



★
Colorado
Academic Standards

Visual Arts



FINAL REVISION RECOMMENDATIONS
March 2022



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Visual Arts Standards Review and Revision Committee

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2022 Recommended Revisions for Colorado Academic Standards - Visual Arts

Recommended revisions will be noted in RED font

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.
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 **expertise** in skills and techniques **for personal and/or professional endeavors**.

Preschool Learning and Development Expectation:

1. Identify **imagery and** art in daily surroundings.

LDE Code: VA.P.1.1

Indicators of Progress

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

- a. Select images in materials such as but not limited to books, cartoons, computer games and environmental print.
- b. Use age-appropriate communication to describe works of art.
- c. 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.
7. Display children's art creations attractively and prominently in the art room, as much as possible at children's eye level.

- 1 8. Display collaborative work, such as but not limited to murals, as well as individual
- 2 work.
- 3 9. Remove displays before the room becomes cluttered or when children lose interest.
- 4 10. Prioritize the display of children’s art over commercially purchased posters.

5 **Examples of Learning/Children May:**

- 6 1. Move with a variety of colored scarves noticing how color and shape are changed by
- 7 the light and movement.
- 8 2. Bring attention to patterns, shapes, lines, or colors found in objects and design
- 9 inside as well as in nature and the outdoor environment.
- 10 3. Comment or draw attention to a feature of a food item or packaging at snack or meal
- 11 time.
- 12 4. Ask a question about a work of art.
- 13 5. Notice and discuss the illustrations in picture books as inspiration for making
- 14 original art.
- 15 6. Help decide which of their art works should be displayed.
- 16 7. Point out images of personal preference found in the everyday and connect to
- 17 stories about their life.

18 **Preschool, Standard 2. Envision and Critique to Reflect**

19 **Prepared Graduates:**

- 20 2. Visually and/or verbally articulate how visual art and design are a means for
- 21 communication.
- 22 4. Critique connections between visual art and historic and contemporary philosophies.
- 23 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 24 skills and techniques **for personal and/or professional endeavors**.
- 25 9. Persist in the creative process and innovate from failure.

26 **Preschool Learning and Development Expectation:**

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

28 LDE Code: VA.P.2.1

29 *Indicators of Progress*

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

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

34 *Examples of High-Quality Teaching and Learning Experiences*

35 **Supportive Teaching Practices/Adults May:**

- 1 1. Include various art forms, materials, and techniques representing children's
- 2 cultures.
- 3 2. Encourage children to take art home to share with families.
- 4 3. Encourage children to talk about their art by commenting on colors, textures,
- 5 techniques, and patterns.
- 6 4. Share wordless picture books and invite children to tell the story.
- 7 5. Display children's art at their eye level within the classroom (with their permission)
- 8 to encourage discussion.
- 9 6. Provide a safe space for children's works-in-progress to be labeled and stored to
- 10 encourage children to extend elaborating on their work over subsequent days.
- 11 7. Ask questions that encourage children to think about their creations and why they
- 12 made particular choices.
- 13 8. Display prints of fine art and books that include art reproductions.
- 14 9. Ask children to dictate stories about artwork they have created.
- 15 10. Take photos of children's work and record their explanations.

16 *Examples of Learning/Children May:*

- 17 1. Tell the story of their own work.
- 18 2. Show or tell the steps used in making own art.
- 19 3. Use the illustrations of books as inspiration to create their own story.

20 **Preschool, Standard 3. Invent and Discover to Create**

21 **Prepared Graduates:**

- 22 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
- 23 in skills and techniques **for personal and/or professional endeavors.**

24 **Preschool Learning and Development Expectation:**

- 25 1. Create works of art based on personal relevance.

26 LDE Code: VA.P.3.1

27 *Indicators of Progress*

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

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

34 *Examples of High-Quality Teaching and Learning Experiences*

35 *Supportive Teaching Practices/Adults May:*

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

16 **Examples of Learning/Children May:**

- 17 1. Use a combination of materials in an inventive way.
- 18 2. Try a variety of techniques.
- 19 3. Dictate about the subject of personal artwork.
- 20 4. After several readings of a favorite story, participate in a process that represents the
21 story.
- 22 5. Learn by discovery such as by finding out what happens when colors are mixed
23 rather than being told ahead of time.
- 24 6. Make choices about their artwork and envision what might happen if they make
25 changes or additions to a work of art.

26 **Preschool, Standard 4. Relate and Connect to Transfer**

27 **Prepared Graduates:**

- 28 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 29 2. Visually and/or verbally articulate how visual art and design are a means for
30 communication.
- 31 3. Critique connections between visual art and historic and contemporary philosophies.
- 32 5. Interpret works of art and design in the contexts of varied traditions, histories, and
33 cultures.

34 **Preschool Learning and Development Expectation:**

- 35 1. Understand that artists have an important role in communities.

36 LDE Code: VA.P.4.1

37 **Indicators of Progress**

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

5 *Examples of High-Quality Teaching and Learning Experiences*

6 **Supportive Teaching Practices/Adults May:**

- 7 1. Draw children’s attention to the illustrations in a book and read about the artist. For
8 example, children may make a work of art inspired by the process and materials
9 choice of the illustrator.
- 10 2. Invite family members or local artists to talk about the materials, tools, and
11 techniques they used to create a piece of artwork.
- 12 3. Use the correct art vocabulary for materials, tools, and actions (in English as well as
13 in any other of the children’s home languages) while children are actively engaged
14 in working with art materials.
- 15 4. Plan opportunities for children to see artists in action.

16 **Examples of Learning/Children May:**

- 17 1. Make decisions about, request and use names for art materials while working in the
18 art center (such as but not limited to pastels, clay, yarn, etc.).

19 **Kindergarten, Standard 1. Observe and Learn to Comprehend**

20 **Prepared Graduates:**

- 21 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 22 3. Practice critical and analytical skills by using academic language to discuss works of art
23 and visual culture.
- 24 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
25 skills and techniques **for personal and/or professional endeavors**.

26 **Grade Level Expectation:**

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

28 GLE Code: VA.K.1.1

29 *Evidence Outcomes*

30 **Students Can:**

- 31 a. Recognize that visual art and design can tell stories.
- 32 b. Recognize that individuals will have multiple viewpoints.

33 *Academic Context and Connections*

34 **Colorado Essential Skills and Meaning Making:**

- 1 1. Demonstrate curiosity, imagination, and eagerness to learn in making and
2 discussing works of art. (Creativity and Innovation, Self-Advocacy and Initiative)

3 **Inquiry Questions:**

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

10 **Learning Experience and Transfer:**

- 11 1. Artists use layers of experiences to develop personal insight that can be shared.

12 **Kindergarten, Standard 2. Envision and Critique to Reflect**

13 **Prepared Graduates:**

- 14 2. Visually and/or verbally articulate how visual art and design are a means for
15 communication.
16 4. Critique connections between visual art and historic and contemporary philosophies.
17 6. Create works of visual art and design that demonstrate increasing levels of expertise in
18 skills and techniques for personal and/or professional endeavors.
19 Persist in the creative process and innovate from failure.

20 **Grade Level Expectation:**

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

22 GLE Code: VA.K.2.1

23 **Evidence Outcomes**

24 **Students Can:**

- 25 a. Recognize that explorative play with materials can inspire ideas for visual art and
26 design.
27 b. Give an opinion on works of visual art and design.

28 **Academic Context and Connections**

29 **Colorado Essential Skills and Meaning Making:**

- 30 1. Articulate thoughts and ideas effectively using oral, written, and/or nonverbal
31 communication skills in a variety of forms and contexts (including multilingual).
32 (Interpersonal Communication, Media Literacy)
33 2. Look for and value different perspectives expressed by others. (Interpersonal
34 Communication, Adaptability and Flexibility, Social Awareness)

- 1 3. Establish goals for communication in one’s own artwork and plan out steps
2 accordingly. (~~Media Literacy, Creativity and Innovation, Self-Awareness, Self-~~
3 ~~Management~~)

4 **Inquiry Questions:**

- 5 1. How can students use their play and imagination to generate ideas?
6 2. How can students experiment with all of the senses to make connections about art?
7 3. How can students make connections between what they know and what they see?

8 **Learning Experience and Transfer:**

- 9 1. Play is a generative learning process used in the artistic practice.

10 **Kindergarten, Standard 3. Invent and Discover to Create**

11 **Prepared Graduates:**

- 12 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
13 in skills and techniques **for personal and/or professional endeavors.**

14 **Grade Level Expectation:**

- 15 1. Investigate the properties of materials to support the planning and making of works
16 of art.

17 GLE Code: VA.K.3.1

18 *Evidence Outcomes*

19 **Students Can:**

- 20 a. Investigate various properties of tools and materials.
21 b. Describe intention for creating artwork.
22 c. Use **and share** materials with intention and care.

23 *Academic Context and Connections*

24 **Colorado Essential Skills and Meaning Making:**

- 25 1. Demonstrate an understanding of cause and effect related to personal decisions **in**
26 **the creative process. (Critical Thinking and Analysis)**

27 **Inquiry Questions:**

- 28 1. How can students use art to tell their stories?
29 2. How can students play and experiment to make?
30 3. How do students connect art and feelings?
31 4. How do students share materials and ideas?
32 **5. How do students safely and responsibly use materials?**

33 **Learning Experience and Transfer:**

- 34 1. Art shares stories.

1 **Kindergarten, Standard 4. Relate and Connect to Transfer**

2 **Prepared Graduates:**

- 3 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 4 2. Visually and/or verbally articulate how visual art and design are a means for
- 5 communication.
- 6 4. Critique connections between visual art and historic and contemporary philosophies.
- 7 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 8 cultures.

9 **Grade Level Expectation:**

- 10 1. Recognize that artists and designers contribute and connect to their communities.

11 GLE Code: VA.K.4.1

12 *Evidence Outcomes*

13 **Students Can:**

- 14 a. Identify how and where artists and designers work.
- 15 b. Recognize how art is integrated into their everyday life.

16 *Academic Context and Connections*

17 **Colorado Essential Skills and Meaning Making:**

- 18 1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to art
- 19 and design in the community. (~~Media Literacy, Creativity and Innovation, Civic~~
- 20 ~~Engagement Critical Thinking and Analysis~~)
- 21 2. Ask questions to develop further personal understanding of an artist's or designer's
- 22 intent or a viewer's perspective. (~~Interpersonal Communication, Critical Thinking~~
- 23 ~~and Analysis, Creativity and Innovation, Self-Awareness, Self-Advocacy and~~
- 24 ~~Initiative)~~
- 25 3. Recognize how members of a community, including artists and designers, rely on
- 26 each other, considering personal contributions as applicable. (~~Interpersonal~~
- 27 ~~Communication, Media Literacy, Collaboration and Teamwork, Social Awareness,~~
- 28 ~~Civic Engagement)~~

29 **Inquiry Questions:**

- 30 1. How can students find artists in their community?
- 31 2. How can students describe the art they see in everyday life?
- 32 3. How can students describe how art is used in their community?
- 33 4. How can students recognize the contributions that artists and designers make to
- 34 their communities?

35 **Learning Experience and Transfer:**

1 1. Art is a poetic expression of everyday life.

2 **First Grade, Standard 1. Observe and Learn to Comprehend**

3 **Prepared Graduates:**

- 4 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 5 3. Practice critical and analytical skills by using academic language to discuss works of art
6 and visual culture.
- 7 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
8 skills and techniques **for personal and/or professional endeavors.**

9 **Grade Level Expectation:**

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

12 GLE Code: VA.1.1.1

13 *Evidence Outcomes*

14 **Students Can:**

- 15 a. Recognize that artists intentionally choose materials to help tell their stories.
- 16 b. Identify how works of art express specific feelings using the language of visual art
17 and design.
- 18 c. Demonstrate an understanding that different communities and cultures share their
19 own stories.

20 *Academic Context and Connections*

21 **Colorado Essential Skills and Meaning Making:**

- 22 1. Identify and explain multiple perspectives (~~cultural, global~~) when exploring events,
23 ideas and issues present in works of art and design. (~~Media Literacy, Critical~~
24 ~~Thinking and Analysis, Social Awareness~~ Global and Cultural Awareness)

25 **Inquiry Questions:**

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

30 **Learning Experience and Transfer:**

- 31 1. Connect personal perspectives and feelings to express ideas.

32 **First Grade, Standard 2. Envision and Critique to Reflect**

33 **Prepared Graduates:**

- 1 2. Visually and/or verbally articulate how visual art and design are a means for
2 communication.
- 3 4. Critique connections between visual art and historic and contemporary philosophies.
- 4 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
5 skills and techniques **for personal and/or professional endeavors**.
- 6 9. Persist in the creative process and innovate from failure.

7 **Grade Level Expectation:**

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

10 GLE Code: VA.1.2.1

11 *Evidence Outcomes*

12 **Students Can:**

- 13 a. Discuss the stories portrayed in a personal work of art.
- 14 b. Envision the potential of a material to be transformed to tell a story.

15 *Academic Context and Connections*

16 **Colorado Essential Skills and Meaning Making:**

- 17 1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal
18 communication skills in a variety of forms and contexts (including multilingual)
19 which includes visual art and design. (**Interpersonal Communication, Media**
20 **Literacy, Self-Awareness, Self-Advocacy and Initiative**)
- 21 2. Look for and value different perspectives expressed by others in works of art and
22 design. (**Interpersonal Communication, Adaptability and Flexibility, Social**
23 **Awareness**)
- 24 3. Establish goals for communication of ideas and concepts in one's own artwork and
25 plan out steps accordingly. (**Media Literacy, Creativity and Innovation, Self-**
26 **Awareness, Self-Management**)

27 **Inquiry Questions:**

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

31 **Learning Experience and Transfer:**

- 32 1. Transformation is the result of imagination at work.

33 **First Grade, Standard 3. Invent and Discover to Create**

34 **Prepared Graduates:**

- 1 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
2 in skills and techniques **for personal and/or professional endeavors.**

3 **Grade Level Expectation:**

- 4 1. Investigate the properties of materials to support the planning and making of works
5 of art to communicate.

6 GLE Code: VA.1.3.1

7 *Evidence Outcomes*

8 **Students Can:**

- 9 a. Choose art media to express ideas and feelings.
10 b. Describe the steps used in creating works of art.
11 c. Share materials with intention and care.

12 *Academic Context and Connections*

13 **Colorado Essential Skills and Meaning Making:**

- 14 1. Generate questions and synthesize ideas in original and surprising ways in works of
15 art and design. (~~Media Literacy, Critical Thinking and Analysis, Creativity and~~
16 ~~Innovation, Self-Advocacy and Initiative~~)
17 2. Form and test hypotheses to guide problem-solving in the planning, making, and
18 display of works of art and design. (~~Critical thinking and Analysis, Creativity and~~
19 ~~Innovation, Self-Advocacy and Initiative~~)

20 **Inquiry Questions:**

- 21 1. How can students learn through play and experimentation as they make?
22 2. How do students share their trials and errors?
23 3. How do students connect art and feelings?
24 4. How do students share materials and ideas?
25 5. **How do students safely and responsibly use materials?**

26 **Learning Experience and Transfer:**

- 27 1. Artists communicate ideas and feelings.

28 **First Grade, Standard 4. Relate and Connect to Transfer**

29 **Prepared Graduates:**

- 30 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
31 2. Visually and/or verbally articulate how visual art and design are a means for
32 communication.
33 4. Critique connections between visual art and historic and contemporary philosophies.

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

3 **Grade Level Expectation:**

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

6 GLE Code: VA.1.4.1

7 *Evidence Outcomes*

8 **Students Can:**

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

13 *Academic Context and Connections*

14 **Colorado Essential Skills and Meaning Making:**

- 15 1. Demonstrate an understanding of cause and effect related to personal decisions in
16 works of art and design. ~~(Critical Thinking and Analysis, Self-Management, Self-~~
17 ~~Advocacy and Initiative)~~
18 2. Articulate thoughts and ideas effectively using oral, written, and/or nonverbal
19 communication skills in a variety of forms and contexts (including multilingual).
20 ~~(Interpersonal Communication, Media Literacy, Self-Awareness, Self-Advocacy and~~
21 ~~Initiative)~~
22 3. Ask questions about works of art and design to develop further personal
23 understanding. ~~(Interpersonal Communication, Critical Thinking and Analysis,~~
24 ~~Creativity and Innovation, Self-Awareness, Self-Advocacy and Initiative)~~

25 **Inquiry Questions:**

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

29 **Learning Experience and Transfer:**

- 30 1. Artists communicate what is important in their world.

