



★
Colorado
Academic Standards

Visual Arts



DRAFT REVISION RECOMMENDATIONS:
NOVEMBER 2021



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Visual Arts Standards Review and Revision Committee

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2021 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 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.
8. Display collaborative work, such as but not limited to murals, as well as individual work.

- 1 9. Remove displays before the room becomes cluttered or when children lose interest.
- 2 10. Prioritize the display of children’s art over commercially purchased posters.

3 *Examples of Learning/Children May:*

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

14 **Visual Arts**

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

16 **Prepared Graduates:**

- 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 professional endeavors**.
- 22 9. Persist in the creative process and innovate from failure.

23 **Preschool Learning and Development Expectation:**

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

25 LDE Code: VA.P.2.1

26 **Indicators of Progress**

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

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

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

32 *Supportive Teaching Practices/Adults May:*

- 33 1. Include various art forms, materials and techniques representing children’s cultures.

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

14 *Examples of Learning/Children May:*

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

18 **Visual Arts**

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

20 **Prepared Graduates:**

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

23 **Preschool Learning and Development Expectation:**

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

25 LDE Code: VA.P.3.1

26 **Indicators of Progress**

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

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

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

2 *Supportive Teaching Practices/Adults May:*

- 3 1. Provide children with access to an organized art area and supply with a variety of
- 4 developmentally appropriate art materials and emphasize open-ended, process-oriented
- 5 activities.
- 6 2. Designate an area where children can be free to use art materials and be messy; provide
- 7 cleaning tools and model how to use them to clean up when finished.
- 8 3. Plan art activities that extend children’s understanding of art techniques and art media.
- 9 4. Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture,
- 10 collage) during hands-on activities and explorations.
- 11 5. Stress the process over product.
- 12 6. Label how children describe areas, techniques or subject matter in their artwork.
- 13 7. Respect children’s work and ask permission to write directly on their picture.
- 14 8. Write children’s narratives about their artwork on sticky notes or labels and attach to side
- 15 or beneath their picture to encourage families to discuss the artwork with 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 story.
- 21 5. Learn by discovery such as by finding out what happens when colors are mixed rather than
- 22 being told ahead of time.
- 23 6. Make choices about their artwork and envision what might happen if they make changes
- 24 or additions to a work of art.

25 **Visual Arts**

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 cultures.

33 **Preschool Learning and Development Expectation:**

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

35 LDE Code: VA.P.4.1

1 **Indicators of Progress**

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

- 3 a. Explain what an artist does and who an artist can be.
- 4 b. Identify some of the activities in which artists participate.
- 5 c. Identify arts materials used by artists.

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

7 *Supportive Teaching Practices/Adults May:*

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

17 *Examples of Learning/Children May:*

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

20 **Visual Arts**

21 **Kindergarten, 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 and
25 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 professional endeavors.**

28 **Grade Level Expectation:**

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

30 GLE Code: VA.K.1.1

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. Recognize that visual art and design can tell stories.

1 b. Recognize that individuals will have multiple viewpoints.

2 **Academic Context and Connections**

3 *Colorado Essential Skills and Meaning Making:*

4 1. Demonstrate curiosity, imagination and eagerness to learn in making and discussing works
5 of art. (Problem Solver)

6 *Inquiry Questions:*

7 1. How can students use art to tell the story of what they see and experience?

8 2. How can students use the vocabulary of art to share and hear the stories of others?

9 3. How can students locate art in their world?

10 4. How can students use art to expand their imaginary worlds?

11 5. How can students recognize visual and design forms in human-built environments and in
12 nature?

13 *Learning Experience and Transfer:*

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

15 **Visual Arts**

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

17 **Prepared Graduates:**

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

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

21 6. Create works of visual art and design that demonstrate increasing levels of expertise in
22 skills and techniques for personal and professional endeavors.

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

24 **Grade Level Expectation:**

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

26 GLE Code: VA.K.2.1

27 **Evidence Outcomes**

28 *Students Can:*

29 a. Recognize that explorative play with materials can inspire ideas for visual art and design.

30 b. Give an opinion on works of visual art and design.

1 **Academic Context and Connections**

2 *Colorado Essential Skills and Meaning Making:*

- 3 1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal
4 communication skills in a variety of forms and contexts (including multilingual).
5 **(Communicator)**
6 2. Look for and value different perspectives expressed by others. **(Problem Solver)**
7 3. Establish goals for communication in one’s own artwork and plan out steps accordingly.
8 **(Communicator, Problem Solver)**

9 *Inquiry Questions:*

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

13 *Learning Experience and Transfer:*

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

15 **Visual Arts**

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

17 **Prepared Graduates:**

- 18 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
19 skills and techniques **for personal and professional endeavors.**

20 **Grade Level Expectation:**

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

22 GLE Code: VA.K.3.1

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Investigate various properties of tools and materials.
26 b. Describe intention for creating artwork.
27 c. Use **and share** materials with intention and care.

28 **Academic Context and Connections**

29 *Colorado Essential Skills and Meaning Making:*

- 30 1. Demonstrate an understanding of cause and effect related to personal decisions. **(Problem**
31 **Solver)**

1 *Inquiry Questions:*

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

7 *Learning Experience and Transfer:*

- 8 1. Art shares stories.

9 **Visual Arts**

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

11 **Prepared Graduates:**

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

17 **Grade Level Expectation:**

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

19 GLE Code: VA.K.4.1

20 **Evidence Outcomes**

21 *Students Can:*

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

24 **Academic Context and Connections**

25 *Colorado Essential Skills and Meaning Making:*

- 26 1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to art and
27 design in the community. (**Communicator, Community Member, Empowered Individual**)
- 28 2. Ask questions to develop further personal understanding of an artist's or designer's intent
29 or a viewer's perspective. (**Communicator, Problem Solver, Community Member**)
- 30 3. Recognize how members of a community, including artists and designers, rely on each
31 other, considering personal contributions as applicable. (**Communicator, Community**
32 **Member**)

1 *Inquiry Questions:*

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

7 *Learning Experience and Transfer:*

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

9 **Visual Arts**

10 **First 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 and
- 14 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 professional endeavors**.

17 **Grade Level Expectation:**

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

19 GLE Code: VA.1.1.1

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Recognize that artists intentionally choose materials to help tell their stories.
- 23 b. Identify how works of art express specific feelings using the language of visual art and
- 24 design.
- 25 c. Demonstrate an understanding that different communities and cultures share their own
- 26 stories.

27 **Academic Context and Connections**

28 *Colorado Essential Skills and Meaning Making:*

- 29 1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas
- 30 and issues present in works of art and design. **(Community Member)**

31 *Inquiry Questions:*

- 32 1. How can students use close observation and questioning to learn about an artist's or
- 33 artwork's story?

- 1 2. How can students incorporate personal cultural relevance to share stories?
- 2 3. How can students connect stories in works of art to the cultures they represent?

3 *Learning Experience and Transfer:*

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

5 **Visual Arts**

6 **First 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 professional endeavors**.
- 13 9. Persist in the creative process and innovate from failure.

14 **Grade Level Expectation:**

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

17 GLE Code: VA.1.2.1

18 **Evidence Outcomes**

19 *Students Can:*

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

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 in a variety of forms and contexts (including multilingual) which
26 includes visual art and design. **(Communicator)**
- 27 2. Look for and value different perspectives expressed by others in works of art and design.
28 **(Community Member)**
- 29 3. Establish goals for communication of ideas and concepts in one's own artwork and plan
30 out steps accordingly. **(Communicator, Problem Solver)**

31 *Inquiry Questions:*

- 32 1. How can students identify the feelings expressed in a work of art?
- 33 2. How can students use stories to encourage empathy?

1 3. How can students imagine how a material can be transformed?

2 *Learning Experience and Transfer:*

3 1. Transformation is the result of imagination at work.

4 **Visual Arts**

5 **First 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** in
8 skills and techniques **for personal and professional endeavors.**

9 **Grade Level Expectation:**

10 1. Investigate the properties of materials to support the planning and making of works of art
11 to communicate.

12 GLE Code: VA.1.3.1

13 **Evidence Outcomes**

14 *Students Can:*

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

18 **Academic Context and Connections**

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Generate questions and synthesize ideas in original and surprising ways in works of art and
21 design. **(Problem Solver, Empowered Individual)**
- 22 2. Form and test hypotheses to guide problem-solving in the planning, making and display of
23 works of art and design. **(Problem Solver)**

24 *Inquiry Questions:*

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

30 *Learning Experience and Transfer:*

31 1. Artists communicate ideas and feelings.

1 Visual Arts

2 First Grade, Standard 4. Relate and Connect to Transfer

3 Prepared Graduates:

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

10 Grade Level Expectation:

- 11 1. Identify how artists and designers make connections through personal stories between
- 12 self, family and friends **and community**.

