

Visual Arts



Overview of Changes Visual Arts Standards

Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21st century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- In order to be globally competitive, international and national benchmarking strongly informs the new standards.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

Notable Changes to the Colorado Visual Arts Model Content Standards

The most evident changes to the Colorado standards are replacing grade-band standards (K-4, 5-8, and 9-12) with grade-level specific expectations. These are explained here in addition to other changes that are apparent upon comparison between the current visual arts standards and the proposed changes.

1. **Reference to expressive features and characteristics of art include elements and principles of design.** The use of elements and principles of design are a widely accepted, Western instructional practice when teaching art and its key concepts. The purpose of state standards is to widen the lens through which expressive features and characteristics of art can be taught using a wide variety of methodologies. The new standards do not reference elements and principles of design, but rather expressive features and characteristics of art in order to give districts and schools freedom to use their preferred methodology.
2. **Impact of standards articulation by grade level.** The original Colorado Model Content Standards for visual arts were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing more a specific learning trajectory of concepts and skills across grade levels, from early school readiness to postsecondary preparedness. Articulating standards by grade level in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).
3. **Articulation of high school standards.** High school standards are articulated by standard, not grade level. This is intended to support district decisions about how best to design curriculum and courses – whether through an integrated approach, a traditional course sequence, or alternative approaches such as career and technical education. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option. The individual standards are not meant to represent a course or a particular timeframe. All students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for study of other advanced visual arts.

4. **Integration of P-2 Council's recommendations.** The subcommittees integrated the Building Blocks to Colorado's K-12 Standards document into the P-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.
5. **Standards are written for mastery.** The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction – not standards.
6. **Intentional integration of technology use, most notably at the high school level.** Using appropriate technology allows students access to concepts and skills in ways that mirror the 21st century workplace.
7. **Intentional opportunities for multiple ways to combine visual literacy skills with the making of art.** The subcommittees for visual arts worked within grade levels. The purpose was to create a viable document for P-12 with a special emphasis on all aspects of visual arts instruction. Intentional opportunities for integration of all four visual arts standards for each grade level were crafted.

Below is a quick guide to other changes in the visual arts standards:

| Summary of changes | | |
|--|---|---|
| Area | Current Standards | Proposed Revisions |
| Number of standards | Five standards | Four standards |
| Names of standards | <ul style="list-style-type: none"> • Students recognize and use the visual arts as a form of communication. • Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. • Students know and apply visual arts materials, tools, techniques, and processes. • Students relate the visual arts to various historical and cultural traditions. • Students analyze and evaluate the characteristics, merits, and meaning of works of art. | <ol style="list-style-type: none"> 1. Observe and Learn to Comprehend The visual arts are a means for expression, communication and meaning making. 2. Envision and Critique to Reflect Visual arts recognize, articulate, and implement critical thinking through the synthesis, evaluation and analysis of visual information. 3. Invent and Discover to Create Generate works of art that employ unique ideas, feelings, and values using different media, technologies. 4. Relate and Connect to Transfer Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. |
| Use of expressive features and characteristics of art | <ul style="list-style-type: none"> • Refer to elements of art and principles of design as the prominent methodology. | <ul style="list-style-type: none"> • Recognizing multiple interpretations for addressing art elements and design principles across time and culture are referred to as expressive features and characteristics of art. |
| Integration of 21st century and postsecondary workforce readiness skills | <ul style="list-style-type: none"> • Not deliberately addressed in original document. | <ul style="list-style-type: none"> • A design feature of the revision process. • Intentionally integrated into evidence outcomes. |
| P-2 | <ul style="list-style-type: none"> • Standards articulated for grade band beginning with kindergarten. • Benchmarks articulated by grade band of K-4 with most geared to upper grades. | <ul style="list-style-type: none"> • Pre-K included. • Grade level expectations articulated for each elementary grade. • Clear expectations articulated for grades P-2. |
| Number of grade level expectations | <ul style="list-style-type: none"> • Forty-one benchmarks. | <ul style="list-style-type: none"> • Average of three grade level expectations per grade level (P-8), with five for high school. |