31 **Second Grade, Standard 1. Observe and Learn to Comprehend**

32 **Prepared Graduates:**

- 33 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
34 3. Practice critical and analytical skills by using academic language to discuss works of art
35 and visual culture.

1 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
2 skills and techniques **for personal and/or professional endeavors.**

3 **Grade Level Expectation:**

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

6 GLE Code: VA.2.1.1

7 *Evidence Outcomes*

8 **Students Can:**

- 9 a. Describe how artists choose materials to communicate ideas.
- 10 b. Discover how similar ideas can be expressed in multiple ways.
- 11 c. Determine what art vocabulary is useful when discussing works of art and design.

12 *Academic Context and Connections*

13 **Colorado Essential Skills and Meaning Making:**

14 1. Define the problem (which could involve, but is not limited to, technical skill, artistic
15 intent or choice of media) concerning the work of art and design using a variety of
16 strategies. (~~Critical Thinking and Analysis, Creativity and Innovation, Adaptability~~
17 ~~and Flexibility~~)

18 **Inquiry Questions:**

- 19 1. How can students learn to understand the ways art expresses more than one idea?
- 20 2. How can students describe ideas in verbal and nonverbal forms?
- 21 3. How can students attentively describe sensory experiences?
- 22 4. How can students identify the choices artists make to communicate ideas in their
23 work?

24 **Learning Experience and Transfer:**

25 1. Artists make artistic choices to share ideas.

26 **Second Grade, Standard 2. Envision and Critique to Reflect**

27 **Prepared Graduates:**

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

30 4. Critique connections between visual art and historic and contemporary philosophies.

31 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
32 skills and techniques **for personal and/or professional endeavors.**

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

34 **Grade Level Expectation:**

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

3 GLE Code: VA.2.2.1

4 *Evidence Outcomes*

5 *Students Can:*

- 6 a. Describe how artists reflect on their creative practice to improve works of visual art
7 and design.
8 b. Recognize that artists use different forms of research to inform their practice.
9 c. Use the language of visual art and design to describe observations and form
10 opinions.

11 *Academic Context and Connections*

12 *Colorado Essential Skills and Meaning Making:*

- 13 1. Articulate thoughts and ideas effectively using oral, written, and/or nonverbal
14 communication skills in a variety of forms and contexts (including multilingual)
15 which includes visual art and design. (**Interpersonal Communication**)
16 2. Look for and value how your own perspective may be expressed differently from
17 others in works of art and design. (**Interpersonal Communication, Adaptability and**
18 **Flexibility**)
19 3. Establish goals for communication of ideas and concepts in one's own artwork and
20 plan out steps accordingly. (**Interpersonal Communication, Creativity and**
21 **Innovation, (Self-Advocacy and Initiative)**)

22 *Inquiry Questions:*

- 23 1. Where do students get ideas?
24 2. How can students engage with observational experiences?
25 3. How can students explain what they imagine?
26 4. How can students use their memory to describe their observations?
27 5. How can students use the opinions of peers to expand their thinking?

28 *Learning Experience and Transfer:*

- 29 1. Visual arts use various literacies.

30 **Second Grade, Standard 3. Invent and Discover to Create**

31 *Prepared Graduates:*

- 32 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
33 in skills and techniques **for personal and/or professional endeavors.**

34 *Grade Level Expectation:*

- 35 1. Plan and create works of art by exploring various media and creating meaning
36 through symbolization.

1 GLE Code: VA.2.3.1

2 *Evidence Outcomes*

3 *Students Can:*

- 4 a. Choose appropriate materials to make art.
- 5 b. Create finished works of art.
- 6 c. Explain choices made in the artmaking process.
- 7 d. Respect and care for classroom materials.

8 *Academic Context and Connections*

9 *Colorado Essential Skills and Meaning Making:*

- 10 1. Synthesize ways to symbolize ideas in original and surprising ways in works of art
11 and design. (~~Interpersonal Communication, Creativity and Innovation, Self-~~
12 ~~Advocacy and Initiative~~)
- 13 2. Form and test hypotheses to guide problem-solving of ways to symbolize intended
14 meaning in the planning, making, and display of works of art and design.
15 (~~Interpersonal Communication, Critical Thinking and Analysis, Adaptability~~
16 ~~and Flexibility, Creativity and Innovation, Perseverance and Resilience~~)

17 *Inquiry Questions:*

- 18 1. How can students make works of art to communicate?
- 19 2. How can students identify and create symbols in works of art?
- 20 3. How can students test the qualities of different materials?
- 21 4. How can students describe their artmaking experience?
- 22 5. How can students use metaphor or analogy to create works of art and enhance
23 communication of ideas?

24 *Learning Experience and Transfer:*

- 25 1. Art reflects ideas.

26 **Second Grade, Standard 4. Relate and Connect to Transfer**

27 **Prepared Graduates:**

- 28 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 29 2. Visually and/or verbally articulate how visual art and design are a means for
30 communication.
- 31 4. Critique connections between visual art and historic and contemporary philosophies.
- 32 5. Interpret works of art and design in the contexts of varied traditions, histories, and
33 cultures.

34 **Grade Level Expectation:**

- 1 1. Observe and discuss how visual art and design are evident in the everyday life of
2 communities.

3 GLE Code: VA.2.4.1

4 *Evidence Outcomes*

5 *Students Can:*

- 6 a. Recognize how visual art and design is interdisciplinary.
7 b. Investigate public art and its role within the community.
8 c. Investigate the role of art and design in our communities and world.

9 *Academic Context and Connections*

10 *Colorado Essential Skills and Meaning Making:*

- 11 1. Participate in social or community activities that involve art and design **such as but**
12 **not limited to public art displays, visiting a museum or gallery, or engaging in a**
13 **community arts event. (~~Interpersonal Communication, Global and Cultural~~**
14 **~~Awareness, Civic Engagement~~)**
15 2. Compare attitudes and beliefs represented through art and design as an individual
16 to others. (~~Interpersonal Communication, Social Awareness, Self-Awareness~~)
17 3. Identify and reflect upon personal connections to community systems through the
18 use of or creation of art and design. (~~Interpersonal Communication, Critical~~
19 ~~Thinking and Analysis, Global and Cultural Awareness~~)

20 *Inquiry Questions:*

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

25 *Learning Experience and Transfer:*

- 26 1. Artists preserve the culture of a community.

27 **Third Grade, Standard 1. Observe and Learn to Comprehend**

28 *Prepared Graduates:*

- 29 1. See oneself as a participant in visual art and design by experiencing, viewing, or
30 making.
31 3. Practice critical and analytical skills by using academic language to discuss works of art
32 and visual culture.
33 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
34 skills and techniques **for personal and/or professional endeavors.**

35 *Grade Level Expectation:*

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

3 GLE Code: VA.3.1.1

4 *Evidence Outcomes*

5 **Students Can:**

- 6 a. Identify historical and cultural ideas evident in works of visual art and design.
- 7 b. Use the language of visual art and design as a tool to help determine artistic intent.
- 8 c. Discuss how the use of a material supports or detracts from intended meaning.

9 *Academic Context and Connections*

10 **Colorado Essential Skills and Meaning Making:**

- 11 1. Recognize personal characteristics, preferences, thoughts, and feelings as one
12 explores one's own art or the work of others. (**Critical Thinking and Analysis, Global
13 and Cultural Awareness**)
- 14 2. Students can cite evidence to demonstrate understanding and support an analysis of
15 a text or work of art **such as but not limited to connecting an artist's color choices to
16 emotions. (Media Literacy, Critical Thinking and Analysis)**

17 **Inquiry Questions:**

- 18 1. How can students develop ownership over self-expression?
- 19 2. How can students use choices to plan for intended outcomes?
- 20 3. How can students investigate works of art and design to recognize how artists and
21 designers create meaning?
- 22 **4. How can students explore, through art, the cultures that make their
23 community/region unique?**

24 **Learning Experience and Transfer:**

- 25 1. One can read artwork to uncover visual information.

26 **Third Grade, Standard 2. Envision and Critique to Reflect**

27 **Prepared Graduates:**

- 28 2. Visually and/or verbally articulate how visual art and design are a means for
29 communication.
- 30 4. Critique connections between visual art and historic and contemporary philosophies.
- 31 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
32 skills and techniques **for personal and/or professional endeavors.**
- 33 9. Persist in the creative process and innovate from failure.

34 **Grade Level Expectation:**

- 1 1. Demonstrate an understanding of how intent and purpose are informed by research
2 and experimentation.

3 GLE Code: VA.3.2.1

4 *Evidence Outcomes*

5 **Students Can:**

- 6 a. Use peer feedback **and self-reflection** to inform next steps and improve works of art
7 and design.
8 b. Describe how research informed a personal work of art.

9 *Academic Context and Connections*

10 **Colorado Essential Skills and Meaning Making:**

- 11 1. Experiment to find ways that articulate thoughts and ideas effectively using oral,
12 written, and/or nonverbal communication skills in a variety of forms and contexts
13 (including multilingual) which includes visual art and design. (**Interpersonal**
14 **Communication, Creativity and Innovation, Adaptability and Flexibility**)
15 2. Research to find, demonstrate an understanding of, and value different perspectives
16 expressed by others in works of art and design. (**Media Literacy, Global and Cultural**
17 **Awareness Interpersonal Communication**)

18 **Inquiry Questions:**

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

23 **Learning Experience and Transfer:**

- 24 1. Artmaking incorporates reciprocal feedback.

25 **Third Grade, Standard 2. Envision and Critique to Reflect**

26 **Prepared Graduates:**

- 27 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
28 2. Visually and/or verbally articulate how visual art and design are a means for
29 communication.
30 4. Critique connections between visual art and historic and contemporary philosophies.
31 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
32 skills and techniques **for personal and/or professional endeavors.**

33 **Grade Level Expectation:**

- 34 2. Synthesize ideas about personal works of art and imagine possible next steps.

1 GLE Code: VA.3.2.2

2 *Evidence Outcomes*

3 *Students Can:*

- 4 a. Demonstrate understanding of how research inspires development of ideas.
- 5 b. Envision solutions to artmaking problems.

6 *Academic Context and Connections*

7 *Colorado Essential Skills and Meaning Making:*

- 8 1. Establish goals for ~~communication~~ a finished artwork and plan out steps accordingly
9 such as sketching, receiving feedback, revising, etc. (~~Interpersonal Communication,~~
10 ~~Self-Management Creativity and Innovation~~)
- 11 2. Students can synthesize information from multiple sources to demonstrate
12 understanding of a topic such as art history, popular culture, personal research.
13 (~~Media Literacy, Interpersonal Communication Critical Thinking~~)

14 *Inquiry Questions:*

- 15 1. How can students be inspired by the everyday world around them?
- 16 2. How can students use personal observation to gather ideas?
- 17 3. How can students provide productive feedback for possible next steps?
- 18 4. How can students explain artmaking choices and possible next steps for personal
19 artwork?

20 *Learning Experience and Transfer:*

- 21 1. Ideas are developed over time throughout the artmaking process.

22 **Third Grade, Standard 3. Invent and Discover to Create**

23 *Prepared Graduates:*

- 24 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
25 in skills and techniques **for personal and/or professional endeavors.**

26 *Grade Level Expectation:*

- 27 1. Plan and create works of visual art and design recognizing various purposes and
28 intentions.

29 GLE Code: VA.3.3.1

30 *Evidence Outcomes*

31 *Students Can:*

- 32 a. Demonstrate how working collaboratively can enhance the artistic process.
- 33 b. Demonstrate understanding of how experimentation helps develop making with
34 purpose and intent.
- 35 c. Determine whether a work of art is finished.

1 d. Demonstrate how the art room is a community of makers.

2 *Academic Context and Connections*

3 *Colorado Essential Skills and Meaning Making:*

- 4 1. Create works of art and design through the use of various technologies.
5 (~~Interpersonal Communication~~, Creativity and Innovation)
6 2. Synthesize art and design ideas in original and surprising ways. (Creativity and
7 Innovation, ~~Self-Advocacy and Initiative~~)
8 3. Form and test hypotheses to guide problem-solving in works of art and design.
9 (~~Creativity and Innovation, Adaptability and Flexibility, Perseverance and~~
10 Resilience)

11 *Inquiry Questions:*

- 12 1. How can students select appropriate tools and media to communicate an idea?
13 2. How can students use collaboration to enhance their thinking and making?
14 3. How can students use visual language intentionally?
15 4. What questions can a student ask to determine if the work of art is finished?

16 *Learning Experience and Transfer:*

- 17 1. Different skills are accessed when working individually and collaboratively.

18 **Third Grade, Standard 4. Relate and Connect to Transfer**

19 **Prepared Graduates:**

- 20 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
21 2. Visually and/or verbally articulate how visual art and design are a means for
22 communication.
23 4. Critique connections between visual art and historic and contemporary philosophies.
24 5. Interpret works of art and design in the contexts of varied traditions, histories, and
25 cultures.

26 **Grade Level Expectation:**

- 27 1. Recognize how works of visual art and design communicate meaning both within a
28 community and between diverse cultures.

29 GLE Code: VA.3.4.1

30 *Evidence Outcomes*

31 *Students Can:*

- 32 a. Investigate how visual art and design can make connections between subjects,
33 disciplines, or events.

- 1 b. Connect the meaning of personal works of art to historical, cultural, or community
2 events.

3 *Academic Context and Connections*

4 **Colorado Essential Skills and Meaning Making:**

- 5 1. Consider purpose, formality of context, audience, and distinct cultural norms when
6 planning content, mode, delivery, and expression in art and design. (~~Interpersonal~~
7 ~~Communication, Global and Cultural Awareness, Self-Awareness~~ Critical Thinking
8 and Analysis)
- 9 2. Recognize how members of a community rely on each other, considering
10 contributions of artists and designers as applicable **such as but not limited to**
11 **historical mural collaborations by artists of the WPA Federal Art Project and**
12 **contemporary collaborations like the Conejos Mural Project.** (~~Media Literacy, Global~~
13 ~~and Cultural Awareness, Social Awareness~~ Interpersonal Communication)

14 **Inquiry Questions:**

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

19 **Learning Experience and Transfer:**

- 20 1. Artists work within the context of their communities.

21 **Fourth Grade, Standard 1. Observe and Learn to Comprehend**

22 **Prepared Graduates:**

- 23 1. See oneself as a participant in visual art and design by experiencing, viewing, or
24 making.
- 25 3. Practice critical and analytical skills by using academic language to discuss works of art
26 and visual culture.
- 27 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
28 skills and techniques **for personal and/or professional endeavors.**

29 **Grade Level Expectation:**

- 30 1. Uncover how artistic intent can be enhanced through the use of the language of
31 visual art and design.

32 GLE Code: VA.4.1.1

33 *Evidence Outcomes*

34 **Students Can:**

- 35 a. Hypothesize the steps an artist may have used to complete a work of visual art or
36 design.

- 1 b. Suggest alternative ways an artist could have communicated an idea.
- 2 c. **Intentionally revise artwork to better communicate intended meaning.**

3 *Academic Context and Connections*

4 **Colorado Essential Skills and Meaning Making:**

- 5 1. Recognize that problems can be identified and possible solutions can be created
- 6 using the language of visual art and design. (~~Interpersonal Communication~~, **Critical**
- 7 **Thinking and Analysis**)
- 8 2. Students can pose and respond to questions and contribute to the discussion about
- 9 artistic intent. (~~Interpersonal Communication~~, **Social Awareness**)

10 **Inquiry Questions:**

- 11 1. How can students discuss artistic intent that recognizes the influence of contexts on
- 12 artistic decisions?
- 13 2. How can students examine the various approaches artists and designers use for the
- 14 planning of artworks?

15 **Learning Experience and Transfer:**

- 16 1. Artists and designers make inferences based on contextual knowledge.