13 GLE Code: VA.1.4.1

14 Evidence Outcomes

15 *Students Can:*

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

20 Academic Context and Connections

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Demonstrate an understanding of cause and effect related to personal decisions in works
- 23 of art and design. **(Problem Solver, Empowered Individual)**
- 24 2. Articulate thoughts and ideas effectively using oral, written and/or nonverbal
- 25 communication skills in a variety of forms and contexts (including multilingual).
- 26 **(Communicator)**
- 27 3. Ask questions about works of art and design to develop further personal understanding.
- 28 **(Problem Solver, Empowered Individual)**

29 *Inquiry Questions:*

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

33 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Second 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 and
- 6 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 professional endeavors**.

9 Grade Level Expectation:

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

12 GLE Code: VA.2.1.1

13 Evidence Outcomes

14 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Define the problem (which could involve, but is not limited to, technical skill, artistic intent
- 21 or choice of media) concerning the work of art and design using a variety of strategies.
- 22 **(Problem Solver)**

23 *Inquiry Questions:*

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

28 *Learning Experience and Transfer:*

- 29 1. Artists make artistic choices to share ideas.

1 Visual Arts

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

3 Prepared Graduates:

- 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 professional endeavors**.
- 9 9. Persist in the creative process and innovate from failure.

10 Grade Level Expectation:

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

13 GLE Code: VA.2.2.1

14 Evidence Outcomes

15 *Students Can:*

- 16 a. Describe how artists reflect on their creative practice to improve works of visual art and
17 design.
- 18 b. Recognize that artists use different forms of research to inform their practice.
- 19 c. Use the language of visual art and design to describe observations and form opinions.

20 Academic Context and Connections

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal
23 communication skills in a variety of forms and contexts (including multilingual) which
24 includes visual art and design. **(Communicator)**
- 25 2. Look for and value how your own perspective may be expressed differently from others in
26 works of art and design. **(Community Member, Problem Solver)**
- 27 3. Establish goals for communication of ideas and concepts in one's own artwork and plan
28 out steps accordingly. **(Communicator, Empowered Individual, Problem Solver)**

29 *Inquiry Questions:*

- 30 1. Where do students get ideas?
- 31 2. How can students engage with observational experiences?
- 32 3. How can students explain what they imagine?
- 33 4. How can students use their memory to describe their observations?
- 34 5. How can students use the opinions of peers to expand their thinking?

- 1 *Learning Experience and Transfer:*
2 1. Visual arts use various literacies.

3 **Visual Arts**

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

5 **Prepared Graduates:**

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

8 **Grade Level Expectation:**

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

11 GLE Code: VA.2.3.1

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Choose appropriate materials to make art.
15 b. Create finished works of art.
16 c. Explain choices made in the artmaking process.
17 d. Respect and care for classroom materials.

18 **Academic Context and Connections**

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Synthesize ways to symbolize ideas in original and surprising ways in works of art and
21 design. (**Empowered Individual, Problem Solver**)
22 2. Form and test hypotheses to guide problem-solving of ways to symbolize intended
23 meaning in the planning, making and display of works of art and design. (**Problem Solver,**
24 **Communicator**)

25 *Inquiry Questions:*

- 26 1. How can students make works of art **to** communicate?
27 2. How can students identify and create symbols in works of art?
28 3. How can students test the qualities of different materials?
29 4. How can students describe their artmaking experience?
30 5. How can students use metaphor or analogy to create works of art and enhance
31 communication of ideas?

1 *Learning Experience and Transfer:*

- 2 1. Art reflects ideas.

3 **Visual Arts**

4 **Second Grade, 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 making.
- 7 2. Visually and/or verbally articulate how visual art and design are a means for
- 8 communication.
- 9 4. Critique connections between visual art and historic and contemporary philosophies.
- 10 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.

11 **Grade Level Expectation:**

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

14 GLE Code: VA.2.4.1

15 **Evidence Outcomes**

16 *Students Can:*

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

20 **Academic Context and Connections**

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Participate in social or community activities that involve art and design. (**Community**
- 23 **Member**)
- 24 2. Compare attitudes and beliefs represented through art and design as an individual to
- 25 others. (**Communicator, Community Member, Empowered Individual**)
- 26 3. Identify and reflect upon personal connections to community systems through the use of
- 27 or creation of art and design. (**Problem Solver, Community Member**)

28 *Inquiry Questions:*

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

- 1 *Learning Experience and Transfer:*
2 1. Artists preserve the culture of a community.

3 **Visual Arts**

4 **Third Grade, 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 3. Practice critical and analytical skills by using academic language to discuss works of art and
8 visual culture.
9 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
10 skills and techniques **for personal and professional endeavors**.

11 **Grade Level Expectation:**

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

14 GLE Code: VA.3.1.1

15 **Evidence Outcomes**

16 *Students Can:*

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

20 **Academic Context and Connections**

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Recognize personal characteristics, preferences, thoughts and feelings as one explores
23 one's own art or the work of others. **(Empowered Individual)**
24 2. Students can cite evidence to demonstrate understanding and support an analysis of a text
25 or work of art. **(Communication)**

26 *Inquiry Questions:*

- 27 1. How can students develop ownership over self-expression?
28 2. How can students use choices to plan for intended outcomes?
29 3. How can students investigate works of art and design to recognize how artists and
30 designers create meaning?
31 4. **How can students explore, through art, the cultures that make their community/region**
32 **unique?**

1 *Learning Experience and Transfer:*

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

3 **Visual Arts**

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

5 **Prepared Graduates:**

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

12 **Grade Level Expectation:**

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

15 GLE Code: VA.3.2.1

16 **Evidence Outcomes**

17 *Students Can:*

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

21 **Academic Context and Connections**

22 *Colorado Essential Skills and Meaning Making:*

- 23 1. Experiment to find ways that articulate thoughts and ideas effectively using oral, written
24 and/or nonverbal communication skills in a variety of forms and contexts (including
25 multilingual) which includes visual art and design. **(Communicator)**
- 26 2. Research to find, demonstrate an understanding of and value different perspectives
27 expressed by others in works of art and design. **(Problem Solver, Empowered Individual)**

28 *Inquiry Questions:*

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

- 1 *Learning Experience and Transfer:*
2 1. Artmaking incorporates reciprocal feedback.

3 **Visual Arts**

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

5 **Prepared Graduates:**

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

12 **Grade Level Expectation:**

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

14 GLE Code: VA.3.2.2

15 **Evidence Outcomes**

16 *Students Can:*

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

19 **Academic Context and Connections**

20 *Colorado Essential Skills and Meaning Making:*

- 21 1. Establish goals for communication and plan out steps accordingly. (**Communicator,**
22 **Empowered Individual**)
23 2. Students can synthesize information from multiple sources to demonstrate understanding
24 of a topic. (**Communicator**)

25 *Inquiry Questions:*

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

30 *Learning Experience and Transfer:*

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

1 **Visual Arts**

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

3 **Prepared Graduates:**

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

6 **Grade Level Expectation:**

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

8 GLE Code: VA.3.3.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Demonstrate how working collaboratively can enhance the artistic process.
12 b. Demonstrate understanding of how experimentation helps develop making with purpose
13 and intent.
14 c. Determine whether a work of art is finished.
15 d. Demonstrate how the art room is a community of makers.

16 **Academic Context and Connections**

17 *Colorado Essential Skills and Meaning Making:*

- 18 1. Create works of art and design through the use of various technologies. (**Communicator,**
19 **Problem Solver**)
20 2. Synthesize art and design ideas in original and surprising ways. (**Problem Solver,**
21 **Empowered Individual**)
22 3. Form and test hypotheses to guide problem-solving in works of art and design. (**Problem**
23 **Solver**)

24 *Inquiry Questions:*

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

29 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Third Grade, Standard 4. Relate and Connect to Transfer

3 Prepared Graduates:

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

9 Grade Level Expectation:

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

12 GLE Code: VA.3.4.1

13 Evidence Outcomes

14 *Students Can:*

- 15 a. Investigate how visual art and design can make connections between subjects, disciplines
- 16 or events.
- 17 b. Connect the meaning of personal works of art to historical, cultural or community events.

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Consider purpose, formality of context, audience and distinct cultural norms when
- 21 planning content, mode, delivery and expression in art and design. (Community Member)
- 22 2. Recognize how members of a community rely on each other, considering contributions of
- 23 artists and designers as applicable. (Problem Solver, Community Member)

24 *Inquiry Questions:*

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

29 *Learning Experience and Transfer:*

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

1 **Visual Arts**

2 **Fourth 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 and
6 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 professional endeavors.**

9 **Grade Level Expectation:**

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

12 GLE Code: VA.4.1.1

13 **Evidence Outcomes**

14 *Students Can:*

- 15 a. Hypothesize the steps an artist may have used to complete a work of visual art or design.
16 b. Suggest alternative ways an artist could have communicated an idea.
17 c. **Intentionally revise artwork to better communicate intended meaning.**
18

19 **Academic Context and Connections**

20 *Colorado Essential Skills and Meaning Making:*

- 21 1. Recognize that problems can be identified and possible solutions can be created using the
22 language of visual art and design. **(Communicator, Problem Solver)**
23 2. Students can pose and respond to questions and contribute to the discussion about artistic
24 intent. **(Communicator, Empowered Individual)**

25 *Inquiry Questions:*

- 26 1. How can students discuss artistic intent that recognizes the influence of contexts on
27 artistic decisions?
28 2. How can students examine the various approaches artists and designers use for the
29 planning of artworks?