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Frank S. Philip

Dr. Frank Philip completed his undergraduate work at Michigan State University in graphic design in 1966. After four years in the armed forces, he returned to MSU to earn his master's degree in art education and teaching certification. Philip taught art and drama at all levels in Waverly Community Schools in Lansing, Mich. for 13 years. At Waverly, he developed and directed the ARTSENHANCER program – an elementary integrated arts program funded by Elementary and Secondary Education Act (ESEA) Title IVC. He received his Ph.D. from MSU in curriculum and instruction in 1983.

In 1985, Philip became the arts education specialist for the Michigan Department of Education, where he also coordinated the development and dissemination of the state model core curriculum and ran the USDOE/MDE Blue Ribbon Schools Program and the Michigan (Milken) Educator Award.

In 1991, he helped organize the National Council of State Arts Education Consultants and served as the interim director of the organization. In 1992, Philip was invited to co-chair one of the five task forces that wrote the national standards for arts education. That same year, Philip became the consensus coordinator for the 1997 National Assessment of Educational Progress (NAEP) arts education assessment at the Council of Chief State School Officers' (CCSSO) in Washington, D.C. In 1994, he coordinated the development of NAEP assessment exercises with the Educational Testing Service (ETS) for the council.

From 1994 to 2004, Philip worked with the State Collaboratives on Assessment and Student Standards (SCASS) program at CCSSO as director of operations working with personnel from state education agencies to develop cooperatively assessments and professional development programs around a number of assessment issues and in a variety of subject areas. From 2004 to 2008 he was the director of CCSSO's National Conference on Student Assessment.

He is the director of national and international assessment for CCSSO and coordinates the Arts Education Assessment and the Comprehensive Assessment Systems for ESEA Title I SCASS collaboratives.

References used by the Visual Arts subcommittee

The subcommittee used a variety of resources representing a broad range of perspectives to inform their work. Those references include:

- Singapore National Curriculum
- Massachusetts Arts Curriculum Framework
- New Jersey Core Curriculum Content Standards
- Finland – National Core Curriculum
- National Visual Art Standards
- WestEd Colorado Model Content Standards Review
- Building Blocks to Colorado's K-12 Standards

Colorado Academic Standards Visual Arts

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

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

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

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

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

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

The visual arts standards help students to solve problems and look at quandaries in different ways to find new points of view and perspectives. The arts help students to visualize and "see" the world around them in new combinations and regroupings, whether incongruent or unusual. This conceptual "play" produces new understandings around relationships and connections, thinking in opposites or metaphorically, and engaging in randomness or chance to address potential and opportunity. In this work, the artist develops a personal drive, discipline to work, and perseverance for the possibilities in the creative act in an effort to improve, continue, and transform. Working in space, series, and installation to develop a portfolio, exhibition, or individual work of art pushes the artist to create. The artist's work ethic blooms and forms the pathway and trajectory to the next experience, process, or artifact along the innovation continuum provided by arts experiences. The visual arts help students to think like a "genius" and prepare them for the undiscovered frontiers of the 21st century and beyond.