17 **Fourth Grade, Standard 1. Observe and Learn to Comprehend**

18 **Prepared Graduates:**

- 19 1. See oneself as a participant in visual art and design by experiencing, viewing, or
- 20 making.
- 21 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 22 cultures.
- 23 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 24 skills and techniques **for personal and/or professional endeavors.**
- 25 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 26 8. **Engage** in the reciprocal relationships between visual art and communities.

27 **Grade Level Expectation:**

- 28 2. Respond to an artist's point of view being mindful of historical, contemporary, and
- 29 cultural context.

30 GLE Code: VA.4.1.2

31 *Evidence Outcomes*

32 **Students Can:**

- 33 a. Recognize how the human experience is expressed in diverse ways.
- 34 b. Respond to works of art using inference and empathy.

1 *Academic Context and Connections*

2 **Colorado Essential Skills and Meaning Making:**

- 3 1. Look for and value different perspectives expressed by others in works of art and
4 design. (~~Critical Thinking and Analysis, Global and Cultural Awareness, Social~~
5 ~~Awareness~~)
6 2. Students can delineate an artist's argument, identify specific claims, and distinguish
7 if claims are supported by reasons and evidence. (~~Self-Advocacy and Initiative,~~
8 ~~Critical Thinking and Analysis, Civic Engagement~~)

9 **Inquiry Questions:**

- 10 1. How can students thoughtfully consider the experiences of others to support
11 mindfulness?
12 2. How can students use creative expression and aesthetic responses for multiple
13 purposes?

14 **Learning Experience and Transfer:**

- 15 1. One can read visual information in works of art and design with genuine regard and
16 concern.

17 **Fourth Grade, Standard 2. Envision and Critique to Reflect**

18 **Prepared Graduates:**

- 19 2. Visually and/or verbally articulate how visual art and design are a means for
20 communication.
21 4. Critique connections between visual art and historic and contemporary philosophies.
22 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
23 skills and techniques **for personal and/or professional endeavors**.
24 9. Persist in the creative process and innovate from failure.

25 **Grade Level Expectation:**

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

27 GLE Code: VA.4.2.1

28 *Evidence Outcomes*

29 **Students Can:**

- 30 a. Discuss and define how to determine appropriate criteria for a given work of art.
31 b. Discuss and form an opinion about the social and personal value of art.

32 *Academic Context and Connections*

33 **Colorado Essential Skills and Meaning Making:**

- 1 1. Interpret and evaluate thoughts and ideas effectively using oral, written, and/or
2 nonverbal communication skills in a variety of forms and contexts (including
3 multilingual) which includes visual art and design. (~~Media Literacy, Digital Literacy,~~
4 ~~Interpersonal Communication, Self-Advocacy and Initiative~~)
- 5 2. Look for and value different perspectives expressed by others in works of art and
6 design using informed criteria. (~~Critical Thinking and Analysis, Social Awareness,~~
7 ~~Global and Cultural Awareness~~)

8 Inquiry Questions:

- 9 1. How do students discuss and form opinions?
- 10 2. How do students evaluate their progress to advance ideas?
- 11 3. How do students determine criteria?

12 Learning Experience and Transfer:

- 13 1. Establishing criteria is an aspect of evaluating art.

14 Fourth Grade, Standard 2. Envision and Critique to Reflect

15 Prepared Graduates:

- 16 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 17 2. Visually and/or verbally articulate how visual art and design are a means for
18 communication.
- 19 4. Critique connections between visual art and historic and contemporary philosophies.
- 20 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
21 skills and techniques **for personal and/or professional endeavors**.

22 Grade Level Expectation:

- 23 2. Synthesize researched and visual information to imagine, inform, and plan possible
24 next steps in personal artmaking.

25 GLE Code: VA.4.2.2

26 Evidence Outcomes

27 Students Can:

- 28 a. Research from multiple sources to inspire works of visual art and design.
- 29 b. Investigate the ways alternative ideas are generated.

30 Academic Context and Connections

31 Colorado Essential Skills and Meaning Making:

- 32 1. Establish goals from researched and visual information in one's own artwork and
33 plan out steps accordingly. (~~Critical Thinking and Analysis, Creativity and~~
34 ~~Innovation, Self-Advocacy and Initiative Self-Management~~)

- 1 2. Students can create content-specific arguments in which they state a claim, provide
2 evidence from texts and sources to support the claim, and organize the evidence in
3 well-reasoned, meaningful ways regarding a work of art. (~~Media Literacy,~~
4 ~~Interpersonal Communication, Data Literacy, Critical Thinking and Analysis, Self-~~
5 ~~Advocacy and Initiative)~~

6 **Inquiry Questions:**

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

12 **Learning Experience and Transfer:**

- 13 1. Research is a continuous and ongoing aspect of artmaking.

14 **Fourth Grade, Standard 3. Invent and Discover to Create**

15 **Prepared Graduates:**

- 16 6. Create works of visual art and design that demonstrate increasing levels of expertise
17 in skills and techniques for personal **and/or** professional endeavors.

18 **Grade Level Expectation:**

- 19 1. Investigate ideas of personal interest to plan and create works of visual art and
20 design.

21 GLE Code: VA.4.3.1

22 *Evidence Outcomes*

23 **Students Can:**

- 24 a. Generate multiple ideas in order to select the idea that best communicates intended
25 meaning.
26 b. Communicate a plan for completing works of visual art and design.
27 c. Analyze through collaborative discussion how personal works of art can be refined
28 to effectively communicate.

29 *Academic Context and Connections*

30 **Colorado Essential Skills and Meaning Making:**

- 31 1. Synthesize ideas in works of art and design in original and surprising ways.
32 (~~Creativity and Innovation, Media Literacy, Self-Advocacy and Initiative~~)
33 2. Look for and value different perspectives expressed by self and others as inspiration
34 for creating works of art and design. (~~Social Awareness, Self-Awareness Critical~~
35 ~~Thinking and Analysis~~)

- 1 3. Demonstrate curiosity, imagination, and eagerness to learn more as inspiration for
2 works of art and design. (~~Perseverance and Resilience, Self-Advocacy and Initiative,~~
3 ~~Creativity and Innovation~~)

4 **Inquiry Questions:**

- 5 1. How can students determine the qualities of a finished work of art?
6 2. How can students identify opportunities for experimentation in the creative
7 processes?

8 **Learning Experience and Transfer:**

- 9 1. Artists and designers consider and understand how a viewer can read and interpret
10 intended meaning.

11 **Fourth Grade, Standard 3. Invent and Discover to Create**

12 **Prepared Graduates:**

- 13 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
14 in skills and techniques **for personal and/or professional endeavors.**
15 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
16 9. Persist in the creative process and innovate from failure.

17 **Grade Level Expectation:**

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

19 GLE Code: VA.4.3.2

20 *Evidence Outcomes*

21 **Students Can:**

- 22 a. Justify how choice of media communicates personal intent.
23 b. Problem-solve and persist to determine the outcome of a final product.
24 c. Prepare works of visual art and design for presentation.

25 *Academic Context and Connections*

26 **Colorado Essential Skills and Meaning Making:**

- 27 1. Create works of art and design through the use of technologies. (~~Digital Literacy,~~
28 ~~Media Literacy, Creativity and Innovation~~)
29 2. Synthesize ideas in works of art and design in original and surprising ways. (~~Media~~
30 ~~Literacy, Critical Thinking and Analysis~~)
31 3. Form and test hypotheses to guide problem-solving in works of art and design with
32 personal intent. (~~Adaptability and Flexibility, Critical Thinking and Analysis,~~
33 ~~Creativity and Innovation~~)

34 **Inquiry Questions:**

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

4 **Learning Experience and Transfer:**

- 5 1. The sharing of artwork cultivates interest and knowledge.

6 **Fourth Grade, Standard 4. Relate and Connect to Transfer**

7 **Prepared Graduates:**

- 8 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 9 2. Visually and/or verbally articulate how visual art and design are a means for
10 communication.
- 11 4. Critique connections between visual art and historic and contemporary philosophies.
- 12 5. Interpret works of art and design in the contexts of varied traditions, histories, and
13 cultures.

14 **Grade Level Expectation:**

- 15 1. Investigate and discuss how diverse communities address issues relevant to their
16 culture, place and times **by sharing and creating art.**

17 GLE Code: VA.4.4.1

18 *Evidence Outcomes*

19 **Students Can:**

- 20 a. Identify and describe how visual art and design communicate meaning between any
21 subject, discipline, event, or issue.
- 22 b. Compare works of art between diverse cultures to understand how the role of art is
23 perceived within a given community.
- 24 c. Compare how artists work in different cultures and at different times in history.

25 *Academic Context and Connections*

26 **Colorado Essential Skills and Meaning Making:**

- 27 1. Consider purpose, formality of context, audience and distinct cultural norms when
28 planning content, mode, delivery, and expression in works of art and design.
29 ~~(Interpersonal Communication, Critical Thinking and Analysis, Global and~~
30 ~~Cultural Awareness, Social Awareness)~~
- 31 2. Recognize how members of a community, which includes artists and designers, rely
32 on each other, considering personal contributions as applicable. ~~(Civic Engagement,~~
33 ~~Social Awareness, Collaboration and Teamwork Interpersonal Communication)~~

34 **Inquiry Questions:**

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

8 **Learning Experience and Transfer:**

- 9 1. Artists are agents of their own cultures.

10 **Fifth Grade, Standard 1. Observe and Learn to Comprehend**

11 **Prepared Graduates:**

- 12 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 13 3. Practice critical and analytical skills by using academic language to discuss works of art
14 and visual culture.
- 15 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
16 skills and techniques for **personal and/or professional endeavors**.

17 **Grade Level Expectation:**

- 18 1. Investigate and analyze how specific points of view can be communicated through
19 the language of visual art and design.

20 GLE Code: VA.5.1.1

21 *Evidence Outcomes*

22 **Students Can:**

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

27 *Academic Context and Connections*

28 **Colorado Essential Skills and Meaning Making:**

- 29 1. Compare attitudes and beliefs as expressed through the language of visual art and
30 design as an individual to others. (~~Interpersonal Communication, Global and~~
31 ~~Cultural Awareness, Self-Awareness~~ **Critical Thinking and Analysis**)
- 32 2. Students can cite evidence from content-specific texts to demonstrate
33 understanding and support an analysis. (~~Media Literacy, Critical Thinking and~~
34 ~~Analysis~~)

35 **Inquiry Questions:**

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

5 **Learning Experience and Transfer:**

- 6 1. Artists and designers associate meaning with point of view.

7 **Fifth Grade, Standard 1. Observe and Learn to Comprehend**

8 **Prepared Graduates:**

- 9 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 10 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 11 cultures.
- 12 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 13 skills and techniques for **personal and/or professional endeavors**.
- 14 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 15 8. **Engage** in the reciprocal relationships between visual art and communities.

16 **Grade Level Expectation:**

- 17 2. Demonstrate an understanding of how works of visual art and design are influenced
- 18 by the culture of daily life.

19 GLE Code: VA.5.1.2

20 *Evidence Outcomes*

21 **Students Can:**

- 22 a. Observe and discuss how visual art and design exist in a shared contemporary
- 23 world.
- 24 b. Investigate and discuss how popular culture influences visual art and design.

25 *Academic Context and Connections*

26 **Colorado Essential Skills and Meaning Making:**

- 27 1. Identify and reflect upon personal connections to community systems and how it is
- 28 evidenced in art and design **such as how public art can be influenced by the people**
- 29 **in the community. (Media Literacy, Social Awareness, Self-Awareness)**
- 30 2. Students can analyze and use information presented visually to support a claim.
- 31 **(Media Literacy, Interpersonal Communication, Self-Advocacy and Initiative)**

32 **Inquiry Questions:**

- 33 1. How can students examine the role of cultural objects in the everyday environment?

- 1 2. How can students respond to issues raised in popular culture to inspire original
2 works of visual art and design?

3 **Learning Experience and Transfer:**

- 4 1. Visual art and design connect to daily life.

5 **Visual Arts**

6 **Fifth Grade, Standard 2. Envision and Critique to Reflect**

7 **Prepared Graduates:**

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

10 4. Critique connections between visual art and historic and contemporary philosophies.

11 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
12 skills and techniques **for personal and/or professional endeavors**.

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

14 **Grade Level Expectation:**

- 15 1. Using a variety of criteria, question, and evaluate works of art.

16 GLE Code: VA.5.2.1

17 *Evidence Outcomes*

18 **Students Can:**

- 19 a. Support collaborative dialogue to analyze and evaluate one's own work and that of
20 others.
21 b. Reflect on how intended meaning influences the artmaking process.

22 *Academic Context and Connections*

23 **Colorado Essential Skills and Meaning Making:**

- 24 1. Articulate thoughts and ideas effectively using oral, written, and/or nonverbal
25 communication skills and a variety of criteria before, during, and after making
26 works of art and design. (~~Interpersonal Communication, Creativity and Innovation,~~
27 ~~Self-Advocacy and Initiative~~)
28 2. Look for and value different perspectives expressed by others. (~~Global and Cultural~~
29 ~~Awareness-Critical Thinking and Analysis~~)

30 **Inquiry Questions:**

- 31 1. How can students respect each other's points of view?
32 2. How can students create an environment that encourages a culture of safety that
33 allows for risk-taking and divergent thinking?

- 1 3. How can students use different methods of reflection to evaluate their process and
- 2 product?
- 3 4. How can students analyze diverse artworks and their different ways of visual
- 4 communication to express diverse points of view?

5 **Learning Experience and Transfer:**

- 6 1. Divergent thinking supports the development of intended meaning.

7 **Fifth Grade, Standard 2. Envision and Critique to Reflect**

8 **Prepared Graduates:**

- 9 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 10 2. Visually and/or verbally articulate how visual art and design are a means for
- 11 communication.
- 12 4. Critique connections between visual art and historic and contemporary philosophies.
- 13 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 14 skills and techniques **for personal and/or professional endeavors.**

15 **Grade Level Expectation:**

- 16 2. Visualize intended meaning and determine a method of planning that best supports
- 17 personal artmaking.

18 GLE Code: VA.5.2.2

19 *Evidence Outcomes*

20 **Students Can:**

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

23 *Academic Context and Connections*

24 **Colorado Essential Skills and Meaning Making:**

- 25 1. Establish goals for visual communication and plan out steps accordingly.
- 26 **(Interpersonal Communication, Self-Management Creativity and Innovation)**
- 27 2. Students can present arguments or information in a logical sequence with a clear
- 28 claim, supportive evidence and effective presence that build credibility.
- 29 **(Interpersonal Communication, Media Literacy, Self-Advocacy and Initiative)**

30 **Inquiry Questions:**

- 31 1. How can students use reflection to envision a resolution of their ideas?
- 32 2. How can students consider alternatives while making works of art?
- 33 3. How can students use planning to create meaning?

- 1 4. How can students use research to determine a method of planning that best
2 supports personal artmaking?

3 *Learning Experience and Transfer:*

- 4 1. Reflecting and envisioning are continuous and ongoing.

5 **Fifth Grade, Standard 3. Invent and Discover to Create**

6 **Prepared Graduates:**

- 7 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
8 in skills and techniques **for personal and/or professional endeavors.**

9 **Grade Level Expectation:**

- 10 1. Plan works of visual art and design where intended meaning is communicated to
11 viewers.

12 GLE Code: VA.5.3.1

13 *Evidence Outcomes*

14 *Students Can:*

- 15 a. Make decisions during the creative process that best supports the intended point of
16 view.
17 b. Discuss with others to determine if intended meaning was effectively
18 communicated.
19 c. Contribute to the community of makers in a shared art space.

20 *Academic Context and Connections*

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Synthesize ideas in original and surprising ways to plan and communicate intent in
23 works of art and design. (~~Interpersonal Communication, Creativity and Innovation,~~
24 ~~Adaptability and Flexibility~~)
25 2. Look for and value different perspectives expressed by others to aid in planning
26 how to communicate intent in works of art. (~~Interpersonal Communication, Media~~
27 ~~Literacy, Creativity and Innovation, Global and Cultural Awareness~~)
28 3. Demonstrate curiosity, imagination, and eagerness to learn more through works of
29 art and design. (~~Creativity and Innovation, Critical Thinking and Analysis~~)
30 (~~Perseverance and Resilience~~)

31 *Inquiry Questions:*

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

34 *Learning Experience and Transfer:*

- 35 1. Artists and designers consider and understand how a viewer can read and interpret
36 the intended meaning.