30 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Fourth 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 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.
- 6 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 7 skills and techniques **for personal and professional endeavors**.
- 8 7. Allow imagination, curiosity and wonder to guide inquiry and research.
- 9 8. **Engage** in the reciprocal relationships between visual art and communities.

10 Grade Level Expectation:

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

13 GLE Code: VA.4.1.2

14 Evidence Outcomes

15 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Look for and value different perspectives expressed by others in works of art and design.
- 21 **(Communicator, Problem Solver)**
- 22 2. Students can delineate an artist's argument, identify specific claims and distinguish if
- 23 claims are supported by reasons and evidence. **(Community Member, Empowered**
- 24 **Individual)**

25 *Inquiry Questions:*

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

28 *Learning Experience and Transfer:*

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

1 Visual Arts

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

3 Prepared Graduates:

- 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 professional endeavors**.
- 9 9. Persist in the creative process and innovate from failure.

10 Grade Level Expectation:

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

12 GLE Code: VA.4.2.1

13 Evidence Outcomes

14 *Students Can:*

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

17 Academic Context and Connections

18 *Colorado Essential Skills and Meaning Making:*

- 19 1. Interpret and evaluate thoughts and ideas effectively using oral, written and/or nonverbal
20 communication skills in a variety of forms and contexts (including multilingual) which
21 includes visual art and design. **(Communicator, Community Member)**
- 22 2. Look for and value different perspectives expressed by others in works of art and design
23 using informed criteria. **(Communicator, Problem Solver)**

24 *Inquiry Questions:*

- 25 1. How do students discuss and form opinions?
- 26 2. How do students evaluate their progress to advance ideas?
- 27 3. How do students determine criteria?

28 *Learning Experience and Transfer:*

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

1 Visual Arts

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

3 Prepared Graduates:

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

10 Grade Level Expectation:

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

13 GLE Code: VA.4.2.2

14 Evidence Outcomes

15 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Establish goals from researched and visual information in one's own artwork and plan out
- 21 steps accordingly. (**Communicator, Problem Solver**)
- 22 2. Students can create content-specific arguments in which they state a claim, provide
- 23 evidence from texts and sources to support the claim, and organize the evidence in well-
- 24 reasoned, meaningful ways regarding a work of art. (**Communicator, Problem Solver,**
- 25 **Empowered Individual**)

26 *Inquiry Questions:*

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

31 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Fourth Grade, Standard 3. Invent and Discover to Create

3 Prepared Graduates:

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

6 Grade Level Expectation:

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

8 GLE Code: VA.4.3.1

9 Evidence Outcomes

10 *Students Can:*

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

16 Academic Context and Connections

17 *Colorado Essential Skills and Meaning Making:*

- 18 1. Synthesize ideas in works of art and design in original and surprising ways. (**Problem**
19 **Solver**)
20 2. Look for and value different perspectives expressed by self and others as inspiration for
21 creating works of art and design. (**Problem Solver, Empowered Individual**)
22 3. Demonstrate curiosity, imagination and eagerness to learn more as inspiration for works
23 of art and design. (**Empowered Individual**)

24 *Inquiry Questions:*

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

27 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Fourth Grade, Standard 3. Invent and Discover to Create

3 Prepared Graduates:

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

8 Grade Level Expectation:

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

10 GLE Code: VA.4.3.2

11 Evidence Outcomes

12 *Students Can:*

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

16 Academic Context and Connections

17 *Colorado Essential Skills and Meaning Making:*

- 18 1. Create works of art and design through the use of technologies. **(Communicator, Problem**
- 19 **Solver)**
- 20 2. Synthesize ideas in works of art and design in original and surprising ways. **(Problem**
- 21 **Solver)**
- 22 3. Form and test hypotheses to guide problem-solving in works of art and design with
- 23 personal intent. **(Problem Solver, Communicator)**

24 *Inquiry Questions:*

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

28 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Fourth Grade, Standard 4. Relate and Connect to Transfer

3 Prepared Graduates:

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

9 Grade Level Expectation:

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

12 GLE Code: VA.4.4.1

13 Evidence Outcomes

14 *Students Can:*

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

20 Academic Context and Connections

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Consider purpose, formality of context, audience and distinct cultural norms when
- 23 planning content, mode, delivery and expression in works of art and design. **(Problem**
- 24 **Solver, Community Member)**
- 25 2. Recognize how members of a community, which includes artists and designers, rely on
- 26 each other, considering personal contributions as applicable. **(Problem Solver, Community**
- 27 **Member)**

28 *Inquiry Questions:*

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

34 *Learning Experience and Transfer:*

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

1 **Visual Arts**

2 **Fifth 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 and
6 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 professional endeavors**.

9 **Grade Level Expectation:**

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

12 GLE Code: VA.5.1.1

13 **Evidence Outcomes**

14 *Students Can:*

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

19 **Academic Context and Connections**

20 *Colorado Essential Skills and Meaning Making:*

- 21 1. Compare attitudes and beliefs as expressed through the language of visual art and design
22 as an individual to others. **(Community Member, Empowered Individual)**
23 2. Students can cite evidence from content-specific texts to demonstrate understanding and
24 support an analysis. **(Communicator, Problem Solver)**

25 *Inquiry Questions:*

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

30 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Fifth 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 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.
- 6 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 7 skills and techniques **for personal and professional endeavors**.
- 8 7. Allow imagination, curiosity and wonder to guide inquiry and research.
- 9 8. **Engage** in the reciprocal relationships between visual art and communities.

10 Grade Level Expectation:

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

13 GLE Code: VA.5.1.2

14 Evidence Outcomes

15 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Identify and reflect upon personal connections to community systems and how it is
- 21 evidenced in art and design. **(Community Member, Empowered Individual)**
- 22 2. Students can analyze and use information presented visually to support a claim.
- 23 **(Communicator, Empowered Individual)**

24 *Inquiry Questions:*

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

28 *Learning Experience and Transfer:*

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

1 **Visual Arts**

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

3 **Prepared Graduates:**

- 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 professional endeavors**.
- 9
- 10 9. Persist in the creative process and innovate from failure.

11 **Grade Level Expectation:**

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

13 GLE Code: VA.5.2.1

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Support collaborative dialogue to analyze and evaluate one’s own work and that of others.
- 17 b. Reflect on how intended meaning influences the artmaking process.

18 **Academic Context and Connections**

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal
21 communication skills and a variety of criteria before, during and after making works of art
22 and design. **(Communicator, Empowered Individual)**
- 23 2. Look for and value different perspectives expressed by others. **(Communicator,**
24 **Community Member)**

25 *Inquiry Questions:*

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

33 *Learning Experience and Transfer:*

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

1 Visual Arts

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

3 Prepared Graduates:

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

10 Grade Level Expectation:

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

13 GLE Code: VA.5.2.2

14 Evidence Outcomes

15 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Establish goals for visual communication and plan out steps accordingly. (**Communicator,**
- 21 **Problem Solver**)
- 22 2. Students can present arguments or information in a logical sequence with a clear claim,
- 23 supportive evidence and effective presence that build credibility. (**Communicator,**
- 24 **Empowered Individual**)

25 *Inquiry Questions:*

- 26 1. How can students use reflection to envision a resolution of their ideas?
- 27 2. How can students consider alternatives while making works of art?
- 28 3. How can students use planning to create meaning?
- 29 4. How can students use research to determine a method of planning that best supports
- 30 personal artmaking?

31 *Learning Experience and Transfer:*

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

1 Visual Arts

2 Fifth Grade, Standard 3. Invent and Discover to Create

3 Prepared Graduates:

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

6 Grade Level Expectation:

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

8 GLE Code: VA.5.3.1

9 Evidence Outcomes

10 *Students Can:*

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

14 Academic Context and Connections

15 *Colorado Essential Skills and Meaning Making:*

- 16 1. Synthesize ideas in original and surprising ways to plan and communicate intent in works
17 of art and design. **(Communicator, Problem Solver)**
18 2. Look for and value different perspectives expressed by others to aid in planning how to
19 communicate intent in works of art. **(Problem Solver, Empowered Individual)**
20 3. Demonstrate curiosity, imagination and eagerness to learn more through works of art and
21 design. **(Problem Solver, Empowered Individual)**

22 *Inquiry Questions:*

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

25 *Learning Experience and Transfer:*

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

1 **Visual Arts**

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

3 **Prepared Graduates:**

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

8 **Grade Level Expectation:**

- 9 2. Apply an understanding of art processes and studio skills to create works of art and 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 meaning.
14 b. Revise works of visual art and design to improve ideas.
15 c. Justify choices made during the artistic process that resulted in the finished work of art
16 and design.
17 d. Prepare works of art and design for presentation.

