through failure and making revisions

e. Engage in collaborative processes in the development, creation, and exhibition of works of art

**Academic Context and Connections**

**Colorado Essential Skills and Meaning Making:**

1. Act on creative ideas to make a tangible and useful contribution.

**Inquiry Questions:**

1. How can students demonstrate the ideation process?

2. How can students learn from mistakes to improve upon current conceptual and technical skills?

3. How can students build a collection of work that represents their skills and personal philosophy of art?

**Learning Experience and Transfer:**

1. Project based questioning

2. Develop and refine work for presentation or display
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
3. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
4. Allow imagination, curiosity, and wonder to guide inquiry and research.
5. Persist in the creative process and innovate from failure.

Grade Level Expectation: High School

3. Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.

Evidence Outcomes

Students Can:

- Identify how interpretation can be an essential part of the art making process to evaluate progress
- Receive and reflect upon feedback and integrate into artwork as needed
- Use knowledge and skills developed to inform future works of visual art and design
- Persevere through the progression of work to explore and encourage alternative solutions

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Inquiry Questions:

1. How do students use reflective strategies to understand the creative process?
2. How do students draw from and explain the intersectionality of race, ethnicity, gender, and class perspectives within works of art and design?
3. How do students persevere through challenges and the iterative process to complete an idea?

Learning Experience and Transfer:

1. Create real world and personal relevance
2. Reflect on finished product
Visual Arts
Grade Level: High School
Standard: 4. Relate and Connect to Transfer

Instructions
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1. Prepared Graduates
   1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
   2. Visually and/or verbally articulate how visual art and design are a means for communication.
   3. Critique relationships that connect visual art and design with historic and contemporary philosophies.
   4. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

2. Grade Level Expectation: High School
   1. Research and analyze the ways visual artists, designers, and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.

3. Evidence Outcomes

   Students Can:
   a. Research and debate viewpoints found in a variety of resources that focus on and discuss visual art and design.
   b. Discern the complexity of visual art and design to interpret and articulate historical paradigms in cultural context.
   c. Analyze and evaluate how works of art previously created across time and culture can influence the work of practicing artists today.

4. Academic Context and Connections

   • Colorado Essential Skills and Meaning Making:
     1. Apply knowledge and skills to address complex problems and perspectives.

   • Inquiry Questions:
     1. How can a student identify relevant research that promotes analytical discourse about artists’ personal views and beliefs?
     2. How can a student discern and articulate complex interactions between historical and cultural paradigms?
     3. How can students access paths to artistic and cultural histories that develop culturally humble perspectives?
     4. How can a student use art and design to develop an informed understanding of the world around them?
     5. How can a student use art and design for personal agency?
     6. How can students analyze traditions of visual art and design to understand the influence of perspectives of race, gender, and class?

   • Learning Experience and Transfer:
     1. Identify multiple perspectives
     2. Develop agency
Prepared Graduates

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

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

Grade Level Expectation: High School

2. Develop mastery in visual communication skills that extends learning to new and unfamiliar contexts.

Evidence Outcomes

Students Can:

a. Use reasoning to identify problems and conceive solutions in art making that demonstrate the ability to exercise independent judgement in lifelong endeavors

b. Utilize works of art to demonstrate new learning in unfamiliar contexts

c. Transfer and integrate art and design related concepts and skills to real world questions

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Apply a fundamental understanding of the issues in many contexts

Inquiry Questions:

1. How can students examine their reasoning abilities and demonstrate how it leads to independent thinking?

2. How can students identify problems and create works of art that demonstrate integration of new learning?

3. How can students use existing artworks to develop informed perspectives?

4. How can students identify a problem and how it needs to be solved?

Learning Experience and Transfer:

1. Inquiry based questioning

2. Identify multiple perspectives
Prepared Graduates

1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
8. Participate in the reciprocal relationships between visual art and communities.

Grade Level Expectation: High School

3. Utilize the practice of art making, and research historical and cultural contexts, to discern between different viewpoints, critique social problems, and effect social change.

Evidence Outcomes

Students Can:

a. Demonstrate autonomous meaning making and problem solving skills to create works that reveal agency in thinking
b. Work collaboratively to share knowledge and apply learning in new and unexpected contexts

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds.
2. Participate effectively in civic life.

Inquiry Questions:

1. How can students analyze how context influences visual language and how visual language influences context?
2. How can students explore multiple methods of using visual language and how it reveals context of ideas?
3. How can students employ collaboration skills inclusive of individual and collective knowledge for the purpose of exploring new domains?
4. How can students examine perspectives that impact social change?

Learning Experience and Transfer:

1. Create real world and personal relevance
2. Cooperative and collaborative learning