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

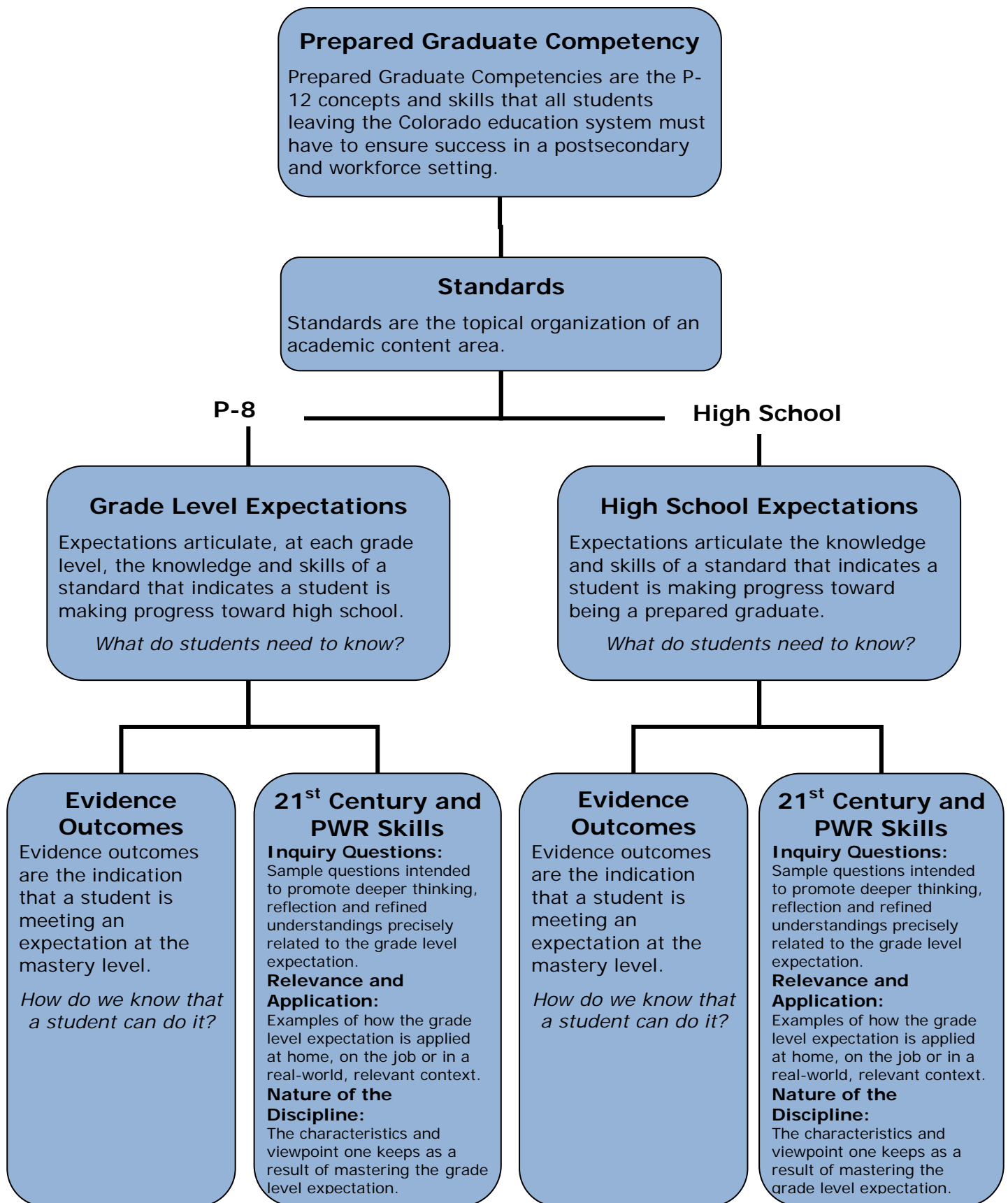
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Visual Arts

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

Prepared graduates:

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

Standards in Visual Arts

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

1. Observe and Learn to Comprehend

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

2. Envision and Critique to Reflect

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

3. Invent and Discover to Create

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

4. Relate and Connect to Transfer:

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

Visual Arts

Grade Level Expectations at a Glance

Standard

Grade Level Expectation

| High School | |
|--|---|
| 1. Observe and Learn to Comprehend | <ul style="list-style-type: none"> 1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function |
| 2. Envision and Critique to Reflect | <ul style="list-style-type: none"> 1. Reflective strategies are used to understand the creative process 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art |
| 3. Invent and Discover to Create | <ul style="list-style-type: none"> 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages |
| 4. Relate and Connect to Transfer | <ul style="list-style-type: none"> 1. The work of art scholars impacts how art is viewed today 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor |
| Eighth Grade | |
| 1. Observe and Learn to Comprehend | <ul style="list-style-type: none"> 1. Conceptual art theories explain how works of art are created 2. The history of art, world cultures, and artistic styles influence contemporary art concerns 3. Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art |
| 2. Envision and Critique to Reflect | <ul style="list-style-type: none"> 1. Visual literacy skills help to establish personal meaning and artistic intent in works of art 2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications |
| 3. Invent and Discover to Create | <ul style="list-style-type: none"> 1. Achieve artistic purpose to communicate intent 2. Demonstrate technical proficiency and craftsmanship when planning 3. Utilize current and available technology to refine an idea, and create original and imaginative works of art |
| 4. Relate and Connect to Transfer | <ul style="list-style-type: none"> 1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors 2. Cultural traditions and events impact visual arts within a community 3. Visual arts provide an opportunity to explore sustainable environments, design and architecture |

Visual Arts

Grade Level Expectations at a Glance

| Standard | Grade Level Expectation |
|--|--|
| Seventh Grade | |
| 1. Observe and Learn to Comprehend | <ol style="list-style-type: none"> 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time 3. Knowledge of art vocabulary is important when critically analyzing works of arts |
| 2. Envision and Critique to Reflect | <ol style="list-style-type: none"> 1. Visual literacy skills are used to create meaning from a variety of information 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines |
| 3. Invent and Discover to Create | <ol style="list-style-type: none"> 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art 3. Use of various media, materials, and tools to express specific meaning in works of art 4. Utilize current, available technology as a primary medium to create original works of art |
| 4. Relate and Connect to Transfer | <ol style="list-style-type: none"> 1. Critical thinking in the arts transfers to multiple uses in life 2. The visual arts community messages its cultural traditions and events 3. Art and design strategies can solve environmental problems |
| Sixth Grade | |
| 1. Observe and Learn to Comprehend | <ol style="list-style-type: none"> 1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art 2. Art created across time and cultures can exhibit stylistic differences and commonalities 3. Specific art vocabulary is used to describe, analyze, and interpret works of art |
| 2. Envision and Critique to Reflect | <ol style="list-style-type: none"> 1. Visual symbols and metaphors can be used to create visual expression 2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology |
| 3. Invent and Discover to Create | <ol style="list-style-type: none"> 1. Plan the creation of a work of art 2. Explore various media, materials, and techniques used to create works of art 3. Utilize current, available technology to refine ideas in works of art |
| 4. Relate and Connect to Transfer | <ol style="list-style-type: none"> 1. Critical thinking in the arts transfers to multiple lifelong endeavors 2. Visual arts impact community, cultural traditions, and events 3. Eco-art is a contemporary response to environmental issues |