18 **Academic Context and Connections**

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Create art and design through the use of technologies. **(Communicator, Problem Solver)**
21 2. Synthesize ideas in original and surprising ways in works of art and design. **(Communicator,**
22 **Problem Solver)**
23 3. Form and test hypotheses using art processes and studio skill to guide problem-solving in
24 works of art and design. **(Problem Solver)**

25 *Inquiry Questions:*

- 26 1. How can students present their ideas and art work to their peers?
27 2. How can students determine what good craftsmanship look like?
28 3. How can students use technologies (contemporary media) to convey meaning?

29 *Learning Experience and Transfer:*

- 30 1. Artists and designers create using an understanding of experimental and traditional
31 processes.

1 Visual Arts

2 Fifth Grade, Standard 4. Relate and Connect to Transfer

3 Prepared Graduates:

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

9 Grade Level Expectation:

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

12 GLE Code: VA.5.4.1

13 Evidence Outcomes

14 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Identify and explain multiple perspectives (cultural, global) when exploring visual art and
- 21 design. **(Community Member)**
- 22 2. Connect knowledge of art and design (facts, theories, etc.) from personal ideas and
- 23 understandings to civic engagement. **(Community Member, Empowered Individual)**
- 24 3. Students can synthesize information from multiple sources to demonstrate understanding
- 25 of a topic. **(Communicator, Empowered Individual)**

26 Inquiry Questions:

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

31 *Learning Experience and Transfer:*

- 32 1. Interdisciplinary knowledge informs cultural understanding.

1 Visual Arts

2 Middle School 1, 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 and
- 6 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 professional endeavors**.

9 Grade Level Expectation:

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

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

12 Evidence Outcomes

13 *Students Can:*

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

18 Academic Context and Connections

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Establish goals for communication using the language of visual art and design and plan out
- 21 steps accordingly. **(Communicator)**
- 22 2. Students can cite textual evidence from content-specific sources to demonstrate
- 23 understanding and support analysis, experiment and the creation of works of art and
- 24 design. **(Communicator and Empowered Individual)**

25 *Inquiry Questions:*

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

30 *Learning Experience and Transfer:*

- 31 1. Artists create a visual vocabulary and library.

1 Visual Arts

2 Middle School 1, 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 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.
- 6 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 7 skills and techniques **for personal and professional endeavors**.
- 8 7. Allow imagination, curiosity and wonder to guide inquiry and research.
- 9 8. **Engage** in the reciprocal relationships between visual art and communities.

10 Grade Level Expectation:

- 11 2. Compare art from various historical, contemporary and cultural sources.

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

13 Evidence Outcomes

14 *Students Can:*

- 15 a. Describe and discuss the general characteristics of a work of art from various historical
- 16 time periods.
- 17 b. Interpret a variety of works of art while being respectful and mindful of culturally sensitive
- 18 themes.
- 19 c. Analyze works of art from various time periods and world cultures by their components of
- 20 style and design.
- 21 d. Evaluate how interpretations of works of art change based on the viewer's time, place and
- 22 culture.

23 Academic Context and Connections

24 *Colorado Essential Skills and Meaning Making:*

- 25 1. Connect knowledge of art and design (facts, theories, etc.) from personal
- 26 ideas/understandings to civic engagement which includes referencing historical,
- 27 contemporary and cultural sources. **(Community Member)**
- 28 2. Students can analyze and use information presented visually to support interpretations.
- 29 **(Problem Solver)**

30 *Inquiry Questions:*

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

1 *Learning Experience and Transfer:*

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

3 **Visual Arts**

4 **Middle School 1, 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 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 8 skills and techniques **for personal and professional endeavors**.
- 9 7. Allow imagination, curiosity and wonder to guide inquiry and research.
- 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 3. Utilize key concepts, issues and themes to connect the visual arts to other disciplines.

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

15 **Evidence Outcomes**

16 *Students Can:*

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

20 **Academic Context and Connections**

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Collaboration between disciplines can be found during the entire creative process.
- 23 **(Problem Solver)**
- 24 2. Students can analyze content-specific texts to distinguish the factual evidence offered,
- 25 reasoned judgments made and conclusions drawn, and speculative ideas offered. **(Problem**
- 26 **Solver, Communicator)**

27 *Inquiry Questions:*

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

32 *Learning Experience and Transfer:*

- 33 1. Artists employ varied disciplines harmoniously.

1 **Visual Arts**

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

3 **Prepared Graduates:**

- 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 professional endeavors**.
- 9 9. Persist in the creative process and innovate from failure.

10 **Grade Level Expectation:**

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

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

14 **Evidence Outcomes**

15 *Students Can:*

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

18 **Academic Context and Connections**

19 *Colorado Essential Skills and Meaning Making:*

- 20 1. Identify and explain multiple perspectives in works of art and design. (**Community**
- 21 **Member**)
- 22 2. Examine how individuals interpret messages differently, how values and points of view are
- 23 included or excluded and how media can influence beliefs and behaviors. (**Communicator**)

24 *Inquiry Questions:*

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

27 *Learning Experience and Transfer:*

- 28 1. Artists identify multiple points of view.
- 29 2. Artists establish and link background knowledge.

1 **Visual Arts**

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

3 **Prepared Graduates:**

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

10 **Grade Level Expectation:**

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

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

13 **Evidence Outcomes**

14 *Students Can:*

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

17 **Academic Context and Connections**

18 *Colorado Essential Skills and Meaning Making:*

- 19 1. Articulate thoughts and ideas using specific art vocabulary effectively using oral, written
- 20 and/or nonverbal communication. **(Communicator)**

21 *Inquiry Questions:*

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

24 *Learning Experience and Transfer:*

- 25 1. Artists and designers demonstrate and model.
- 26 2. Artists connect academic language across diverse disciplines.

27 **Visual Arts**

28 **Middle School 1, 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 professional endeavors**.

1 **Grade Level Expectation:**

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

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

4 **Evidence Outcomes**

5 *Students Can:*

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

9 **Academic Context and Connections**

10 *Colorado Essential Skills and Meaning Making:*

- 11 1. Value and consider incorporating different perspectives expressed by others in works of
12 art. (**Community Member, Empowered Individual**)
13 2. Develop and utilize basic task and time management strategies effectively in planning and
14 creating works of art and design. (**Problem Solver**)
15 3. Students can generate questions to guide their research into planning a work of art, gather
16 information, determine biases and credibility of sources, and use gathered information in
17 their artwork. (**Empowered Individual, Communicator**)

18 *Inquiry Questions:*

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

22 *Learning Experience and Transfer:*

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

29 **Visual Arts**

30 **Middle School 1, 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** in
33 skills and techniques **for personal and 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. Explore various media, materials and techniques used to create works of visual art and
- 5 design.

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

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Recognize and utilize the individual characteristics of each medium.
- 10 b. Identify and differentiate the relationships between media choice, art processes and final
- 11 solutions.
- 12 c. Create and display works of art using a wide variety of contemporary and available media.

13 **Academic Context and Connections**

14 *Colorado Essential Skills and Meaning Making:*

- 15 1. Demonstrate flexibility, imagination and inventiveness in artmaking. **(Problem Solver)**
- 16 2. Discern differences of effective and ineffective processes, communication and tasks in
- 17 creating works of art and design. **(Problem Solver, Communicator)**

18 *Inquiry Questions:*

- 19 1. How can students choose media based on its inherent qualities in order to enhance their
- 20 work?
- 21 2. How can students reflect on finished artworks in various media in order to make decisions
- 22 about future media choices?
- 23 3. How can students make and curate work in order to share with viewers?

24 *Learning Experience and Transfer:*

- 25 1. Artists and designers use demonstration.
- 26 2. Artmaking involves exploration and discovery.
- 27 3. Artists connect effective strategies of focused, goal-oriented investigation.

28 **Visual Arts**

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

30 **Prepared Graduates:**

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

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

3

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

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

6 **Grade Level Expectation:**

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

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

9 **Evidence Outcomes**

10 *Students Can:*

11 a. Evaluate various technological processes used to make art.

12 b. Recognize and discuss how technology operates in the creation of works of art.

13 **Academic Context and Connections**

14 *Colorado Essential Skills and Meaning Making:*

15 1. Create works of art and design through the use of technologies. (**Communicator**)

16 2. Innovate from failure, connect learning across domains and recognize new opportunities
17 while creating works of art and design. (**Problem Solver, Empowered Individual**)

18 *Inquiry Questions:*

19 1. How can students investigate technological processes that express their chosen ideas?

20 2. How can students articulate the possible roles of technology in the creative process?