1 **Fifth Grade, Standard 3. Invent and Discover to Create**

2 **Prepared Graduates:**

- 3 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
4 skills and techniques **for personal and/or professional endeavors**.
- 5 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 6 9. Persist in the creative process and innovate from failure.

7 **Grade Level Expectation:**

- 8 2. Apply an understanding of art processes and studio skills to create works of art and
9 design.

10 GLE Code: VA.5.3.2

11 *Evidence Outcomes*

12 **Students Can:**

- 13 a. Utilize traditional and contemporary media to effectively communicate intended
14 meaning.
- 15 b. Revise works of visual art and design to improve ideas.
- 16 c. Justify choices made during the artistic process that resulted in the finished work of
17 art and design.
- 18 d. Prepare works of art and design for presentation.

19 *Academic Context and Connections*

20 **Colorado Essential Skills and Meaning Making:**

- 21 1. Create art and design through the use of technologies. (**Digital Literacy, Creativity
22 and Innovation**)
- 23 2. Synthesize ideas in original and surprising ways in works of art and design.
24 (**Creativity and Innovation, Self-Advocacy and Initiative**)
- 25 3. Form and test hypotheses using art processes and studio skill to guide problem-
26 solving in works of art and design. (**Media Literacy, Critical Thinking and Analysis,
27 Self-Management**)

28 **Inquiry Questions:**

- 29 1. How can students present their ideas and artwork to their peers?
- 30 2. How can students determine what good craftsmanship look like?
- 31 3. How can students use technologies (contemporary media) to convey meaning?

32 **Learning Experience and Transfer:**

- 33 1. Artists and designers create using an understanding of experimental and traditional
34 processes.

35 **Fifth Grade, Standard 4. Relate and Connect to Transfer**

1 **Prepared Graduates:**

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

8 **Grade Level Expectation:**

- 9 1. Using interdisciplinary knowledge, investigate and interpret how diverse
- 10 communities address issues relevant to their place and times.

11 GLE Code: VA.5.4.1

12 *Evidence Outcomes*

13 **Students Can:**

- 14 a. Investigate how the reciprocal relationship between a work of visual art and design
- 15 and the context of its culture deepens understanding.
- 16 b. Discuss how art reflects diverse social values and beliefs.

17 *Academic Context and Connections*

18 **Colorado Essential Skills and Meaning Making:**

- 19 1. Identify and explain multiple perspectives (cultural, global) when exploring visual
- 20 art and design. (~~Interpersonal Communication, Civic Engagement, Global and~~
- 21 ~~Cultural Awareness, Social Awareness~~ Critical Thinking and Analysis)
- 22 2. Connect knowledge of art and design (facts, theories, etc.) from personal ideas and
- 23 understandings to civic engagement ~~such as how artists respond to global events.~~
- 24 (~~Critical Thinking and Analysis, Civic Engagement, Self-Awareness~~)
- 25 3. Students can synthesize information from multiple sources to demonstrate
- 26 understanding of a topic. (~~Media Literacy, Critical Thinking and Analysis~~)

27 **Inquiry Questions:**

- 28 1. How can students develop well-rounded perspectives in regards to identity?
- 29 2. How can students research art and design traditions to understand the
- 30 intersectionality of culture?
- 31 3. How can students build on cultural understanding when addressing real world
- 32 problems?

33 **Learning Experience and Transfer:**

- 34 1. Interdisciplinary knowledge informs cultural understanding.
- 35

1 **Middle School 1, Standard 1. Observe and Learn to Comprehend**

2 **Prepared Graduates:**

- 3 1. See oneself as a participant in visual art and design by experiencing, viewing, or
4 making.
- 5 3. Practice critical and analytical skills by using academic language to discuss works of
6 art and visual culture.
- 7 6. Create works of visual art and design that demonstrate increasing levels of
8 **expertise** in skills and techniques **for personal and/or professional**
9 **endeavors.**

10 **Grade Level Expectation:**

- 11 1. Apply the language of visual art and design to distinguish and differentiate
12 meanings.

13 GLE Code: **VA.MS1.1.1**

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Respond verbally or in written format justifying and interpreting a work of art
17 using the language of art and design.
- 18 b. Develop from oneself and various cultures a mental storehouse of images and
19 the uses, symbolism, and meaning of those images.

20 **Academic Context and Connections**

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Establish goals for communication using the language of visual art and design and
23 plan out steps accordingly. (~~Media Literacy, Digital Literacy, Interpersonal~~
24 ~~Communication~~)
- 25 2. Students can cite textual evidence from content-specific sources to
26 demonstrate understanding and support analysis, experiment, and the
27 creation of works of art and design. (~~Media Literacy, Digital Literacy, Data~~
28 ~~Literacy, Interpersonal Communication, Self-Awareness, Self-Management,~~
29 ~~Perseverance and Resilience, Self-Advocacy and Initiative, Career~~
30 ~~Awareness~~)

31 *Inquiry Questions:*

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

38 *Learning Experience and Transfer:*

1 1. Artists create a visual vocabulary and library.

2

3 **Middle School 1, Standard 1. Observe and Learn to Comprehend**

4 **Prepared Graduates:**

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

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

9 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
10 skills and techniques **for personal and/or professional endeavors.**

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

12 8. **Engage** in the reciprocal relationships between visual art and
13 communities.

14 **Grade Level Expectation:**

15 2. Compare art from various historical, contemporary, and cultural
16 sources.

17 GLE Code: **VA.MS1.1.2**

18 **Evidence Outcomes**

19 *Students Can:*

20 a. Describe and discuss the general characteristics of a work of art from various
21 historical time periods.

22 b. Interpret a variety of works of art while being respectful and mindful of culturally
23 sensitive themes.

24 c. Analyze works of art from various time periods and world cultures by their
25 components of style and design.

26 d. Evaluate how interpretations of works of art change based on the viewer's time,
27 place, and culture.

28 **Academic Context and Connections**

29 *Colorado Essential Skills and Meaning Making:*

30 1. Connect knowledge of art and design (facts, theories, etc.) from personal
31 ideas/understandings to civic engagement which includes referencing
32 historical, contemporary, and cultural sources. (**Civic Engagement, Global and
33 Cultural Awareness, Social Awareness**)

34 2. Students can analyze and use information presented visually to support
35 interpretations. (**Critical Thinking and Analysis, Collaboration and Teamwork,
36 Creativity and Innovation, Adaptability and Flexibility**)

37

1 *Inquiry Questions:*

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

8

9 *Learning Experience and Transfer:*

- 10 1. Artists and designers analyze visual characteristics in cultural contexts.

11 **Middle School 1, Standard 1. Observe and Learn to Comprehend**

12 **Prepared Graduates:**

- 13 1. See oneself as a participant in visual art and design by experiencing, viewing, or
- 14 making.
- 15 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
- 16 in skills and techniques **for personal and/or professional endeavors.**
- 17 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 18 10. Develop new knowledge by actively doing and making (artistic praxis),
- 19 acknowledging relationships between materials, objects, ideas, and lived
- 20 experience.

21 **Grade Level Expectation:**

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

24 GLE Code: **VA.MS1.1.3**

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Identify skills, ideas, and themes in the visual arts that are influenced by other
- 28 content areas.
- 29 b. Create works of art using skills from other disciplines.

30 **Academic Context and Connections**

31 *Colorado Essential Skills and Meaning Making:*

- 32 1. Collaboration between disciplines can be found during the entire creative
- 33 process. (~~Critical Thinking and Analysis, Collaboration and Teamwork,~~
- 34 ~~Creativity and Innovation, Adaptability and Flexibility~~)
- 35 2. Students can analyze content-specific texts to distinguish the factual evidence
- 36 offered, reasoned judgments made and conclusions drawn, and speculative ideas
- 37 offered. (~~Critical Thinking and Analysis, Collaboration and Teamwork, Adaptability~~)

1 ~~and Flexibility, Media Literacy, Digital Literacy, Data Literacy, Interpersonal~~
2 ~~Communication)~~

3 *Inquiry Questions:*

- 4 1. How can students solve interdisciplinary problems using visual art and design?
- 5 2. How can students investigate artworks through the lens of other disciplines?
- 6 3. How can students recognize the visual arts encompass and reflect multiple
7 aspects of life throughout time and cultures?

8 *Learning Experience and Transfer:*

- 9 1. Artists employ varied disciplines harmoniously.

10

11 **Middle School 1, Standard 2. Envision and Critique to Reflect**

12 **Prepared Graduates:**

- 13 2. Visually and/or verbally articulate how visual art and design are a means
14 for communication.
- 15 4. Critique connections between visual art and historic and contemporary philosophies.
- 16 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
17 skills and techniques **for personal and/or professional endeavors**.
- 18 9. Persist in the creative process and innovate from failure.

19 **Grade Level Expectation:**

- 20 1. Interpret meaning and evaluate works of visual art and design recognizing diverse
21 points of view.

22 GLE Code: **VA.MS1.2.1**

23 **Evidence Outcomes**

24 *Students Can:*

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

27 **Academic Context and Connections**

28 *Colorado Essential Skills and Meaning Making:*

- 29 1. Identify and explain multiple perspectives in works of art and design. (~~Civic~~
30 ~~Engagement, Global and Cultural Awareness, Social Awareness)~~
- 31 2. Examine how individuals interpret messages differently, how values and points of
32 view are included or excluded and how media can influence beliefs and behaviors.
33 (~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal Communication)~~

34 *Inquiry Questions:*

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

4 *Learning Experience and Transfer:*

- 5 1. Artists identify multiple points of view.
- 6 2. Artists establish and link background knowledge.

7

8 **Middle School 1, Standard 2. Envision and Critique to Reflect**

9 **Prepared Graduates:**

- 10 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 11 2. Visually and/or verbally articulate how visual art and design are a means for
- 12 communication.
- 13 4. Critique connections between visual art and historic and contemporary philosophies.
- 14 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 15 skills and techniques **for personal and/or professional endeavors.**

16 **Grade Level Expectation:**

- 17 2. Describe, analyze, and interpret works of art using specific art vocabulary.

18 GLE Code: **VA.MS1.2.2**

19 **Evidence Outcomes**

20 *Students Can:*

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

23 **Academic Context and Connections**

24 *Colorado Essential Skills and Meaning Making:*

- 25 1. Articulate thoughts and ideas using specific art vocabulary effectively using oral,
- 26 written, and/or nonverbal communication. (**Media Literacy, Digital Literacy,**
- 27 **Interpersonal Communication**)

28 *Inquiry Questions:*

- 29 1. How can students analyze a work of art using a common language?
- 30 2. How can students articulate the varied perspectives a viewer might have to a work
- 31 of art?

32 *Learning Experience and Transfer:*

- 33 1. Artists and designers demonstrate and model.
- 34 2. Artists connect academic language across diverse disciplines.

1 **Middle School 1, Standard 3. Invent and Discover to Create**

2 **Prepared Graduates:**

3 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
4 skills and techniques **for personal and/or professional endeavors.**

6 **Grade Level Expectation:**

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

8 GLE Code: **VA.MS1.3.1**

9 **Evidence Outcomes**

10 *Students Can:*

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

14 **Academic Context and Connections**

15 *Colorado Essential Skills and Meaning Making:*

- 16 1. Value and consider incorporating different perspectives expressed by others in
17 works of art. (~~Civic Engagement, Global and Cultural Awareness, Social~~
18 ~~Awareness, Self-Awareness, Self-Advocacy and Initiative~~ **Interpersonal**
19 **Communication**)
20
- 21 2. Develop and utilize basic task and time management strategies effectively in
22 planning and creating works of art and design. (~~Critical Thinking and Analysis,~~
23 ~~Collaboration and Teamwork, Creativity and Innovation, Adaptability and~~
24 ~~Flexibility, Self-Awareness, Self-Management, Perseverance and Resilience, Self-~~
25 ~~Advocacy and Initiative, Career Awareness~~)
26
- 27 3. Students can generate questions to guide their research into planning a work of
28 art, gather information, determine biases and credibility of sources, and use
29 gathered information in their artwork. (~~Self-Awareness, Self-Management,~~
30 ~~Perseverance and Resilience, Self-Advocacy and Initiative, Career Awareness,~~
31 ~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal Communication~~)
32

33 *Inquiry Questions:*

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

37 *Learning Experience and Transfer:*

- 1 1. Artmaking can involve cooperative learning.
- 2 2. Artists use conceptual and project-based learning.
- 3 3. Artmaking uses imagining to develop artistic vision.
- 4 4. Artists and designers can use organized critiques.
- 5 5. Artists and designers synthesize knowledge, skill, and imagination to solve
- 6 problems and express meaning.

7 **Middle School 1, Standard 3. Invent and Discover to Create**

8 **Prepared Graduates:**

- 9 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 10 skills and techniques **for personal and/or professional endeavors.**
- 11 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 12 9. Persist in the creative process and innovate from failure.

13 **Grade Level Expectation:**

- 14 2. Explore various media, materials, and techniques used to create works of visual art
- 15 and design.

16 GLE Code: **VA.MS1.3.2**

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Recognize and utilize the individual characteristics of each medium.
- 20 b. Identify and differentiate the relationships between media choice, art processes, and
- 21 final solutions.
- 22 c. Create and display works of art using a wide variety of contemporary and available
- 23 media.

24 **Academic Context and Connections**

25 *Colorado Essential Skills and Meaning Making:*

- 26 1. Demonstrate flexibility, imagination, and inventiveness in artmaking. (~~Critical~~
- 27 ~~Thinking and Analysis, Collaboration and Teamwork, Creativity and~~
- 28 ~~Innovation, Adaptability and Flexibility~~)
- 29 2. Discern differences of effective and ineffective processes, communication, and
- 30 tasks in creating works of art and design. (~~Critical Thinking and Analysis,~~
- 31 ~~Collaboration and Teamwork, Creativity and Innovation, Adaptability and~~
- 32 ~~Flexibility, Media Literacy, Digital Literacy, Interpersonal Communication~~)
- 33

34 *Inquiry Questions:*

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

- 1 2. How can students reflect on finished artworks in various media in order to make
- 2 decisions about future media choices?
- 3 3. How can students make and curate work in order to share with viewers?

4 *Learning Experience and Transfer:*

- 5 1. Artists and designers use demonstration.
- 6 2. Artmaking involves exploration and discovery.
- 7 3. Artists connect effective strategies of focused, goal-oriented investigation.

8 **Middle School 1, Standard 3. Invent and Discover to Create**

9 **Prepared Graduates:**

- 10 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 11 2. Visually and/or verbally articulate how visual art and design are a means for
- 12 communication.
- 13 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 14 skills and techniques **for personal and/or professional endeavors.**
- 15 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 16 9. Persist in the creative process and innovate from failure.

17 **Grade Level Expectation:**

- 18 3. Utilize current and available technology to refine ideas in works of art.

19 GLE Code: **VA.MS1.3.3**

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Evaluate various technological processes used to make art.
- 23 b. Recognize and discuss how technology operates in the creation of works of art.

24 **Academic Context and Connections**

25 *Colorado Essential Skills and Meaning Making:*

- 26 1. Create works of art and design through the use of technologies **such as but not**
- 27 **limited to the use of digital photo/video enhancing tools. (~~Media Literacy, Digital~~**
- 28 **Literacy, ~~Data Literacy, Interpersonal Communication~~)**
- 29 2. Innovate from failure, connect learning across domains, and recognize new
- 30 opportunities while creating works of art and design. (**~~Critical Thinking and~~**
- 31 **~~Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness,~~**
- 32 **~~Self-Management, Perseverance and Resilience, Self-Advocacy and Initiative,~~**
- 33 **~~Career Awareness~~)**

34 *Inquiry Questions:*

- 1 1. How can students investigate technological processes that express their chosen
- 2 ideas?
- 3 2. How can students articulate the possible roles of technology in the creative
- 4 process?

5 *Learning Experience and Transfer:*

- 6 1. Artmaking involves project-based learning.
- 7 2. Artists connect planning to implementation.
- 8 3. Artists use imagining to develop artistic vision.
- 9 4. Artists and designers synthesize knowledge, skill, and imagination to solve
- 10 problems and express meaning.