Visual Arts

Grade Level Expectations at a Glance

| Standard | Grade Level Expectation |
|--|---|
| Fifth Grade | |
| 1. Observe and Learn to Comprehend | <ul style="list-style-type: none"> 1. Visual arts connect multiple characteristics of art 2. Visual arts communicate the human experience 3. Visual arts learning involves analyzing the formal and sensory qualities of art |
| 2. Envision and Critique to Reflect | <ul style="list-style-type: none"> 1. Evaluative criteria is used when responding to works of art 2. Specific methods of planning support the development of intended meaning |
| 3. Invent and Discover to Create | <ul style="list-style-type: none"> 1. Use artistic media and expression to communicate personal and objective points of view 2. Create art using technological media 3. Apply an understanding of art processes and creative thinking to plan and create art |
| 4. Relate and Connect to Transfer | <ul style="list-style-type: none"> 1. Artists, viewers, and patrons assign intended meaning to works of art 2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures |
| Fourth Grade | |
| 1. Observe and Learn to Comprehend | <ul style="list-style-type: none"> 1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design 2. Works of art articulate and express different points of view 3. Artists, viewers and patrons respond to works of art using inference and empathy |
| 2. Envision and Critique to Reflect | <ul style="list-style-type: none"> 1. The critique process informs judgments about artistic and aesthetic merits in works of art 2. The processes and philosophies of art and design inform interpretations in works of art |
| 3. Invent and Discover to Create | <ul style="list-style-type: none"> 1. Use media to express and communicate ideas about an issue of personal interest 2. Materials and processes can be used in traditional, unique, and inventive ways |
| 4. Relate and Connect to Transfer | <ul style="list-style-type: none"> 1. Viewers and patrons make personal meaning and infer artistic intent 2. Historical time periods and cultural settings are interpreted in works of art |

Visual Arts

Grade Level Expectations at a Glance

Standard **Grade Level Expectation**

| Third Grade | |
|--|--|
| 1. Observe and Learn to Comprehend | 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent 2. Art has intent and purpose |
| 2. Envision and Critique to Reflect | 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others 2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design |
| 3. Invent and Discover to Create | 1. Use basic media to express ideas through the art-making process 2. Demonstrate basic studio skills |
| 4. Relate and Connect to Transfer | 1. Works of art connect individual ideas to make meaning 2. Historical and cultural ideas are evident in works of art |
| Second Grade | |
| 1. Observe and Learn to Comprehend | 1. Artists make choices that communicate ideas in works of art 2. Characteristics and expressive features of art and design are used to identify and discuss works of art |
| 2. Envision and Critique to Reflect | 1. Visual arts use various literacies to convey intended meaning |
| 3. Invent and Discover to Create | 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design |
| 4. Relate and Connect to Transfer | 1. Visual arts respond to human experience by relating art to the community |
| First Grade | |
| 1. Observe and Learn to Comprehend | 1. Works of art express feelings 2. Art represents and renders the stories of people, places, or things |
| 2. Envision and Critique to Reflect | 1. Visual arts provide opportunities to respond to personal works of art and the art of others |
| 3. Invent and Discover to Create | 1. Create art to communicate ideas, feelings, or emotions |
| 4. Relate and Connect to Transfer | 1. Visual arts relate experiences to self, family, and friends |

Visual Arts

Grade Level Expectations at a Glance

Standard **Grade Level Expectation**

| Kindergarten | |
|--|---|
| 1. Observe and Learn to Comprehend | 1. Artists and viewers recognize characteristics and expressive features within works of art 2. Personal feelings are described in and through works of art |
| 2. Envision and Critique to Reflect | 1. Identify that art represents and tells the stories of people, places, or things 2. Artists interpret connections to the stories told in and by works of art |
| 3. Invent and Discover to Create | 1. Create two- and three-dimensional work of art based on personal relevance |
| 4. Relate and Connect to Transfer | 1. Artists and viewers contribute and connect to their communities |
| Preschool | |
| 1. Observe and Learn to Comprehend | 1. Artists and viewers identify art in daily life |
| 2. Envision and Critique to Reflect | 1. Works of art can represent people, places, and things |
| 3. Invent and Discover to Create | 1. Create works of art based on personal relevance |
| 4. Relate and Connect to Transfer | 1. Artists have an important role in communities |

21st Century Skills and Readiness Competencies in Visual Arts

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

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

The language of visual arts is our primary language. It is the primary source of human communication and has existed since the dawn of time as a way to connect us to the world we live in. The visual arts provide networks in and through other forms of communication, subject areas, and disciplines and help us to construct meaning and become better informed producers, consumers, and evaluators. Through the visual arts, we develop observation and translation skills that transform ideas into images, allowing us to make the judgments and decisions required of inquiry-based contexts so that we can connect to and understand the global literacies of our human existence. Designing and creating in the visual arts necessitates the organization of the varied literacies by which our humanity is guided. Our meaning making is made whole through interaction with the multiple resources and venues (including and not limited to those in the digital domain) that we use to search for solutions as we consider visual and conceptual problems. This paradigm base brings purpose and intent to the creative process, promoting a sense of individual, personal, and cultural history within our lifelong learning experiences.