21 *Learning Experience and Transfer:*

22 1. Artmaking involves project-based learning.

23 2. Artists connect planning to implementation.

24 3. Artists use imagining to develop artistic vision.

25 4. Artists and designers synthesize knowledge, skill and imagination to solve problems and
26 express meaning.

27 **Visual Arts**

28 **Middle School 1, 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 cultures.

2 **Grade Level Expectation:**

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

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

6 **Evidence Outcomes**

7 *Students Can:*

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

12 **Academic Context and Connections**

13 *Colorado Essential Skills and Meaning Making:*

- 14 1. Examine how individuals interpret messages differently, how values and points of view are
15 included or excluded and how media can influence beliefs and behaviors. (**Communicator,**
16 **Community Member**)
- 17 2. Identify and explain multiple perspectives (cultural, global) when exploring visual art and
18 design. (**Community Member**)
- 19 3. Students can synthesize information from multiple sources to demonstrate understanding
20 of a topic. (**Problem Solver, Communicator**)

21 *Inquiry Questions:*

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

26 *Learning Experience and Transfer:*

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

29 **Visual Arts**

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

31 **Prepared Graduates:**

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

1 relationships between materials, objects, ideas and lived experience.

2 **Grade Level Expectation:**

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

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

5 **Evidence Outcomes**

6 *Students Can:*

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

12 **Academic Context and Connections**

13 *Colorado Essential Skills and Meaning Making:*

- 14 1. Pursue a path of inquiry initiated by personal connections to careers and other life
15 pursuits. (**Empowered Individual**)
- 16 2. Demonstrate a willingness to try new things. (**Empowered Individual, Problem Solver**)
- 17 3. Students can pose and respond to questions and contribute to the discussion about a
18 topic, text or work of art and design in order to advance the dialogue. (**Community**
19 **Member, Communicator**)

20 *Inquiry Questions:*

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

26 *Learning Experience and Transfer:*

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

30 **Visual Arts**

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

32 **Prepared Graduates:**

- 33 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. Investigate how art addresses contemporary issues and community and societal concerns.

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

5 **Evidence Outcomes**

6 *Students Can:*

7 a. Display research about artists that engage in social commentary.

8 b. Research the motivation for works of art that address social issues.

9 **Academic Context and Connections**

10 *Colorado Essential Skills and Meaning Making:*

11 1. Connect art and design knowledge (facts, theories, etc.) from personal ideas and
12 understanding to civic engagement. (**Community Member, Empowered Individual**)

13 2. Apply ethical perspectives/concepts to an ethical question/situation/scenario regarding art
14 and design. (**Community Member, Empowered Individual**)

15 3. Students can present arguments or information in a logical sequence with a clear claim,
16 supportive evidence and effective presence that builds credibility. (**Problem Solver,**
17 **Communicator, Empowered Individual**)

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 personal
23 relevance.

24 2. Artists and designers can connect personal ideas to civic engagement.

25 **Visual Arts**

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 and
30 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 professional endeavors.**

1 **Grade Level Expectation:**

- 2 1. Analyze works of art and apply the language of visual art and design to infer meaning.

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

4 **Evidence Outcomes**

5 *Students Can:*

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

10 **Academic Context and Connections**

11 *Colorado Essential Skills and Meaning Making:*

- 12 1. Investigate to form hypotheses, make observations and draw conclusions about how
13 artists use the language of visual art and design to make meaning. **(Problem Solver)**
14 2. Students can cite textual evidence from content-specific texts or works of art to
15 demonstrate understanding and support analysis. **(Problem Solver, Communicator)**

16 *Inquiry Questions:*

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

20 *Learning Experience and Transfer:*

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

22 **Visual Arts**

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 cultures.
27 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
28 skills and techniques **for personal and professional endeavors**.
29
30 7. Allow imagination, curiosity and wonder to guide inquiry and research.
31 8. **Engage** in the reciprocal relationships between visual art and communities.

1 **Grade Level Expectation:**

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

3 GLE Code: **VA.MS2.1.2**

4 **Evidence Outcomes**

5 *Students Can:*

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

11 **Academic Context and Connections**

12 *Colorado Essential Skills and Meaning Making:*

- 13 1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas
14 and issues in works of art. **(Community Member, Empowered Individual)**
- 15 2. Students can analyze and use information presented visually to support interpretation.
16 **(Problem Solver, Communicator)**

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 art?
- 20 3. How can students study artists and works of art to gain historical awareness?

21 *Learning Experience and Transfer:*

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

23 **Visual Arts**

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

25 **Prepared Graduates:**

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

1 **Grade Level Expectation:**

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

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

4 **Evidence Outcomes**

5 *Students Can:*

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

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

9 c. Explain how skills, themes and key concepts from other disciplines help artists improve
10 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. **(Problem Solver)**

14 2. Synthesize creative solutions from a variety of disciplines to solve visual art and design
15 problems. **(Problem Solver)**

16 *Inquiry Questions:*

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

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

20 *Learning Experience and Transfer:*

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

22 **Visual Arts**

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

24 **Prepared Graduates:**

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

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

28 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
29 skills and techniques **for personal and professional endeavors.**

30

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

1 **Grade Level Expectation:**

- 2 1. Determine meaning from works of art and design using visual literacy skills such as
3 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 of art.
8 b. Discuss, debate and negotiate possible alternative interpretations of works of art.
9 c. Utilize visual literacy skills in verbal or written discourse to construct meaning from works
10 of art considering multiple points of view.

11 **Academic Context and Connections**

12 *Colorado Essential Skills and Meaning Making:*

- 13 1. Question to develop further understanding. (**Empowered Individual, Communicator,**
14 **Problem Solver**)
15 2. Interpret works of art and design with consideration to purpose, context, audience and
16 cultural norms. (**Communicator, Community Member**)
17 3. Students can trace an argument in a content-specific text to understand how a creator
18 organizes information, crafts an argument and uses domain-specific language to convey
19 ideas. (**Problem Solver, Communicator**)

20 *Inquiry Questions:*

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

25 *Learning Experience and Transfer:*

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

28 **Visual Arts**

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

30 **Prepared Graduates:**

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

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

3 **Grade Level Expectation:**

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

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

6 **Evidence Outcomes**

7 *Students Can:*

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

10 **Academic Context and Connections**

11 *Colorado Essential Skills and Meaning Making:*

- 12 1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal
13 communication in analysis of works of art. (**Communicator**)

14 *Inquiry Questions:*

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

17 *Learning Experience and Transfer:*

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

20 **Visual Arts**

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

22 **Prepared Graduates:**

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

25 **Grade Level Expectation:**

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

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

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Plan, revise and refine an idea. ~~through a series of display-ready works of art.~~

- 1 b. Generate works of art based on selected themes or anticipated goals.
- 2 c. Identify or demonstrate changes in personal style or skill level in works of art over time.

3 **Academic Context and Connections**

4 *Colorado Essential Skills and Meaning Making:*

- 5 1. Look for and value different perspectives expressed by others in planning and creating.
6 **(Problem Solver)**
- 7 2. Assess personal strengths and limitations in order to grow as an artist. **(Empowered**
8 **Individual)**
- 9 3. Students can generate questions to guide their research into making, gather information
10 from multiple sources, determine biases and credibility of sources, and use evidence to
11 create. **(Problem Solver, Communicator)**

12 *Inquiry Questions:*

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

18 *Learning Experience and Transfer:*

- 19 1. Artists and designers can incorporate cooperative learning.
- 20 2. Artmaking involves conceptual and project-based learning.
- 21 3. Artmaking uses imagining to develop artistic vision.
- 22 4. Artists and designers can use organized critiques.
- 23 5. Artists and designers synthesize knowledge, skill and imagination to solve problems and
24 express meaning.

25 **Visual Arts**

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

27 **Prepared Graduates:**

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

32 **Grade Level Expectation:**

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

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

1 **Evidence Outcomes**

2 *Students Can:*

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

7 **Academic Context and Connections**

8 *Colorado Essential Skills and Meaning Making:*

- 9 1. Innovate from failure, connect learning across domains and recognize new opportunities
- 10 while creating works of art using technical skills. **(Problem Solver, Empowered Individual)**
- 11 2. Form and test hypotheses in regard to art media and techniques to guide problem-solving.
- 12 **(Problem Solver, Communicator)**
- 13 3. Students can synthesize information from multiple sources to demonstrate understanding
- 14 of a topic. **(Problem Solver, Communicator)**

15 *Inquiry Questions:*

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

21 *Learning Experience and Transfer:*

- 22 1. Artmaking involves project-based learning.
- 23 2. Artists connect planning to implementation.
- 24 3. Artists connect learning a skill to persevering to master the skill.