11 **Middle School 1, Standard 4. Relate and Connect to Transfer**

12 **Prepared Graduates:**

- 13 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 14 2. Visually and/or verbally articulate how visual art and design are a means for
- 15 communication.
- 16 4. Critique connections between visual art and historic and contemporary philosophies.
- 17 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 18 cultures.

19 **Grade Level Expectation:**

- 20 1. Infer from works of visual art, **design, and visual culture**, using interdisciplinary
- 21 knowledge, how diverse communities address issues relevant to their culture, place,
- 22 and times.

23 GLE Code: **VA.MS1.4.1**

24 **Evidence Outcomes**

25 *Students Can:*

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

30 **Academic Context and Connections**

31 *Colorado Essential Skills and Meaning Making:*

- 32 1. Examine how individuals interpret messages differently, how values and points of
- 33 view are included or excluded, and how media can influence beliefs and
- 34 behaviors. (~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal~~
- 35 ~~Communication, Civic Engagement, Global and Cultural Awareness, Social~~
- 36 ~~Awareness~~)

- 1 2. Identify and explain multiple perspectives (~~cultural, global~~) when exploring
2 visual art and design. (~~Civic Engagement, Global and Cultural Awareness, Social~~
3 ~~Awareness~~)
- 4 3. Students can synthesize information from multiple sources to demonstrate
5 understanding of a topic. (~~Critical Thinking and Analysis, Creativity and~~
6 ~~Innovation, Adaptability and Flexibility, Media Literacy, Digital Literacy, Data~~
7 ~~Literacy~~)

8 *Inquiry Questions:*

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

13 *Learning Experience and Transfer:*

- 14 1. Artists consider multiple perspectives by investigating the context in which a work
15 is made.
- 16 2. Artists and designers connect the interdependent relationship that art and societies
17 have.

18 **Middle School 1, Standard 4. Relate and Connect to Transfer**

19 **Prepared Graduates:**

- 20 8. **Engage** in the reciprocal relationships between visual art and communities.
- 21 10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging
22 relationships between materials, objects, ideas, and lived experience.

23 **Grade Level Expectation:**

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

25 GLE Code: **VA.MS1.4.2**

26 **Evidence Outcomes**

27 *Students Can:*

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

33 **Academic Context and Connections**

34 *Colorado Essential Skills and Meaning Making:*

- 1 1. Pursue a path of inquiry initiated by personal connections to careers and other
2 life pursuits. (~~Self-Awareness, Self-Management, Perseverance and Resilience, Self-~~
3 ~~Advocacy and Initiative, Career Awareness~~)
- 4 2. Demonstrate a willingness to try new things. (~~Self-Awareness, Self-Management,~~
5 ~~Perseverance and Resilience, Self-Advocacy and Initiative, Critical Thinking and~~
6 ~~Analysis, Collaboration and Teamwork, Creativity and Innovation, Adaptability and~~
7 ~~Flexibility~~)
- 8 3. Students can pose and respond to questions and contribute to the discussion about
9 a topic, text or work of art, and design in order to advance the dialogue. (~~Civic~~
10 ~~Engagement, Global and Cultural Awareness, Social Awareness, Media Literacy,~~
11 ~~Digital Literacy, Interpersonal Communication~~)

12 *Inquiry Questions:*

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

18 *Learning Experience and Transfer:*

- 19 1. Imagining, artistic visioning, and the design-thinking process can benefit many
20 lifelong pursuits.
- 21 2. Artists connect new knowledge to personal preferences.

22 **Middle School 1, Standard 4. Relate and Connect to Transfer**

23 **Prepared Graduates:**

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

26 **Grade Level Expectation:**

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

29 GLE Code: **VA.MS1.4.3**

30 **Evidence Outcomes**

31 *Students Can:*

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

34 **Academic Context and Connections**

35 *Colorado Essential Skills and Meaning Making:*

- 1 1. Connect art and design knowledge (facts, theories, etc.) from personal ideas and
2 understanding to civic engagement, **such as but not limited to investigation of**
3 **honored elders of a community and creating murals, sculptures, or other public**
4 **works of art to highlight these contributions. (Civic Engagement, ~~Global and~~**
5 **Cultural Awareness, Social Awareness, Self-Awareness, Self-Management,**
6 **Perseverance and Resilience, Self-Advocacy and Initiative)**
- 7 2. Apply ethical perspectives/concepts to an ethical question/situation/scenario
8 regarding art and design. (~~Civic Engagement, Global and Cultural Awareness,~~
9 ~~Social Awareness, Self-Awareness, Self-Management, Perseverance and Resilience,~~
10 ~~Self-Advocacy and Initiative)~~
- 11 3. Students can present arguments or information in a logical sequence with a clear
12 claim, supportive evidence, and effective presence that builds credibility **such as in**
13 **their interpretation of a work of art and elements that the artist uses to**
14 **communicate their ideas. (Critical Thinking and Analysis, ~~Creativity and Innovation,~~**
15 **Adaptability and Flexibility, Media Literacy, Digital Literacy, Data Literacy,**
16 **Interpersonal Communication, Self-Awareness, Self-Management, Perseverance and**
17 **Resilience, Self-Advocacy and Initiative)**

18 *Inquiry Questions:*

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

21 *Learning Experience and Transfer:*

- 22 1. Artists identify and critique social issues and create work with real world and
23 personal relevance.
- 24 2. Artists and designers can connect personal ideas to civic engagement.

25

26 **Middle School 2, Standard 1. Observe and Learn to Comprehend**

27 **Prepared Graduates:**

- 28 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 29 3. Practice critical and analytical skills by using academic language to discuss works of art
30 and visual culture.
- 31 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
32 skills and techniques **for personal and/or professional endeavors.**

33 **Grade Level Expectation:**

- 34 3. Analyze works of art **and visual culture**, and apply the language of visual art and
35 design, to infer meaning.

36 GLE Code: **VA.MS2.1.1**

37

38 **Evidence Outcomes**

1 *Students Can:*

- 2 a. Apply the language of visual art and design to describe the aesthetic value of works
3 of art.
- 4 b. Evaluate the emotional significance generated by the language of visual art and
5 design.
- 6 c. Differentiate and implement the language of visual art and design when observing
7 works of art.

8 **Academic Context and Connections**

9 *Colorado Essential Skills and Meaning Making:*

- 10 1. Investigate to form hypotheses, make observations, and draw conclusions about
11 how artists use the language of visual art and design to make meaning. (**Critical**
12 **Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility**)
- 13 2. Students can cite textual evidence from content-specific texts or works of art to
14 demonstrate understanding and support analysis. (**Critical Thinking and Analysis,**
15 **Creativity and Innovation, Adaptability and Flexibility, Media Literacy, Digital**
16 **Literacy, Interpersonal Communication**)

17 *Inquiry Questions:*

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

21 *Learning Experience and Transfer:*

- 22 1. Artists evaluate the role of aesthetic decisions to support meaning.

23 **Middle School 2, Standard 1. Observe and Learn to Comprehend**

24 **Prepared Graduates:**

- 25 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 26 5. Interpret works of art and design in the contexts of varied traditions, histories, and
27 cultures.
- 28 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
29 skills and techniques **for personal and/or professional endeavors.**
- 30 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 31 8. **Engage** in the reciprocal relationships between visual art and communities.

32 **Grade Level Expectation:**

- 33 2. Recognize and interpret works of art through the lens of time, place, and culture.
34 GLE Code: **VA.MS2.1.2**

35

36 **Evidence Outcomes**

37 *Students Can:*

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

7 **Academic Context and Connections**

8 *Colorado Essential Skills and Meaning Making:*

- 9 1. Identify and explain multiple perspectives (~~cultural, global~~) when exploring events,
10 ideas, and issues in works of art. (~~Civic Engagement, Global and Cultural Awareness,~~
11 ~~Social Awareness, Self-Awareness, Perseverance and Resilience, Self-Advocacy and~~
12 ~~Initiative~~)
- 13 2. Students can analyze and use information presented visually to support
14 interpretation. (~~Critical Thinking and Analysis, Creativity and Innovation,~~
15 ~~Adaptability and Flexibility, Media Literacy, Digital Literacy, Data Literacy,~~
16 ~~Interpersonal Communication~~)

17 *Inquiry Questions:*

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

22 *Learning Experience and Transfer:*

- 23 1. Artists contextualize divergent art histories and traditions.

24

25 **Middle School 2, Standard 1. Observe and Learn to Comprehend**

26 **Prepared Graduates:**

- 27 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 28 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
29 skills and techniques **for personal and/or professional endeavors.**
- 30 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 31 10. Develop new knowledge by actively doing and making (artistic praxis),
32 acknowledging relationships between materials, objects, ideas, and lived
33 experience.

34

35 **Grade Level Expectation:**

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

1 GLE Code: **VA.MS2.1.3**

2

3 **Evidence Outcomes**

4 *Students Can:*

- 5 a. Incorporate key concepts, issues, and themes from other disciplines into works of
6 art.
- 7 b. Explain and discuss how concepts, ideas, and themes from other disciplines can be
8 used in the visual arts.
- 9 c. Explain how skills, themes, and key concepts from other disciplines help artists
10 improve their work.

11 **Academic Context and Connections**

12 *Colorado Essential Skills and Meaning Making:*

- 13 1. Define the visual art and design problem using a variety of strategies. (~~Critical~~
14 ~~Thinking and Analysis, Collaboration and Teamwork, Creativity and Innovation,~~
15 ~~Adaptability and Flexibility)~~
- 16 2. Synthesize creative solutions from a variety of disciplines to solve visual art and
17 design problems. (~~Critical Thinking and Analysis, Collaboration and Teamwork,~~
18 ~~Creativity and Innovation, Adaptability and Flexibility)~~

19

20 *Inquiry Questions:*

- 21 1. How can students use interdisciplinary knowledge to create works of visual art
22 and design?
- 23 2. How can students incorporate information from a variety of sources to
24 communicate complex visual ideas?

25

26 *Learning Experience and Transfer:*

- 27 1. Artists identify opportunities for interdisciplinary problem-solving.

28

29 **Middle School 2, Standard 2. Envision and Critique to Reflect**

30 **Prepared Graduates:**

- 31 2. Visually and/or verbally articulate how visual art and design are a means
32 for communication.
- 33 4. Critique connections between visual art and historic and contemporary philosophies.
- 34 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
35 skills and techniques **for personal and/or professional endeavors.**
- 36 9. Persist in the creative process and innovate from failure.

37

1 **Grade Level Expectation:**

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

4 GLE Code: **VA.MS2.2.1**

5 **Evidence Outcomes**

6 *Students Can:*

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

12

13 **Academic Context and Connections**

14 *Colorado Essential Skills and Meaning Making:*

- 15 1. Question to develop further understanding. (~~Media Literacy, Digital Literacy, Data~~
16 ~~Literacy, Interpersonal Communication, Critical Thinking and Analysis,~~
17 ~~Collaboration and Teamwork, Creativity and Innovation, Adaptability and~~
18 ~~Flexibility, Self-Awareness, Self-Management, Perseverance and Resilience, Self-~~
19 ~~Advocacy and Initiative, Career Awareness)~~
20 2. Interpret works of art and design with consideration to purpose, context, audience,
21 and cultural norms. (~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal~~
22 ~~Communication, Civic Engagement, Global and Cultural Awareness, Social~~
23 ~~Awareness)~~
24 3. Students can trace an argument in a content-specific text to understand how a
25 creator organizes information, crafts an argument, and uses domain-specific
26 language to convey ideas. (~~Media Literacy, Digital Literacy, Data Literacy,~~
27 ~~Interpersonal Communication, Critical Thinking and Analysis, Collaboration and~~
28 ~~Teamwork, Creativity and Innovation, Adaptability and Flexibility)~~

29 *Inquiry Questions:*

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

34 *Learning Experience and Transfer:*

- 35 1. Artists and designers establish and link background knowledge.
36 2. Artists read, write, and use vocabulary through an interdisciplinary lens.

1 **Middle School 2, Standard 2. Envision and Critique to Reflect**

2 **Prepared Graduates:**

- 3 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
4 2. Visually and/or verbally articulate how visual art and design are a means for
5 communication.
6 4. Critique connections between visual art and historic and contemporary philosophies.
7 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
8 skills and techniques **for personal and/or professional endeavors**.

10 **Grade Level Expectation:**

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

12 GLE Code: **VA.MS2.2.2**

13 **Evidence Outcomes**

14 *Students Can:*

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

17 **Academic Context and Connections**

18 *Colorado Essential Skills and Meaning Making:*

- 19 1. Articulate thoughts and ideas effectively using oral, written, and/or nonverbal
20 communication in analysis of works of art. (**Media Literacy, Digital Literacy, Data**
21 **Literacy, Interpersonal Communication**)

22 *Inquiry Questions:*

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

25 *Learning Experience and Transfer:*

- 26 1. Artists and designers use demonstration and modeling.
27 2. Artists connect specific academic language to diverse disciplines.

28 **Middle School 2, Standard 3. Invent and Discover to Create**

29 **Prepared Graduates:**

- 30 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
31 skills and techniques **for personal and/or professional endeavors**.

32 **Grade Level Expectation:**

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

34 GLE Code: **VA.MS2.3.1**

1 **Evidence Outcomes**

2 *Students Can:*

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

7 **Academic Context and Connections**

8 *Colorado Essential Skills and Meaning Making:*

- 9 1. Look for and value different perspectives expressed by others in planning and
- 10 creating. (~~Critical Thinking and Analysis, Collaboration and Teamwork, Creativity~~
- 11 ~~and Innovation, Adaptability and Flexibility~~)
- 12 2. Assess personal strengths and limitations in order to grow as an artist. (~~Self-~~
- 13 ~~Awareness, Self-Management, Perseverance and Resilience, Self-Advocacy and~~
- 14 ~~Initiative~~)
- 15 3. Students can generate questions to guide their research into making, gather
- 16 information from multiple sources, determine biases and credibility of sources,
- 17 and use evidence to create. (~~Media Literacy, Digital Literacy, Data Literacy,~~
- 18 ~~Critical Thinking and Analysis, Creativity and Innovation, Adaptability and~~
- 19 ~~Flexibility~~)

20 *Inquiry Questions:*

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

27 *Learning Experience and Transfer:*

- 28 1. Artists and designers can incorporate cooperative learning.
- 29 2. Artmaking involves conceptual and project-based learning.
- 30 3. Artmaking uses imagining to develop artistic vision.
- 31 4. Artists and designers can use organized critiques.
- 32 5. Artists and designers synthesize knowledge, skill, and imagination to solve
- 33 problems and express meaning.

34 **Middle School 2, Standard 3. Invent and Discover to Create**

35 **Prepared Graduates:**

- 36 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 37 skills and techniques **for personal and/or professional endeavors.**

- 1 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 2 9. Persist in the creative process and innovate from failure.

3 **Grade Level Expectation:**

- 4 2. Demonstrate technical skills and processes to achieve desired results.

5 GLE Code: **VA.MS2.3.2**

6

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Create works of art from observation, photographs, and stored mental images
10 adding personal interpretations.
- 11 b. Demonstrate and apply perceptual skills to create works of art.
- 12 c. Research and communicate personal ideas and interests in works of art.

13 **Academic Context and Connections**

14 *Colorado Essential Skills and Meaning Making:*

- 15 1. Innovate from failure, connect learning across domains, and recognize new
16 opportunities while creating works of art using technical skills. (~~Critical Thinking
17 and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-
18 Awareness, Self-Management, Perseverance and Resilience, Self-Advocacy and
19 Initiative, Career Awareness~~)
- 20 2. Form and test hypotheses in regard to art media and techniques to guide
21 problem-solving. (~~Media Literacy, Digital Literacy, Interpersonal Communication,
22 Critical Thinking and Analysis, Creativity and Innovation, Adaptability and
23 Flexibility~~)
- 24 3. Students can synthesize information from multiple sources to demonstrate
25 understanding of a topic. (~~Media Literacy, Digital Literacy, Data Literacy,
26 Interpersonal Communication, Critical Thinking and Analysis, Creativity and
27 Innovation, Adaptability and Flexibility~~)

28

29 *Inquiry Questions:*

- 30 1. How can students use various imagery to inspire their work but add their own twist
31 or interpretation?
- 32 2. How can students develop attention and awareness in order to create works of art?
- 33 3. How can students research and use ideas that are relevant to them to create
34 meaningful artwork?