25 **Visual Arts**

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

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

1 **Grade Level Expectation:**

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

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

5 **Evidence Outcomes**

6 *Students Can:*

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

9 **Academic Context and Connections**

10 *Colorado Essential Skills and Meaning Making:*

- 11 1. Create art and design through the use of technologies. **(Communicator)**
12 2. Synthesize ideas in original and surprising ways in works of art. **(Problem Solver)**

13 *Inquiry Questions:*

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

16 *Learning Experience and Transfer:*

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

22 **Visual Arts**

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

24 **Prepared Graduates:**

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

31 **Grade Level Expectation:**

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

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

2 **Evidence Outcomes**

3 *Students Can:*

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

8 **Academic Context and Connections**

9 *Colorado Essential Skills and Meaning Making:*

- 10 1. Identify and explain multiple perspectives (cultural, global) when exploring visual art and
11 design. (**Community Member**)
- 12 2. Recognize and describe cause-and-effect relationships and patterns in everyday
13 experiences. (**Problem Solver**)
- 14 3. Students can synthesize information from multiple sources to demonstrate understanding
15 of a topic. (**Problem Solver, Community Member**)

16 *Inquiry Questions:*

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

21 *Learning Experience and Transfer:*

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

24 **Visual Arts**

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

26 **Prepared Graduates:**

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

30 **Grade Level Expectation:**

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

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

1 **Evidence Outcomes**

2 *Students Can:*

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

8 **Academic Context and Connections**

9 *Colorado Essential Skills and Meaning Making:*

- 10 1. Define the problem using a variety of strategies in works of art and design as well as in
- 11 everyday life. **(Problem Solver)**
- 12 2. Make connections between information gathered in artmaking and personal experiences
- 13 to apply and/or test solutions. **(Problem Solver)**
- 14 3. Students can pose and respond to questions and contribute to the discussion about a topic
- 15 or text in order to advance the dialogue. **(Communicator)**

16 *Inquiry Questions:*

- 17 1. How can students engage in discourse about the intersections of art and popular culture?
- 18 2. How can students demonstrate understanding of the ways in which artists and designers
- 19 make connections between information gathered and personal experiences and apply
- 20 creative solutions?

21 *Learning Experience and Transfer:*

- 22 1. Critical thinking and the design thinking process are used across disciplines.
- 23 2. Imagining, artistic visioning and the design thinking process can benefit many lifelong
- 24 pursuits.
- 25 3. Artists connect new knowledge to personal preferences.
- 26 4. Artists and designers use cooperative learning.

27 **Visual Arts**

28 **Middle School 2, 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 8. **Engage** in the reciprocal relationships between visual art and communities.

32 **Grade Level Expectation:**

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

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

2 **Evidence Outcomes**

3 *Students Can:*

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

8 **Academic Context and Connections**

9 *Colorado Essential Skills and Meaning Making:*

- 10 1. Incorporate ideas from social or community activities in works of art and design.
11 **(Community Member)**
- 12 2. Apply ethical perspectives/concepts to an ethical question/situation/scenario to
13 artmaking. **(Communicator, Empowered Individual, Community Member)**
- 14 3. Students can present arguments or information in a logical sequence with a clear claim,
15 supportive evidence and effective presence that builds credibility. **(Communicator,**
16 **Empowered Individual)**

17 *Inquiry Questions:*

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

22 *Learning Experience and Transfer:*

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

26 **Visual Arts**

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 3. Practice critical and analytical skills by using academic language to discuss works of art and
31 visual culture.
- 32 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
33 skills and techniques **for personal and professional endeavors.**

1 **Grade Level Expectation:**

- 2 1. Interpret works of art using the language of visual art and design and conceptual art
3 frameworks.

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

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Present works of art using the language of visual art and design to infer meaning.
8 b. Describe and justify the specific elements in a work of art using the language of visual art
9 and design.
10 c. Investigate and debate conceptual frameworks that give value to works of art.

11 **Academic Context and Connections**

12 *Colorado Essential Skills and Meaning Making:*

- 13 1. Interpret information and draw conclusions based on informed analysis using the language
14 of visual art and design. **(Problem Solver, Communicator)**
15 2. Students can cite textual and visual evidence from content-specific texts and works of art
16 to demonstrate understanding and support an analysis of the work, conduct an
17 experiment or perform a task. **(Problem Solver, Communicator)**

18 *Inquiry Questions:*

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

27 *Learning Experience and Transfer:*

- 28 1. Artists analyze composition, form, function and purpose.
29 2. Artists use established criteria to evaluate and synthesize knowledge and personal
30 experience to develop individual criteria to evaluate.

1 Visual Arts

2 Middle School 3, 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 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.
- 6 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 7 skills and techniques **for personal and professional endeavors**.
- 8 7. Allow imagination, curiosity and wonder to guide inquiry and research.
- 9 8. **Engage** in the reciprocal relationships between visual art and communities.

10 Grade Level Expectation:

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

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

14 Evidence Outcomes

15 *Students Can:*

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

23 Academic Context and Connections

24 *Colorado Essential Skills and Meaning Making:*

- 25 1. Examine how individuals interpret messages differently, and how values and points of view
- 26 are included or excluded in works of art and design. (**Community Member, Communicator**)
- 27 2. Students can delineate an argument, identify specific claims and distinguish if claims are
- 28 supported by reasons and evidence. (**Communicator**)

29 *Inquiry Questions:*

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

1 *Learning Experience and Transfer:*

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

4 **Visual Arts**

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

6 **Prepared Graduates:**

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

13 **Grade Level Expectation:**

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

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

17 **Evidence Outcomes**

18 *Students Can:*

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

22 **Academic Context and Connections**

23 *Colorado Essential Skills and Meaning Making:*

- 24 1. Collaborate with non-art areas to generate creative ideas that solve real-world problems.
25 **(Problem Solver, Community Member, Empowered Individual)**
26 2. Students can analyze content-specific texts and works of art to distinguish the factual
27 evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas
28 offered. **(Problem Solver, Communicator)**

29 *Inquiry Questions:*

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

1 *Learning Experience and Transfer:*

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

3 **Visual Arts**

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

5 **Prepared Graduates:**

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

12 **Grade Level Expectation:**

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

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

16 **Evidence Outcomes**

17 *Students Can:*

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

21 **Academic Context and Connections**

22 *Colorado Essential Skills and Meaning Making:*

- 23 1. Develop self-awareness by utilizing multiple perspectives analyzing artworks. (**Empowered**
24 **Individual, Community Member**)
- 25 2. Students can trace an argument in a context specific text or work of art and design to
26 understand how a creator organizes information, crafts an argument and uses domain
27 specific language to convey ideas. (**Problem Solver, Communicator**)

28 *Inquiry Questions:*

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

32 *Learning Experience and Transfer:*

- 33 1. Artists and designers establish and link background knowledge.

1 2. Artists read, write and use vocabulary through an interdisciplinary lens.

2 Visual Arts

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

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 3. Critique connections between visual art and historic and contemporary philosophies.
- 9 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
10 skills and techniques **for personal and professional endeavors**.

11 Grade Level Expectation:

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

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

15 Evidence Outcomes

16 *Students Can:*

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

21 Academic Context and Connections

22 *Colorado Essential Skills and Meaning Making:*

- 23 1. Examine how individuals interpret messages differently, how values and points of view are
24 included or excluded and how art, design and media arts can influence beliefs and
25 behaviors. (**Communicator, Empowered Individual, Community Member**)
- 26 2. Students can create content-specific arguments in which they make a claim, provide
27 evidence from sources to support the claim, and organize the evidence in well-reasoned,
28 meaningful ways. (**Communicator, Empowered Individual**)

29 *Inquiry Questions:*

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

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

4 **Visual Arts**

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 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 works of
15 art.
16 b. Demonstrate personal responsibility in the planning, implementation and evaluation of
17 works of art.
18 c. Create works of art that depict personal viewpoints while honoring sensitive topics.

19 **Academic Context and Connections**

20 *Colorado Essential Skills and Meaning Making:*

- 21 1. Look for and value different perspectives expressed by others and self in planning works of
22 art and design. (**Empowered Individual, Community Member**)
23 2. Set personal goals and develop strategies to remain focused on learning goals while
24 planning for and creating works of art and design. (**Empowered Individual**)
25 3. Students can generate questions to guide their research into making, gather information
26 from multiple sources, determine biases and credibility of sources, and use evidence in
27 planning and ideation processes. (**Problem Solver, Communicator**)

28 *Inquiry Questions:*

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

1 *Learning Experience and Transfer:*

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

8 **Visual Arts**

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

10 **Prepared Graduates:**

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

15 **Grade Level Expectation:**

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

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

18 **Evidence Outcomes**

19 *Students Can:*

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

24 **Academic Context and Connections**

25 *Colorado Essential Skills and Meaning Making:*

- 26 1. Synthesize ideas in original and surprising ways using technical proficiency and
- 27 craftsmanship. **(Communicator, Problem Solver)**
- 28 2. Assess personal strengths and limitations with a well-grounded sense of confidence,
- 29 optimism and a growth mindset when creating works of art and design. **(Empowered**
- 30 **Individual)**
- 31 3. Form and test hypotheses in regard to art media and techniques to guide problem-solving.
- 32 **(Problem Solver)**

1 *Inquiry Questions:*

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

6 *Learning Experience and Transfer:*

- 7 1. Artmaking involves project-based learning.
8 2. Artists connect planning to implementation.
9 3. Artists connect learning a skill to persevering to master the skill.

10 **Visual Arts**

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

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

20 **Grade Level Expectation:**

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

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

24 **Evidence Outcomes**

25 *Students Can:*

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

30 **Academic Context and Connections**

31 *Colorado Essential Skills and Meaning Making:*

- 32 1. Create art and design through the use of technologies. **(Communicator)**

- 1 2. Innovate from failure, connect learning across domains, and recognize new opportunities
- 2 when creating works of art. **(Empowered Individual)**
- 3 3. Students can create a work of art that delineates an artist’s argument, identifies specific
- 4 claims and distinguishes if claims are supported by reasons and evidence. **(Empowered**
- 5 **Individual, Communicator)**

6 *Inquiry Questions:*

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

11 *Learning Experience and Transfer:*

- 12 1. Artmaking involves project-based learning.
- 13 2. Artists connect planning to implementation.
- 14 3. Artmaking involves imagining to develop artistic vision.
- 15 4. Artists and designers synthesize knowledge, skill and imagination to solve problems and
- 16 express meaning.

17 **Visual Arts**

18 **Middle School 3, 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 cultures.

25 **Grade Level Expectation:**

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

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

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Investigate and analyze the role of the maker in specific arts traditions.
- 32 b. Compare how various cultures and communities honor, memorialize and celebrate life
- 33 events.

- 1 c. Recognize and discuss how works of art previously created across time and cultures can
2 influence the work of practicing artists today.

3 **Academic Context and Connections**

4 *Colorado Essential Skills and Meaning Making:*

- 5 1. Connect art and design knowledge (facts, theories, etc.) from personal ideas and
6 understandings to civic engagement. **(Empowered Individual, Communicator)**
7 2. Identify and explain multiple perspectives (cultural, global) when exploring visual art and
8 design. **(Community Member)**
9 3. Students can synthesize information from multiple sources to demonstrate understanding
10 of a topic in works of art and design. **(Empowered Individual)**

11 *Inquiry Questions:*

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

17 *Learning Experience and Transfer:*

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

20 **Visual Arts**

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

22 **Prepared Graduates:**

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

26 **Grade Level Expectation:**

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

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

30 **Evidence Outcomes**

31 *Students Can:*

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

- 1 b. Identify arts resources and opportunities that exist in the community and explain why they
- 2 are valued.
- 3 c. Explore and evaluate ways that artistic thinking is used to solve problems.

4 **Academic Context and Connections**

5 *Colorado Essential Skills and Meaning Making:*

- 6 1. Demonstrate knowledge, understanding and personal awareness of how dreams and
- 7 interests translate into career fulfillment and career pathways in art and design.
- 8 **(Empowered Individual)**
- 9 2. Make connections between information gathered and personal experiences to apply
- 10 and/or test solutions. **(Empowered Individual, Problem Solver)**
- 11 3. Students can pose and respond to questions and contribute to the discussion about a topic
- 12 or text in order to advance the dialogue. **(Communicator)**

13 *Inquiry Questions:*

- 14 1. How can students interpret ideas in art and apply this knowledge to other thinking
- 15 processes?
- 16 2. How can students research arts in the community and articulate its significance?
- 17 3. How can students identify challenges, gather information, generate potential solutions and
- 18 refine ideas to find creative art solutions?

19 *Learning Experience and Transfer:*

- 20 1. Imagining, artistic visioning and the design-thinking process can benefit many lifelong
- 21 pursuits.
- 22 2. Artists use investigation and inquiry.
- 23 3. Artists and designers use cooperative learning.
- 24 4. Artists connect new knowledge to personal preferences.

25 **Visual Arts**

26 **Middle School 3, 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 8. **Engage** in the reciprocal relationships between visual art and communities.

30 **Grade Level Expectation:**

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

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

1 **Evidence Outcomes**

2 *Students Can:*

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

9 **Academic Context and Connections**

10 *Colorado Essential Skills and Meaning Making:*

- 11 1. Identify how works of art and design are present in social or community activities.
12 (Community Member)
13 2. Apply ethical perspectives/concepts to an ethical question/situation/scenario in
14 artmaking. (Community Member, Empowered Individual)
15 3. Students can present arguments or information in a logical sequence in a work of art with
16 a clear claim, supportive evidence and effective presence that builds credibility.
17 (Communicator)

18 *Inquiry Questions:*

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

23 *Learning Experience and Transfer:*

- 24 1. Artists critique social issues and create work with real-world and personal relevance.
25 2. Artists and designers use imagining and artistic vision.
26 3. Artists use investigation and inquiry.
27 4. Art involves project-based learning.
28 5. Artists can connect personal ideas to civic engagement.

29 **Visual Arts**

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

31 **Prepared Graduates:**

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

1 skills and techniques for personal and professional endeavors.

2 **Grade Level Expectation:**

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

5 GLE Code: VA.HS.1.1

6 **Evidence Outcomes**

7 *Students Can:*

- 8 a. Develop observation skills to generate and synthesize ideas and interpret communicated
9 meaning.
- 10 b. Connect and compare information gathered through observation in order to articulate the
11 human experience.
- 12 c. Discern and interpret nuances of meaning and intention of visual art and design across
13 cultural contexts.
- 14 d. Critically analyze the origins of visual art and design across cultures.

15 **Academic Context and Connections**

16 *Colorado Essential Skills and Meaning Making:*

- 17 1. Make connections between information gathered in visual art and design and personal
18 experiences to broaden thinking. (Problem Solver, Empowered Individual)
- 19 2. Students can cite evidence from content-specific texts and works of art to demonstrate
20 understanding and support an analysis of the text or work of art, conduct experiments and
21 apply learning. (Communicator)

22 *Inquiry Questions:*

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

27 *Learning Experience and Transfer:*

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

30 **Visual Arts**

31 **High School, 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.

- 1 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.
- 2 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 3 skills and techniques **for personal and professional endeavors**.
- 4 7. Allow imagination, curiosity and wonder to guide inquiry and research.
- 5 8. **Engage** in the reciprocal relationships between visual art and communities.

6 **Grade Level Expectation:**

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

9 GLE Code: VA.HS.1.2

10 **Evidence Outcomes**

11 *Students Can:*

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

22 **Academic Context and Connections**

23 *Colorado Essential Skills and Meaning Making:*

- 24 1. Look for and value different perspectives expressed by others in visual art and design.
- 25 **(Community Member)**
- 26 2. Analyze and use information presented visually **to** support an argument. **(Problem Solver,**
- 27 **Empowered Individual)**

28 *Inquiry Questions:*

- 29 1. How can students contribute to their lives and the lives of their communities through
- 30 artmaking?
- 31 2. How can students give form and expression to their stories?
- 32 3. How can students distinguish the difference between telling their story and telling the
- 33 story of someone else?

34 *Learning Experience and Transfer:*

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

1 Visual Arts

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

10 Grade Level Expectation:

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

13 GLE Code: VA.HS.1.3

14 Evidence Outcomes

15 *Students Can:*

- 16 a. Examine how connotation and denotation are used in visual art and design to express
- 17 multidimensional concepts.
- 18 b. Compare personal work within the larger discourse of visual art and design practices to
- 19 identify purpose and function.
- 20 c. Critically analyze selection of materials that inform conceptualization and expression of
- 21 ideas and aesthetic experience.
- 22 d. Investigate and articulate the aims of disparate art practices to foster critical thinking
- 23 about visual art and design.

24 Academic Context and Connections

25 *Colorado Essential Skills and Meaning Making:*

- 26 1. Focus on learning goals in visual art and design by employing motivation and familiar
- 27 strategies for engagement. **(Empowered Individual)**
- 28 2. Evaluate progress in visual art and design making necessary changes to stay the course.
- 29 **(Problem Solver, Empowered Individual)**
- 30 3. Students can analyze content-specific texts and works of art to distinguish the factual
- 31 evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas
- 32 offered. **(Problem Solver, Communicator)**

33 *Inquiry Questions:*

- 34 1. How can students document the process of building an enduring understanding from the
- 35 early stages of uncovering thinking to fully realized knowledge?

- 1 2. How can students become aware of how their perceptions and experiences influence their
- 2 ideas?
- 3 3. How can students use ideas to communicate meaning?

4 *Learning Experience and Transfer:*

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

6 **Visual Arts**

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

8 **Prepared Graduates:**

- 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 6. Create works of visual art and design that demonstrate increasing levels of **expertise** in
- 13 skills and techniques **for personal and professional endeavors**.
- 14 9. Persist in the creative process and innovate from failure.