35 *Learning Experience and Transfer:*

- 36 1. Artmaking involves project-based learning.

- 1 2. Artists connect planning to implementation.
- 2 3. Artists connect learning a skill to persevering to master the skill.

3 **Middle School 2, Standard 3. Invent and Discover to Create**

4 **Prepared Graduates:**

- 5 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 6 2. Visually and/or verbally articulate how visual art and design are a means for
- 7 communication.
- 8 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 9 skills and techniques **for personal and/or professional endeavors.**
- 10 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 11 9. Persist in the creative process and innovate from failure.
- 12

13 **Grade Level Expectation:**

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

16 GLE Code: **VA.MS2.3.3**

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Explore ways to manipulate works of art through technology.
- 20 b. Utilize current and available technologies to create new forms of 2-D and 3-D art.
- 21

22 **Academic Context and Connections**

23 *Colorado Essential Skills and Meaning Making:*

- 24 1. Create art and design through the use of technologies. (~~Media Literacy, Digital~~
- 25 ~~Literacy, Interpersonal Communication~~)
- 26 2. Synthesize ideas in original and surprising ways in works of art. (~~Critical Thinking~~
- 27 ~~and Analysis, Collaboration and Teamwork, Creativity and Innovation, Adaptability~~
- 28 ~~and Flexibility~~)

29 *Inquiry Questions:*

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

33 *Learning Experience and Transfer:*

- 34 1. Artmaking involves project-based learning.
- 35 2. Artists connect planning to implementation.

- 1 3. Artmaking involves imagining to develop artistic vision.
- 2 4. Artists and designers synthesize knowledge, skill, and imagination to solve
- 3 problems and express meaning.

4 **Middle School 2, Standard 4. Relate and Connect to Transfer**

5 **Prepared Graduates:**

- 6 1. See oneself as a participant in visual art and design by experiencing, viewing, or
- 7 making.
- 8 2. Visually and/or verbally articulate how visual art and design are a means for
- 9 communication.
- 10 4. Critique connections between visual art and historic and contemporary
- 11 philosophies.
- 12 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 13 cultures.

14 **Grade Level Expectation:**

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

16

17 GLE Code: **VA.MS2.4.1**

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Design and create works of art using images, words, and symbols that illustrate
- 21 personal community or culture.
- 22 b. Analyze and explain how artists and cultures have used art to communicate ideas
- 23 and identity throughout history.

24 **Academic Context and Connections**

25 *Colorado Essential Skills and Meaning Making:*

- 26 1. Identify and explain multiple perspectives (~~cultural, global~~) when exploring visual
- 27 art and design. (~~Civic Engagement, Global and Cultural Awareness, Social~~
- 28 ~~Awareness~~)
- 29 2. Recognize and describe cause-and-effect relationships and patterns in everyday
- 30 experiences. (~~Critical Thinking and Analysis, Collaboration and Teamwork,~~
- 31 ~~Creativity and Innovation, Adaptability and Flexibility~~)
- 32 3. Students can synthesize information from multiple sources to demonstrate
- 33 understanding of a topic. (~~Critical Thinking and Analysis, Collaboration and~~
- 34 ~~Teamwork, Creativity and Innovation, Adaptability and Flexibility, Civic~~
- 35 ~~Engagement, Global and Cultural Awareness, Social Awareness~~)

36 *Inquiry Questions:*

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

6 *Learning Experience and Transfer:*

- 7 1. Artists consider multiple perspectives through investigation and inquiry.
- 8 2. Artists and designers connect the interdependent relationship that art and societies
- 9 have.

10 **Middle School 2, Standard 4. Relate and Connect to Transfer**

11 **Prepared Graduates:**

- 12 8. **Engage** in the reciprocal relationships between visual art and communities.
- 13 10. Develop new knowledge by actively doing and making (artistic praxis),
- 14 acknowledging relationships between materials, objects, ideas, and lived
- 15 experience.

16 **Grade Level Expectation:**

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

18 GLE Code: **VA.MS2.4.2**

19

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Discuss and explain how the visual arts are an integral part of popular culture.
- 23 b. Recognize and articulate how artists and designers use critical thinking skills in
- 24 the community.
- 25 c. Explore and evaluate ways that artistic thinking is used to solve problems in
- 26 various careers.

27 **Academic Context and Connections**

28 *Colorado Essential Skills and Meaning Making:*

- 29 1. Define the problem using a variety of strategies in works of art and design as well as
- 30 in everyday life. (~~Critical Thinking and Analysis, Collaboration and Teamwork,~~
- 31 ~~Creativity and Innovation, Adaptability and Flexibility~~)
- 32 2. Make connections between information gathered in artmaking and personal
- 33 experiences to apply and/or test solutions. (~~Critical Thinking and Analysis,~~
- 34 ~~Collaboration and Teamwork, Creativity and Innovation, Adaptability and~~
- 35 ~~Flexibility~~)

- 1 3. Students can pose and respond to questions and contribute to the discussion about
2 a topic or text in order to advance the dialogue. (~~Media Literacy, Digital Literacy,~~
3 ~~Data Literacy, Interpersonal Communication~~)

4 *Inquiry Questions:*

- 5 1. How can students engage in discourse about the intersections of art and popular
6 culture?
7 2. How can students demonstrate understanding of the ways in which artists and
8 designers make connections between information gathered and personal
9 experiences and apply creative solutions?

10 *Learning Experience and Transfer:*

- 11 1. Critical thinking and the design thinking process are used across disciplines.
12 2. Imagining, artistic visioning, and the design thinking process can benefit many
13 lifelong pursuits.
14 3. Artists connect new knowledge to personal preferences.
15 4. Artists and designers use cooperative learning.

16

17 **Middle School 2, Standard 4. Relate and Connect to Transfer**

18 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

- 22 3. Communicate messages about societal problems through the creative process.
23

24 GLE Code: **VA.MS2.4.3**

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Recognize and articulate how social issues influence the creation of contemporary
28 works of art such as but not limited to the work of Mark Bradford, Pedro Reyes, Fred
29 Wilson, or street artists such as Swoon.
30 b. Create and display a work of art based on a selected social issue.

31 **Academic Context and Connections**

32 *Colorado Essential Skills and Meaning Making:*

- 33 1. Incorporate ideas from social or community activities in works of art and
34 design. (~~Civic Engagement, Global and Cultural Awareness, Social Awareness~~)

- 1 2. Apply ethical perspectives/concepts to an ethical question/situation/scenario to
2 artmaking. (~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal~~
3 ~~Communication, Civic Engagement, Global and Cultural Awareness, Social~~
4 ~~Awareness, Self-Awareness, Self-Management, Perseverance and Resilience, Self-~~
5 ~~Advocacy and Initiative, Career Awareness)~~
- 6 3. Students can present arguments or information in a logical sequence with a clear
7 claim, supportive evidence, and effective presence that builds credibility. (~~Media~~
8 ~~Literacy, Digital Literacy, Data Literacy, Interpersonal Communication, Self-~~
9 ~~Awareness, Self-Management, Perseverance and Resilience, Self-Advocacy and~~
10 ~~Initiative, Career Awareness.~~)

11 *Inquiry Questions:*

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

16

17 *Learning Experience and Transfer:*

- 18 1. Artists identify and critique social issues and create work with real-world and
19 personal relevance.
- 20 2. Artists can connect personal ideas to civic engagement.

21 **Middle School 3, Standard 1. Observe and Learn to Comprehend**

22 **Prepared Graduates:**

- 23 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 24 3. Practice critical and analytical skills by using academic language to discuss works of art
25 and visual culture.
- 26 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
27 skills and techniques **for personal and/or professional endeavors.**

28

29 **Grade Level Expectation:**

- 30 1. Interpret works of art using the language of visual art and design and conceptual
31 art frameworks.

32 GLE Code: **VA.MS3.1.1**

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. Present works of art using the language of visual art and design to infer meaning.
- 36 b. Describe and justify the specific elements in a work of art using the language of
37 visual art and design.

- 1 c. Investigate and debate conceptual frameworks that give value to works of art.

2 **Academic Context and Connections**

3 *Colorado Essential Skills and Meaning Making:*

- 4 1. Interpret information and draw conclusions based on informed analysis using the
5 language of visual art and design. (~~Media Literacy, Digital Literacy, Data Literacy,~~
6 ~~Interpersonal Communication, Critical Thinking and Analysis, Collaboration and~~
7 ~~Teamwork, Creativity and Innovation, Adaptability and Flexibility)~~
8 2. Students can cite textual and visual evidence from content-specific texts and works
9 of art to demonstrate understanding and support an analysis of the work, conduct
10 an experiment, or perform a task. (~~Media Literacy, Digital Literacy, Data Literacy,~~
11 ~~Interpersonal Communication, Critical Thinking and Analysis, Collaboration and~~
12 ~~Teamwork, Creativity and Innovation, Adaptability and Flexibility)~~

13 *Inquiry Questions:*

- 14 1. How can students investigate the criteria used by various cultures to evaluate and
15 make meaning of artwork?
16 2. How can visual artists, designers and media artists convey concepts, actions, and
17 emotions effectively?
18 3. How can students use established conceptual criteria to interpret works of art?
19 4. How do students use visual media to share their interpretation of ideas?
20 5. How can students respectfully consider the variety of individual responses to their
21 artwork and the artwork of others?

22 *Learning Experience and Transfer:*

- 23 1. Artists analyze composition, form, function, and purpose.
24 2. Artists use established criteria to evaluate and synthesize knowledge and personal
25 experience to develop individual criteria to evaluate.
26

27 **Middle School 3, Standard 1. Observe and Learn to Comprehend**

28 **Prepared Graduates:**

- 29 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
30 5. Interpret works of art and design in the contexts of varied traditions, histories, and
31 cultures.
32 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
33 skills and techniques **for personal and/or professional endeavors**.
34 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
35 8. **Engage** in the reciprocal relationships between visual art and communities.

36 **Grade Level Expectation:**

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

3 GLE Code: **VA.MS3.1.2**

4 **Evidence Outcomes**

5 *Students Can:*

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

13 **Academic Context and Connections**

14 *Colorado Essential Skills and Meaning Making:*

- 15 1. Examine how individuals interpret messages differently, and how values and points
16 of view are included or excluded in works of art and design. (~~Media Literacy, Digital~~
17 ~~Literacy, Data Literacy, Interpersonal Communication, Civic Engagement, Global and~~
18 ~~Cultural Awareness, Social Awareness~~)
19 2. Students can delineate an argument, identify specific claims, and distinguish if
20 claims are supported by reasons and evidence. (~~Media Literacy, Digital Literacy,~~
21 ~~Data Literacy, Interpersonal Communication~~)

22 *Inquiry Questions:*

- 23 1. How can students incorporate time and place to give meaning or function to a work
24 of art?
25 2. How can students be responsive to artists and works of art in their contexts of
26 cultures, times, and places?
27 3. How can students analyze the influence artists have on each other?
28 4. How can students analyze the impact artists have on social structures across time
29 and place?
30

31 *Learning Experience and Transfer:*

- 32 1. Artists study diverse cultures across time and place.
33 2. Artists compare and contrast historical art to contemporary art.

34 **Middle School 3, Standard 1. Observe and Learn to Comprehend**

35 **Prepared Graduates:**

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

- 1 6. Create works of visual art and design that demonstrate increasing levels of **expertise**
- 2 in skills and techniques **for personal and/or professional endeavors.**
- 3 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 4 10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging
- 5 relationships between materials, objects, ideas, and lived experience.

6 **Grade Level Expectation:**

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

9 GLE Code: **VA.MS3.1.3**

10 **Evidence Outcomes**

11 *Students Can:*

- 12 a. Produce individual or group works of art that incorporate various multidisciplinary
- 13 key concepts, issues, and themes to solve visual problems.
- 14 b. Communicate ideas visually through various media, methods, styles, and
- 15 perspectives.

16 **Academic Context and Connections**

17 *Colorado Essential Skills and Meaning Making:*

- 18 1. Collaborate with non-art areas to generate creative ideas that solve real-world
- 19 problems. (~~Critical Thinking and Analysis, Collaboration and Teamwork,~~
- 20 ~~Creativity and Innovation, Adaptability and Flexibility, Civic Engagement, Global~~
- 21 ~~and Cultural Awareness, Social Awareness, Self-Awareness, Self-Management,~~
- 22 ~~Perseverance and Resilience, Self-Advocacy and Initiative, Career Awareness)~~
- 23 2. Students can analyze content-specific texts and works of art to distinguish the
- 24 factual evidence offered, reasoned judgments made, and conclusions drawn, and
- 25 speculative ideas offered. (~~Media Literacy, Digital Literacy, Data Literacy,~~
- 26 ~~Interpersonal Communication, Critical Thinking and Analysis, Collaboration and~~
- 27 ~~Teamwork, Creativity and Innovation, Adaptability and Flexibility)~~

28 *Inquiry Questions:*

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

34 *Learning Experience and Transfer:*

- 35 1. Artists use interdisciplinary collaboration and approaches to extend thinking.

36 **Middle School 3, Standard 2. Envision and Critique to Reflect**

37 **Prepared Graduates:**

- 1 2. Visually and/or verbally articulate how visual art and design are a means
- 2 for communication.
- 3 4. Critique connections between visual art and historic and contemporary philosophies.
- 4 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 5 skills and techniques **for personal and/or professional endeavors**.
- 6 9. Persist in the creative process and innovate from failure.

7 **Grade Level Expectation:**

- 8 1. Utilize visual literacy skills to establish personal meaning and interpret the artistic
- 9 intent of others.

10 GLE Code: **VA.MS3.2.1**

11 **Evidence Outcomes**

12 *Students Can:*

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

18 **Academic Context and Connections**

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Develop self-awareness by utilizing multiple perspectives analyzing artworks.
- 21 ~~(Civic Engagement, Global and Cultural Awareness, Social Awareness, Self-~~
- 22 ~~Awareness, Self-Management, Perseverance and Resilience, Self-Advocacy and~~
- 23 ~~Initiative)~~
- 24 2. Students can trace an argument in a context specific text or work of art and design
- 25 to understand how a creator organizes information, crafts an argument, and uses
- 26 domain specific language to convey ideas. ~~(Media Literacy, Digital Literacy, Data~~
- 27 ~~Literacy, Interpersonal Communication, Critical Thinking and Analysis,~~
- 28 ~~Collaboration and Teamwork, Creativity and Innovation, Adaptability and~~
- 29 ~~Flexibility)~~

30 *Inquiry Questions:*

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

34 *Learning Experience and Transfer:*

- 35 1. Artists and designers establish and link background knowledge.
- 36 2. Artists read, write, and use vocabulary through an interdisciplinary lens.

1 **Middle School 3, Standard 2. Envision and Critique to Reflect**

2 **Prepared Graduates:**

- 3 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
4 2. Visually and/or verbally articulate how visual art and design are a means for
5 communication.
6 3. Critique connections between visual art and historic and contemporary philosophies.
7 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
8 skills and techniques **for personal and/or professional endeavors.**

9 **Grade Level Expectation:**

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

12 GLE Code: **VA.MS3.2.2**

13 **Evidence Outcomes**

14 *Students Can:*

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

19 **Academic Context and Connections**

20 *Colorado Essential Skills and Meaning Making:*

- 21 1. Examine how individuals interpret messages differently, how values and points of
22 view are included or excluded, and how art, design, and media arts can influence
23 beliefs and behaviors. (~~Media Literacy, Digital Literacy, Data Literacy,~~
24 ~~Interpersonal Communication, Civic Engagement, Global and Cultural Awareness,~~
25 ~~Social Awareness, Self-Awareness, Self-Management, Perseverance and~~
26 ~~Resilience, Self-Advocacy and Initiative)~~
27 2. Students can create content-specific arguments in which they make a claim,
28 provide evidence from sources to support the claim, and organize the evidence in
29 well-reasoned, meaningful ways. (~~Media Literacy, Digital Literacy, Data Literacy,~~
30 ~~Interpersonal Communication, Self-Awareness, Self-Management, Perseverance~~
31 ~~and Resilience, Self-Advocacy and Initiative, Career Awareness)~~

32 *Inquiry Questions:*

- 33 1. How can students investigate why an artwork is considered valuable?
34 2. How can students utilize art history to understand the importance of time, place,
35 and culture in artmaking?
36 3. How can students analyze art from multiple perspectives?
37

- 1 *Learning Experience and Transfer:*
2 1. Artists identify multiple points of view.
3 2. Artists establish and link background knowledge.
4

5 **Middle School 3, Standard 3. Invent and Discover to Create**

6 **Prepared Graduates:**

- 7 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
8 skills and techniques **for personal and/or professional endeavors.**

9 **Grade Level Expectation:**

- 10 1. Employ feedback, planning, and ideation processes to develop artistic voice.