15 **Grade Level Expectation:**

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

18 GLE Code: VA.HS.2.1

19 **Evidence Outcomes**

20 *Students Can:*

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

29 **Academic Context and Connections**

30 *Colorado Essential Skills and Meaning Making:*

- 31 1. Interpret visual art and design information to draw conclusions based on the best analysis.
- 32 **(Problem Solver, Communicator)**

- 1 2. Students can trace an argument in a content-specific text or work of art to understand
- 2 how an author or artist organizes information, crafts an argument and uses domain-
- 3 specific language to convey ideas. (**Communicator**)

4 *Inquiry Questions:*

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

10 *Learning Experience and Transfer:*

- 11 1. Artists identify multiple perspectives.
- 12 2. Artists establish and link background knowledge.

13 **Visual Arts**

14 **High School, 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 3. 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 professional endeavors**.

22 **Grade Level Expectation:**

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

25 GLE Code: VA.HS.2.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Critically reflect on how artists work across time to form new patterns of insight.
- 29 b. Document, investigate and synthesize a range of traditional and nontraditional studio
- 30 practices to articulate intent.
- 31 c. Synthesize research, theory and practice to envision the creation of an artwork.
- 32 d. Develop and defend a personal philosophy of art using informed criteria.

1 **Academic Context and Connections**

2 *Colorado Essential Skills and Meaning Making:*

- 3 1. Engage in inquiry-based questioning in order to synthesize art and design ideas in original
4 and surprising ways. **(Problem Solver)**
5 2. Students can compose content-specific arguments in which they state a claim, provide
6 evidence from texts, works of art and design and other sources to support the claim, and
7 organize the evidence in well-reasoned, meaningful ways. **(Communicator)**

8 *Inquiry Questions:*

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

17 *Learning Experience and Transfer:*

- 18 1. Artists establish and link background knowledge.

19 **Visual Arts**

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

21 **Prepared Graduates:**

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

31 **Grade Level Expectation:**

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

34 GLE Code: VA.HS.2.3

1 Evidence Outcomes

2 *Students Can:*

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

12 Academic Context and Connections

13 *Colorado Essential Skills and Meaning Making:*

- 14 1. Interpret visual information and draw conclusions based on the best analysis. (Problem
15 Solver, Communicator)
- 16 2. Students can analyze different texts (including works of art, experiments, simulations,
17 installations, videos or multimedia works) to compare and contrast competing theories,
18 points of view and arguments within the discipline of visual art and other disciplines.
19 (Empowered Individual, Problem Solver, Communicator)

20 *Inquiry Questions:*

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

26 *Learning Experience and Transfer:*

- 27 1. Artists use reflective discussion.

28 Visual Arts

29 High School, Standard 3. Invent and Discover to Create

30 Prepared Graduates:

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

1 **Grade Level Expectation:**

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

4 GLE Code: VA.HS.3.1

5 **Evidence Outcomes**

6 *Students Can:*

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

15 **Academic Context and Connections**

16 *Colorado Essential Skills and Meaning Making:*

- 17 1. Develop, plan and organize visual art and design ideas. **(Problem Solver, Communicator)**
- 18 2. Students can generate questions to guide their artmaking as a practice of research, gather
19 information from various sources, determine biases and credibility of sources, cite sources
20 as appropriate and use evidence to advance concepts and technical skills. **(Communicator,**
21 **Problem Solver)**

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.

1 Visual Arts

2 High School, Standard 3. Invent and Discover to Create

3 Prepared Graduates:

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

8 Grade Level Expectation:

- 9 2. Ideate and build works of art and design to demonstrate growth and proficiency in
- 10 traditional and new art media.

11 GLE Code: VA.HS.3.2

12 Evidence Outcomes

13 *Students Can:*

- 14 a. Examine and evolve potential meanings of an artwork.
- 15 b. Master skills in a variety of media and techniques to create personally meaningful works of
- 16 art.
- 17 c. Interpret how meaning in works of art is related to the materials and process chosen by
- 18 the artist.
- 19 d. Resolve artmaking problems by persisting through failure and making revisions.

20 Academic Context and Connections

21 *Colorado Essential Skills and Meaning Making:*

- 22 1. Act on creative ideas to make a tangible and useful contribution to visual art and design.
- 23 **(Community Member, Empowered Individual)**
- 24 2. Students can integrate multimedia as effective tools for clarifying and presenting
- 25 information. **(Communicator)**

26 *Inquiry Questions:*

- 27 1. How can students demonstrate the ideation process?
- 28 2. How can students learn from mistakes to improve upon current conceptual and technical
- 29 skills?
- 30 3. How can students build a collection of work that represents their skills and personal
- 31 philosophy of art?

32 *Learning Experience and Transfer:*

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

1 Visual Arts

2 High School, Standard 3. Invent and Discover to Create

3 Prepared Graduates:

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

11 Grade Level Expectation:

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

14 GLE Code: VA.HS.3.3

15 Evidence Outcomes

16 *Students Can:*

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

23 Academic Context and Connections

24 *Colorado Essential Skills and Meaning Making:*

- 25 1. Articulate a variety of thoughts, ideas and contexts in visual art and design.
- 26 **(Communicator)**
- 27 2. Effectively use verbal, written and/or nonverbal communication skills in the making and
- 28 study of art and design. **(Communicator)**
- 29 3. Students can delineate an artist's argument, identify specific claims and distinguish if
- 30 claims are supported by reasons and evidence. **(Community Member, Problem Solver)**

31 *Inquiry Questions:*

- 32 1. How do students use reflective strategies to understand the creative process?
- 33 2. How do students draw from and explain the intersectionality of race, ethnicity, gender and
- 34 class perspectives within works of art and design?

- 1 3. How do students persevere through challenges and the iterative process to complete an
2 idea?

3 *Learning Experience and Transfer:*

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

6 **Visual Arts**

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

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

14 **Grade Level Expectation:**

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

18 GLE Code: VA.HS.4.1

19 **Evidence Outcomes**

20 *Students Can:*

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

27 **Academic Context and Connections**

28 *Colorado Essential Skills and Meaning Making:*

- 29 1. Apply knowledge and skills in visual art and design to address complex problems and
30 perspectives. **(Problem Solver, Community Member)**
31 2. Students can synthesize information from multiple sources to demonstrate understanding
32 of a topic through a work of art. **(Problem Solver, Communicator)**

1 *Inquiry Questions:*

- 2 1. How can a student identify relevant research that promotes analytical discourse about
3 artists' personal views and beliefs?
- 4 2. How can a student discern and articulate complex intersections between historical and
5 cultural paradigms?
- 6 3. How can students access paths to artistic and cultural histories that develop culturally
7 humble perspectives?
- 8 4. How can a student use art and design for personal agency and to develop an informed
9 understanding of the world around them?
- 10 5. How can students analyze traditions of visual art and design to understand the influence of
11 historical narratives and contexts from perspectives of race, gender and class?

12 *Learning Experience and Transfer:*

- 13 1. Artists identify multiple perspectives.
- 14 2. Artmaking involves developing agency.

15 **Visual Arts**

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

17 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

- 22 2. Develop proficiency in visual communication skills that extends learning to new contexts
23 **and disciplines.**

24 GLE Code: VA.HS.4.2

25 **Evidence Outcomes**

26 *Students Can:*

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

30 **Academic Context and Connections**

31 *Colorado Essential Skills and Meaning Making:*

- 32 1. Apply a fundamental understanding of the issues in many contexts including visual art and
33 design. (**Community Member, Problem Solver**)

- 1 2. Students can pose and respond to questions and contribute to the discussion about a topic
2 or text, including a work of art, in order to advance the dialogue. (Problem Solver)

3 *Inquiry Questions:*

- 4 1. How can students examine their reasoning abilities and demonstrate how it leads to
5 independent thinking?
6 2. How can students identify problems and create works of art that demonstrate integration
7 of new learning?
8 3. How can students use existing artworks to develop informed perspectives?
9 4. How can students identify a problem and how it needs to be solved?

10 *Learning Experience and Transfer:*

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

13 **Visual Arts**

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

15 **Prepared Graduates:**

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

18 **Grade Level Expectation:**

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

21 GLE Code: VA.HS.4.3

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Demonstrate autonomous meaning-making and problem-solving skills to create works that
25 reveal agency in thinking.
26 b. Work collaboratively to share knowledge and apply learning in new and unexpected
27 contexts.
28 c. Engage in curating processes that invoke social, cultural and potential discourse.

29 **Academic Context and Connections**

30 *Colorado Essential Skills and Meaning Making:*

- 31 1. Use interpersonal skills and the practice of artmaking to learn and work with individuals
32 from diverse backgrounds. (Community Member, Empowered Individual)

- 1 2. Students can present arguments or information in a logical sequence with a clear claim,
2 supportive evidence and effective presence that builds credibility for their work or the
3 work of others. (**Communicator, Problem Solver**)

4 *Inquiry Questions:*

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

12 *Learning Experience and Transfer:*

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