11 GLE Code: **VA.MS3.3.1**

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Collect feedback, ideas and inspirations from multiple sources to create personal
15 works of art.
16 b. Demonstrate personal responsibility in the planning, implementation, and
17 evaluation of works of art.
18 c. Create works of art that depict personal viewpoints while honoring sensitive
19 topics.

20 **Academic Context and Connections**

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Look for and value different perspectives expressed by others and self in planning
23 works of art and design. (~~Civic Engagement, Global and Cultural Awareness, Social~~
24 ~~Awareness, Self-Awareness, Self-Management, Perseverance and Resilience, Self-~~
25 ~~Advocacy and Initiative, Career Awareness)~~
26 2. Set personal goals and develop strategies to remain focused on learning goals
27 while planning for and creating works of art and design. (~~Self-Awareness, Self-~~
28 ~~Management, Perseverance and Resilience, Self-Advocacy and Initiative, Career~~
29 ~~Awareness)~~
30 3. Students can generate questions to guide their research into making, gather
31 information from multiple sources, determine biases and credibility of sources,
32 and use evidence in planning and ideation processes. (~~Media Literacy, Digital~~
33 ~~Literacy, Data Literacy, Interpersonal Communication, Critical Thinking and~~
34 ~~Analysis, Creativity and Innovation, Adaptability and Flexibility)~~

35 *Inquiry Questions:*

- 36 1. How can students gather and reflect on feedback in order to improve their
37 artworks?

- 1 2. How can a student take initiative and persevere in the process of making an
2 artwork?
- 3 3. How can a student use inspiration from many sources while considering how their
4 art might be perceived in different contexts?

5
6 *Learning Experience and Transfer:*

- 7 1. Artmaking involves conceptual and project-based learning.
- 8 2. Artists and designers use imagining to develop artistic vision.
- 9 3. Artists can use organized critiques.
- 10 4. Artists and designers synthesize knowledge, skill, and imagination to solve
11 problems and express meaning.
- 12 5. Artists act on creative ideas to make a tangible and useful contribution.

13 **Middle School 3, Standard 3. Invent and Discover to Create**

14 **Prepared Graduates:**

- 15 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
16 skills and techniques **for personal and/or professional endeavors.**
- 17 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 18 9. Persist in the creative process and innovate from failure.

19 **Grade Level Expectation:**

- 20 2. Demonstrate technical proficiency and craftsmanship in the creative
21 process.

22 GLE Code: **VA.MS3.3.2**

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Create works of art with attention to technique and craft.
- 26 b. Create works of art with preferred techniques that advance intended purpose
27 and are display-ready.
- 28 c. Investigate the unique qualities of various media to achieve desired results.

29 **Academic Context and Connections**

30 *Colorado Essential Skills and Meaning Making:*

- 31 1. Synthesize ideas in original and surprising ways using technical proficiency and
32 craftsmanship. (~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal
33 Communication, Critical Thinking and Analysis, Creativity and Innovation,
34 Adaptability and Flexibility~~)
- 35 2. Assess personal strengths and limitations with a well-grounded sense of
36 confidence, optimism and a growth mindset when creating works of art and design.

1 ~~(Self-Awareness, Self-Management, Perseverance and Resilience, Self-Advocacy and~~
2 ~~Initiative, Career Awareness)~~

- 3 3. Form and test hypotheses in regard to art media and techniques to guide problem-
4 solving. ~~(Critical Thinking and Analysis, Creativity and Innovation, Adaptability and~~
5 ~~Flexibility)~~

6
7 *Inquiry Questions:*

- 8 1. How can a student persist in the technical processes of artmaking in order to
9 create art they are proud of?
10 2. How can a student understand and utilize various techniques to forward their
11 vision?
12 3. How can a student engage in artmaking as creative research?

13 *Learning Experience and Transfer:*

- 14 1. Artmaking involves project-based learning.
15 2. Artists connect planning to implementation.
16 3. Artists connect learning a skill to persevering to master the skill.

17 **Middle School 3, Standard 3. Invent and Discover to Create**

18 **Prepared Graduates:**

- 19 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
20 2. Visually and/or verbally articulate how visual art and design are a means for
21 communication.
22 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
23 skills and techniques **for personal and/or professional endeavors**.
24 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
25 9. Persist in the creative process and innovate from failure.

26 **Grade Level Expectation:**

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

29 GLE Code: **VA.MS3.3.3**

30 **Evidence Outcomes**

31 *Students Can:*

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

36 **Academic Context and Connections**

1 *Colorado Essential Skills and Meaning Making:*

- 2 1. Create art and design through the use of technologies **such as but not limited to**
- 3 **using photo/video enhancing tools, animation, or digital illustration software, etc.**
- 4 **(Media Literacy, Digital Literacy, Data Literacy, Interpersonal Communication)**
- 5 2. Innovate from failure, connect learning across domains, and recognize new
- 6 opportunities when creating works of art. **(Self-Awareness, Self-Management,**
- 7 **Perseverance and Resilience, Self-Advocacy and Initiative, Career Awareness)**
- 8 3. Students can create a work of art that delineates an artist’s argument, identifies
- 9 specific claims, and distinguishes if claims are supported by reasons and evidence.
- 10 **(Media Literacy, Digital Literacy, Data Literacy, Interpersonal Communication, Self-**
- 11 **Awareness, Self-Management, Perseverance and Resilience, Self-Advocacy and**
- 12 **Initiative)**

13 *Inquiry Questions:*

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

18 *Learning Experience and Transfer:*

- 19 1. Artmaking involves project-based learning.
- 20 2. Artists connect planning to implementation.
- 21 3. Artmaking involves imagining to develop artistic vision.
- 22 4. Artists and designers synthesize knowledge, skill, and imagination to solve
- 23 problems and express meaning.

24 **Middle School 3, Standard 4. Relate and Connect to Transfer**

25 **Prepared Graduates:**

- 26 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 27 2. Visually and/or verbally articulate how visual art and design are a means for
- 28 communication.
- 29 4. Critique connections between visual art and historic and contemporary philosophies.
- 30 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 31 cultures.

32 **Grade Level Expectation:**

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

35 GLE Code: **VA.MS3.4.1**

36 **Evidence Outcomes**

37 *Students Can:*

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

6 Academic Context and Connections

7 *Colorado Essential Skills and Meaning Making:*

- 8 1. Connect art and design knowledge (facts, theories, etc.) from personal ideas
- 9 and understandings to civic engagement. (~~Media Literacy, Digital Literacy, Data~~
- 10 ~~Literacy, Interpersonal Communication, Self Awareness, Self Management,~~
- 11 ~~Perseverance and Resilience, Self-Advocacy and Initiative, Career Awareness Civic~~
- 12 ~~Engagement)~~
- 13 2. Identify and explain multiple perspectives (~~cultural, global~~) when exploring visual
- 14 art and design. (~~Civic Engagement, Global and Cultural Awareness, Social~~
- 15 ~~Awareness)~~
- 16 3. Students can synthesize information from multiple sources to demonstrate
- 17 understanding of a topic in works of art and design. (~~Self-Awareness, Self-~~
- 18 ~~Management, Perseverance and Resilience, Self-Advocacy and Initiative)~~

19 *Inquiry Questions:*

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

26 *Learning Experience and Transfer:*

- 27 1. Artists consider multiple perspectives through reflective discussion.
- 28 2. Artists connect the interdependent relationship between art and society.

29 **Middle School 3, Standard 4. Relate and Connect to Transfer**

30 **Prepared Graduates:**

- 31 8. **Engage** in the reciprocal relationships between visual art and communities.
- 32 10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging
- 33 relationships between materials, objects, ideas, and lived experience.

34 **Grade Level Expectation:**

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

1 GLE Code: **VA.MS3.4.2**

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. Develop personal agency and critical thinking skills that can be transferred to
- 5 lifelong endeavors.
- 6 b. Identify arts resources and opportunities that exist in the community and explain
- 7 why they are valued.
- 8 c. Explore and evaluate ways that artistic thinking is used to solve problems.
- 9

10 **Academic Context and Connections**

11 *Colorado Essential Skills and Meaning Making:*

- 12 1. Demonstrate knowledge, understanding, and personal awareness of how dreams
- 13 and interests translate into career fulfillment and career pathways in art and
- 14 design. (~~Self-Awareness, Self-Management, Perseverance and Resilience, Self-~~
- 15 ~~Advocacy and Initiative, Career Awareness~~)
- 16 2. Make connections between information gathered and personal experiences to apply
- 17 and/or test solutions. (~~Critical Thinking and Analysis, Collaboration and Teamwork,~~
- 18 ~~Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-~~
- 19 ~~Management, Perseverance and Resilience, Self-Advocacy and Initiative~~)
- 20 3. Students can pose and respond to questions and contribute to the discussion about
- 21 a topic or text in order to advance the dialogue. (~~Media Literacy, Digital Literacy,~~
- 22 ~~Data Literacy, Interpersonal Communication~~)

23 *Inquiry Questions:*

- 24 1. How can students interpret ideas in art and apply this knowledge to other
- 25 thinking processes?
- 26 2. How can students research arts in the community and articulate its significance?
- 27 3. How can students identify challenges, gather information, generate potential
- 28 solutions, and refine ideas to find creative art solutions?

29 *Learning Experience and Transfer:*

- 30 1. Imagining, artistic visioning, and the design-thinking process can benefit many
- 31 lifelong pursuits.
- 32 2. Artists use investigation and inquiry.
- 33 3. Artists and designers use cooperative learning.
- 34 4. Artists connect new knowledge to personal preferences.

35 **Middle School 3, Standard 4. Relate and Connect to Transfer**

36 **Prepared Graduates:**

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

1 8. **Engage** in the reciprocal relationships between visual art and communities.

2 **Grade Level Expectation:**

3 3. Demonstrate an understanding that art can be a vehicle for social change.

4 GLE Code: **VA.MS3.4.3**

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Research and explain a work of art that aims to create social change in a specific
8 community such as but not limited to The Four Freedoms by Norman Rockwell, the
9 Migration series by Jacob Lawrence, Tar Beach by Faith Ringgold, RUSH MORE by
10 Kerry James Marshall, or works by street artists such as Banksy.
- 11 b. Create and display a work of art that persuades the viewer to take action as a
12 participant in a democratic society.
13

14 **Academic Context and Connections**

15 *Colorado Essential Skills and Meaning Making:*

- 16 1. Identify how works of art and design are present in social or community activities
17 such as but not limited to public art displays, visiting a museum or gallery, or
18 engaging in a community arts event. (~~Civic Engagement, Global and Cultural~~
19 ~~Awareness, Social Awareness~~)
- 20 ~~2. Apply ethical perspectives/concepts to an ethical~~
21 ~~question/situation/scenario in artmaking. (Civic Engagement, Global~~
22 ~~and Cultural Awareness, Social Awareness, Self-Awareness, Self-~~
23 ~~Management, Perseverance and Resilience, Self-Advocacy and Initiative)~~
- 24 3. Students can present arguments or information in a logical sequence in a work of art
25 with a clear claim, supportive evidence, and effective presence that builds
26 credibility such as such as artist presentation of personal research to support
27 their ideas. (~~Media Literacy, Digital Literacy, Data Literacy, Interpersonal~~
28 ~~Communication~~)

29 *Inquiry Questions:*

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

34 *Learning Experience and Transfer:*

- 35 1. Artists critique social issues and create work with real-world and personal
36 relevance.
- 37 2. Artists and designers use imagining and artistic vision.
- 38 3. Artists use investigation and inquiry.
- 39 4. Art involves project-based learning.

1 5. Artists can connect personal ideas to civic engagement.

2 High School, Standard 1. Observe and Learn to Comprehend

3 Prepared Graduates:

- 4 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 5 3. Practice critical and analytical skills by using academic language to discuss works of art
- 6 and visual culture.
- 7 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 8 skills and techniques **for personal and/or professional endeavors**.

9 Grade Level Expectation:

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

12 GLE Code: VA.HS.1.1

13 Evidence Outcomes

14 Students Can:

- 15 a. Develop observation skills to generate and synthesize ideas and interpret
- 16 communicated meaning.
- 17 b. Connect and compare information gathered through observation in order to
- 18 articulate the human experience.
- 19 c. Discern and interpret nuances of meaning and intention of visual art and design
- 20 across cultural contexts.
- 21 d. Critically analyze the origins of visual art and design across cultures.

22 Academic Context and Connections

23 Colorado Essential Skills and Meaning Making:

- 24 1. Make connections between information gathered in visual art and design and
- 25 personal experiences to broaden thinking **such as but not limited to working on a**
- 26 **movie animation design team. (Creativity and Innovation, ~~Civic Engagement, Career~~**
- 27 **Awareness)**
- 28 2. **Critical thinking, such as but not limited to, students citing ~~Students can cite~~**
- 29 **evidence from content-specific texts and works of art to demonstrate understanding**
- 30 **and support an analysis of the text or work of art, conduct experiments and apply**
- 31 **learning. (Data Literacy)**

32 Inquiry Questions:

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

1 Learning Experience and Transfer:

- 2 1. Artists synthesize information to make meaning.
3 2. Artists utilize a process of questioning.

4 High School, Standard 1. Observe and Learn to Comprehend

5 Prepared Graduates:

- 6 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
7 5. Interpret works of art and design in the contexts of varied traditions, histories, and
8 cultures.
9 6. Create works of visual art and design that demonstrate increasing levels of expertise in
10 skills and techniques for personal and/or professional endeavors.
11 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
12 8. Engage in the reciprocal relationships between visual art and communities.

13 Grade Level Expectation:

- 14 2. Interpret, analyze and explain the influence of multiple contexts found in visual art
15 and design.

16 GLE Code: VA.HS.1.2

17 Evidence Outcomes

18 Students Can:

- 19 a. Analyze visual art and design traditions to understand the influence of historical and
20 cultural context on works of art and design.
21 b. Identify unexplored ideas to gain understanding of works of art.
22 c. Research and document visual art, design and architecture identifying various
23 themes that communities experience across cultures and throughout time.
24 d. Connect unexplored works of visual art and design to the lives of students.
25 e. Identify and analyze innovations in visual art and design from diverse cultures to
26 inform about the present and future works of art.
27 f. Analyze and debate the consequences of replicating images or icons that are
28 culturally or spiritually sensitive.

29 Academic Context and Connections

30 Colorado Essential Skills and Meaning Making:

- 31 1. Look for and value different perspectives expressed by others in visual art and
32 design such as but not limited to exploring how personal identity is represented in
33 visual arts in various stages of life. (Global and Cultural Awareness)
34 2. Analyze and use information presented visually to support an argument. (Critical
35 Thinking and Analysis)

1 **Inquiry Questions:**

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

7 **Learning Experience and Transfer:**

- 8 1. Artists analyze social, cultural, historical and personal contexts.

9 **High School, Standard 1. Observe and Learn to Comprehend**

10 **Prepared Graduates:**

- 11 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 12 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 13 skills and techniques **for personal and/or professional endeavors.**
- 14 7. Allow imagination, curiosity, and wonder to guide inquiry and research.
- 15 9. Develop new knowledge by actively doing and making (artistic praxis), acknowledging
- 16 relationships between materials, objects, ideas and lived experience.

17 **Grade Level Expectation:**

- 18 3. Use artmaking processes as forms of inquiry **to develop skills of perception and**
- 19 **independent reasoning, and to increase knowledge.**

20 GLE Code: VA.HS.1.3

21 *Evidence Outcomes*

22 **Students Can:**

- 23 a. Examine how connotation and denotation are used in visual art and design to
- 24 express multidimensional concepts.
- 25 b. Compare personal work within the larger discourse of visual art and design
- 26 practices to identify purpose and function.
- 27 c. Critically analyze selection of materials that inform conceptualization and
- 28 expression of ideas and aesthetic experience.
- 29 d. Investigate and articulate the aims of disparate art practices to foster critical
- 30 thinking about visual art and design.

31 *Academic Context and Connections*

32 **Colorado Essential Skills and Meaning Making:**

- 33 1. Focus on learning goals in visual art and design by employing motivation and
- 34 **familiar** strategies for engagement. **(Self-Awareness, Self-Management)**

- 1 2. Evaluate progress in visual art and design making necessary changes to stay the
- 2 course. (**Adaptability and Flexibility, Self-Awareness, Perseverance and Resilience**)
- 3 3. Students can analyze content-specific texts and works of art to distinguish the
- 4 factual evidence offered, reasoned judgments made and conclusions drawn, and
- 5 speculative ideas offered. (**Data Literacy, Critical Thinking and Analysis**)

6 **Inquiry Questions:**

- 7 1. How can students document the process of building an enduring understanding
- 8 from the early stages of uncovering thinking to fully realized knowledge?
- 9 2. How can students become aware of how their perceptions and experiences
- 10 influence their ideas?
- 11 3. How can students use ideas to communicate meaning?

12 **Learning Experience and Transfer:**

- 13 1. Artists and designers create with informed intention.

14 **High School, Standard 2. Envision and Critique to Reflect**

15 **Prepared Graduates:**

- 16 2. Visually and/or verbally articulate how visual art and design are a means for
- 17 communication.
- 18 4. Critique connections between visual art and historic and contemporary philosophies.
- 19 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 20 skills and techniques **for personal and/or professional endeavors**.
- 21 9. Persist in the creative process and innovate from failure.

22 **Grade Level Expectation:**

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

25 GLE Code: VA.HS.2.1

26 *Evidence Outcomes*

27 **Students Can:**

- 28 a. Identify concepts, themes and viewpoints that are visible and suggested in a work of
- 29 art.
- 30 b. Communicate interpretive and evaluative conclusions that justify intention and
- 31 purpose.
- 32 c. Provide explanations that support critical judgments and discuss the value of
- 33 competing opinions to support learning.
- 34 d. Determine how knowledge gained from critique may affect the creation or
- 35 modification of an existing or new work of art.

- 1 e. Utilize critique to analyze and interpret existing or new works of art and apply new
2 learning to the creation or modification of an artwork.

3 *Academic Context and Connections*

4 **Colorado Essential Skills and Meaning Making:**

- 5 1. Interpret visual art and design information to draw conclusions based on the best
6 analysis. **(Critical Thinking and Analysis)**
7 2. Students can trace an argument in a content-specific text or work of art to
8 understand how an author or artist organizes information, crafts an argument, and
9 uses domain-specific language to convey ideas. **(Media Literacy Critical Thinking
10 and Analysis)**

11 **Inquiry Questions:**

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

17 **Learning Experience and Transfer:**

- 18 1. Artists identify multiple perspectives.
19 2. Artists establish and link background knowledge.

20 **High School, Standard 2. Envision and Critique to Reflect**

21 **Prepared Graduates:**

- 22 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
23 2. Visually and/or verbally articulate how visual art and design are a means for
24 communication.
25 3. Critique connections between visual art and historic and contemporary philosophies.
26 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
27 skills and techniques **for personal and/or professional endeavors.**

28 **Grade Level Expectation:**

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

31 GLE Code: VA.HS.2.2

32 *Evidence Outcomes*

33 **Students Can:**

- 34 a. Critically reflect on how artists work across time to form new patterns of insight.

- 1 b. Document, investigate and synthesize a range of traditional and nontraditional
- 2 studio practices to articulate intent.
- 3 c. Synthesize research, theory and practice to envision the creation of an artwork.
- 4 d. Develop and defend a personal philosophy of art using informed criteria.

5 *Academic Context and Connections*

6 *Colorado Essential Skills and Meaning Making:*

- 7 1. Engage in inquiry-based questioning in order to synthesize art and design ideas in
- 8 original and surprising ways. **(Creativity and Innovation, Self-Awareness)**
- 9 2. Students can compose content-specific arguments in which they state a claim,
- 10 provide evidence from texts, works of art and design and other sources to support
- 11 the claim, and organize the evidence in well-reasoned, meaningful ways. **(Media**
- 12 **Literacy, Creativity and Innovation)**

13 *Inquiry Questions:*

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

23 *Learning Experience and Transfer:*

- 24 1. Artists establish and link background knowledge.

25 **High School, Standard 2. Envision and Critique to Reflect**

26 **Prepared Graduates:**

- 27 2. Visually and/or verbally articulate how visual art and design are a means for
- 28 communication.
- 29 3. Practice critical and analytical skills by using academic language to discuss works of art
- 30 and visual culture.
- 31 4. Critique connections between visual art and historic and contemporary philosophies.
- 32 5. Interpret works of art and design in the contexts of varied traditions, histories, and
- 33 cultures.
- 34 10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging
- 35 relationships between materials, objects, ideas and lived experience.

36 **Grade Level Expectation:**

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

3 GLE Code: VA.HS.2.3

4 *Evidence Outcomes*

5 *Students Can:*

- 6 a. Analyze and interpret philosophies of Western and non-Western art, taking into
7 consideration the role of the artist, art historian and art critic.
- 8 b. Explore past and present aesthetic experiences to convey perceptions, share
9 interpretations, critique, and evaluate works of visual art and design.
- 10 c. Interpret how meaning in works of art are related to the materials and process
11 chosen by the artist.
- 12 d. Recognize how different criteria create contexts that influence the evaluation and
13 assessment of visual works of art and design.
- 14 e. Discuss and debate how society has come to value some works of art over others.

15 *Academic Context and Connections*

16 *Colorado Essential Skills and Meaning Making:*

- 17 1. Interpret visual information and draw conclusions based on the best analysis. (Data
18 Literacy, Critical Thinking and Analysis)
- 19 2. Students can analyze different texts (including works of art, experiments,
20 simulations, installations, videos, or multimedia works) to compare and contrast
21 competing theories, points of view and arguments within the discipline of visual art
22 and other disciplines. (Adaptability and Flexibility, Media Literacy, Perseverance
23 and Resilience)

24 *Inquiry Questions:*

- 25 1. How can students become aware of and engage in multiple aesthetic modalities?
- 26 2. How do students describe their own aesthetic experience?
- 27 3. How do students establish their own criteria to interpret works of art?
- 28 4. How do students reason through complex knowledge to support an informed
29 opinion about artwork?

30 *Learning Experience and Transfer:*

- 31 1. Artists use reflective discussion.

32 **High School, Standard 3. Invent and Discover to Create**

33 *Prepared Graduates:*

- 34 6. Create works of visual art and design that demonstrate increasing levels of expertise
35 in skills and techniques for personal and/or professional endeavors.

36 *Grade Level Expectation:*

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

3 GLE Code: VA.HS.3.1

4 *Evidence Outcomes*

5 *Students Can:*

- 6 a. Research and generate possible concepts that can be used to build deeper meaning
7 in preparation for making.
- 8 b. Research and consider various iterations of an idea and draft possible solutions
9 using a variety of media.
- 10 c. Practice techniques and improve skills by testing media to consider constraints and
11 potential of materials.
- 12 d. Create works of art that use traditional and contemporary media.

13 *Academic Context and Connections*

14 *Colorado Essential Skills and Meaning Making:*

- 15 1. Develop, plan, and organize visual art and design ideas. (**Interpersonal**
16 **Communication, Creativity and Innovation**)
- 17 2. Students can generate questions to guide their artmaking as a practice of research,
18 gather information from various sources, determine biases and credibility of
19 sources, cite sources as appropriate and use evidence to advance concepts and
20 technical skills. (**Interpersonal Communication, Media Literacy, Critical Thinking**
21 **and Analysis**)

22 *Inquiry Questions:*

- 23 1. How can students demonstrate their thinking as they progress through the artistic
24 process?
- 25 2. How can students build upon ideas, skills and knowledge?
- 26 3. How can students explain how they will represent a personal narrative?
- 27 4. How can students explore and experiment with new materials and media?

28 *Learning Experience and Transfer:*

- 29 1. Artists and designers use artistic vision.
- 30 2. Artists and designers apply techniques and concepts.
- 31 3. Artmaking involves exploration and discovery.

32 **High School, Standard 3. Invent and Discover to Create**

33 *Prepared Graduates:*

- 34 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
35 skills and techniques **for personal and/or professional endeavors.**
- 36 7. Allow imagination, curiosity, and wonder to guide inquiry and research.

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

2 **Grade Level Expectation:**

3 2. Ideate and build works of art and design to demonstrate growth and proficiency in
4 traditional and new art media.

5 GLE Code: VA.HS.3.2

6 *Evidence Outcomes*

7 **Students Can:**

- 8 a. Examine and evolve potential meanings of an artwork.
- 9 b. Master skills in a variety of media and techniques to create personally meaningful
10 works of art.
- 11 c. Interpret how meaning in works of art is related to the materials and process
12 chosen by the artist.
- 13 d. Resolve artmaking problems by persisting through failure and making revisions.

14 *Academic Context and Connections*

15 **Colorado Essential Skills and Meaning Making:**

- 16 1. Act on creative ideas to make a tangible and useful contribution to visual art and
17 design **such as but not limited to creating a mural design for a school playground.**
18 **(Civic Engagement, Self-Advocacy and Initiative)**
- 19 2. Students can integrate multimedia as effective tools for clarifying and presenting
20 information. **(Media Literacy, Digital Literacy, Interpersonal Communication)**

21 **Inquiry Questions:**

- 22 1. How can students demonstrate the ideation process?
- 23 2. How can students learn from mistakes to improve upon current conceptual and
24 technical skills?
- 25 3. How can students build a collection of work that represents their skills and personal
26 philosophy of art?

27 **Learning Experience and Transfer:**

- 28 1. Artists use project-based questioning.
- 29 2. Artists develop and refine work for presentation or display.

30 **High School, Standard 3. Invent and Discover to Create**

31 **Prepared Graduates:**

- 32 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.
- 33 2. Visually and/or verbally articulate how visual art and design are a means for
34 communication.

1 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
2 skills and techniques **for personal and/or professional endeavors**.

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

4 9, Persist in the creative process and innovate from failure.

5 **Grade Level Expectation:**

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

8 GLE Code: VA.HS.3.3

9 *Evidence Outcomes*

10 *Students Can:*

- 11 a. Identify how interpretation can be an essential part of the artmaking process to
12 evaluate progress.
- 13 b. Receive and reflect upon feedback and integrate into artwork as needed.
- 14 c. Use knowledge and developed skills to inform future works of visual art and design.
- 15 d. Persevere through the progression of a work to explore and encourage alternative
16 solutions.

17 *Academic Context and Connections*

18 *Colorado Essential Skills and Meaning Making:*

- 19 1. Articulate a variety of thoughts, ideas and contexts in visual art and design.
20 **(Interpersonal Communication)**
- 21 2. Effectively use verbal, written and/or nonverbal communication skills in the making
22 and study of art and design. **(Interpersonal Communication)**
- 23 3. Students can delineate an artist's argument, identify specific claims and distinguish
24 if claims are supported by reasons and evidence. **(Critical Thinking and Analysis,**
25 **Social Awareness)**

26 *Inquiry Questions:*

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

32 *Learning Experience and Transfer:*

- 33 1. Artists and designers create real-world and personal relevance.
- 34 2. Artists and designers reflect on finished products.

35 **High School, Standard 4. Relate and Connect to Transfer**

1 **Prepared Graduates:**

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

8 **Grade Level Expectation:**

- 9 1. Research and analyze the ways visual artists, designers and scholars express
- 10 personal views and beliefs and how these perspectives have a social context that
- 11 enlarges the meaning of an artwork beyond the individual maker.

12 GLE Code: VA.HS.4.1

13 *Evidence Outcomes*

14 **Students Can:**

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

21 *Academic Context and Connections*

22 **Colorado Essential Skills and Meaning Making:**

- 23 1. Apply knowledge and skills in visual art and design to address complex problems
- 24 and perspectives. (**Adaptability and Flexibility, Global and Cultural Awareness**
- 25 **Creativity and Innovation**)
- 26 2. Students can synthesize information from multiple sources to demonstrate
- 27 understanding of a topic through a work of art. (**Media Literacy, Critical Thinking**
- 28 **and Analysis**)

29 **Inquiry Questions:**

- 30 1. How can a student identify relevant research that promotes analytical discourse
- 31 about artists' personal views and beliefs?
- 32 2. How can a student discern and articulate complex intersections between historical
- 33 and cultural paradigms?
- 34 3. How can students access paths to artistic and cultural histories that develop
- 35 culturally humble perspectives?
- 36 4. How can a student use art and design for personal agency and to develop an
- 37 informed understanding of the world around them?

- 1 5. How can students analyze traditions of visual art and design to understand the
2 influence of historical narratives and contexts from perspectives of race, gender and
3 class?

4 **Learning Experience and Transfer:**

- 5 1. Artists identify multiple perspectives.
6 2. Artmaking involves developing agency.

7 **High School, Standard 4. Relate and Connect to Transfer**

8 **Prepared Graduates:**

- 9 8. **Engage** in the reciprocal relationships between visual art and communities.
10 10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging
11 relationships between materials, objects, ideas and lived experience.

12 **Grade Level Expectation:**

- 13 2. Develop proficiency in visual communication skills that extends learning to new
14 contexts and disciplines.

15 GLE Code: VA.HS.4.2

16 *Evidence Outcomes*

17 **Students Can:**

- 18 a. Use reasoning to identify problems and conceive solutions in artmaking that
19 demonstrate independent judgment.
20 b. Transfer and integrate concepts and skills to inform innovative ideas and solutions.

21 *Academic Context and Connections*

22 **Colorado Essential Skills and Meaning Making:**

- 23 1. Apply a fundamental understanding of **the** issues in many contexts including visual
24 art and design. (**Creativity and Innovation; Civic Engagement**)
25 2. Students can pose and respond to questions and contribute to the discussion about
26 a topic or text, including a work of art, in order to advance the dialogue.
27 (**Collaboration and Teamwork**)

28 **Inquiry Questions:**

- 29 1. How can students examine their reasoning abilities and demonstrate how it leads to
30 independent thinking?
31 2. How can students identify problems and create works of art that demonstrate
32 integration of new learning?
33 3. How can students use existing artworks to develop informed perspectives?
34 4. How can students identify a problem and how it needs to be solved?

35 **Learning Experience and Transfer:**

- 1 1. Artists use inquiry-based questioning.
- 2 2. Artmaking can involve identifying multiple perspectives.

3 High School, Standard 4. Relate and Connect to Transfer

4 Prepared Graduates:

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

7 Grade Level Expectation:

- 8 3. Utilize the practice of artmaking, and research historical and cultural contexts, to
9 discern between different viewpoints, critique social problems and effect social
10 change.

11 GLE Code: VA.HS.4.3

12 Evidence Outcomes

13 Students Can:

- 14 a. Demonstrate autonomous meaning-making and problem-solving skills to create
15 works that reveal agency in thinking.
- 16 b. Work collaboratively to share knowledge and apply learning in new and unexpected
17 contexts.
- 18 c. Engage in curating processes that invoke social, cultural and potential discourse.

19 Academic Context and Connections

20 Colorado Essential Skills and Meaning Making:

- 21 1. Use interpersonal skills and the practice of artmaking to learn and work with
22 individuals from diverse backgrounds in collaborative art initiatives or exchanges.
23 (Social Awareness; Self-Management)
- 24 2. Critical thinking such as but not limited to, students presenting ~~Students can present~~
25 arguments or information in a logical sequence with a clear claim, supportive
26 evidence and effective presence that builds credibility for their work or the work of
27 others. (Data literacy; Critical thinking and Analysis)

28 Inquiry Questions:

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

36 Learning Experience and Transfer:

- 1 1. Artmaking involves creating real-world and personal relevance.
- 2 2. Artists and designers use cooperative and collaborative learning.