Collaboration

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

Self-Direction

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

Invention

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

Colorado's Description for School Readiness

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

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

Colorado's Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Observe and Learn to Comprehend

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Make informed critical evaluations of visual and material culture, information, and technologies

Grade Level Expectation: High School

Concepts and skills students master:

1. Visual art has inherent characteristics and expressive features

Evidence Outcomes

Students can:

- a. Demonstrate skills that utilize the characteristics and expressive features of art and design to communicate meaning
- b. Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art
- c. Connect and compare visual art characteristics and expressive features of art and design in cultural contexts
- d. Demonstrate a practiced ability to critically analyze the origins of art and design across all cultures

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are the ways to analyze and discuss works of art?
2. What other ways are there to analyze and discuss works of art beyond the characteristics and expressive features of art and design?
3. How do various cultures experience and define art?

Relevance and Application:

1. Visual arts provide opportunities for making informed choices about material culture by employing visual literacy in society while recognizing urban, suburban, historical, and environmental influences.
2. Rituals in creating cultural art solidify the foundational understanding of the identity and purpose of various cultures within society.
3. New technologies and media allow for innovative ways to create new rituals with evolutionary characteristics.

Nature of Visual Arts:

1. Artists use close observation to understand objective reality.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:
➤ Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: High School

Concepts and skills students master:
2. Historical and cultural context are found in visual art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| <p>Students can:</p> <ul style="list-style-type: none">a. Analyze visual arts traditionsb. Discern the complexity of art and historical paradigms in cultural contextc. Debate divergent art histories and traditionsd. Research and document community art and architecturee. Analyze innovation in art through historical and cultural contextf. Analyze the reasons to avoid replication, interpretation, or illustration of images or icons that are culturally sensitive such as kachina dolls, and Navajo sand painting | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What is considered art?2. How does context affect works of art?3. Why would context matter when interpreting art?4. What is a culturally sensitive issue, and how does it impact works of art? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Interpreting visual art provides an ability to place contemporary art culture in a broader, historical context.2. Technology creates new interdisciplinary art forms that build on historical art forms.3. Innovators of the past were not highly valued, and it is only recently that society is recognizing their importance. |
| | <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. The new media of today creates the future of art.2. Respect for the art of cultures informs our diversity. |

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: High School

Concepts and skills students master:

3. Art and design have purpose and function

Evidence Outcomes

Students can:

- a. Investigate and articulate the aims of disparate art practices and traditions
- b. Research and document how the visual arts are manifested in contemporary society
- c. Interpret the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What is the purpose of art?
- 2. How do different cultures manifest the purposes of art?
- 3. How can art make important contributions to society?

Relevance and Application:

- 1. Visual arts provide an ability to discern the underlying intended and unintended purposes of art.
- 2. Visual arts provide for the ability to discern multiple solutions to visual and spatial problems.
- 3. Contemporary technologies have enabled the purpose of art to expand.

Nature of Visual Arts:

- 1. Investigating art ideas provides for alternative viewpoints and encourages divergent thinking about the reasons for the existence of art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Conceptual art theories explain how works of art are created

Evidence Outcomes

Students can:

- a. Create two- and three-dimensional works of art – individually or collaboratively – that employ the characteristics and expressive features of art and design
- b. Describe and justify a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes
- c. Investigate and debate quality in art and design such as symmetry and balance, rhythm, and scale and proportion

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do characteristics and expressive features of art and design allow for creative freedom?
2. What choices might influence how an artist begins a work of art?
3. How might choices impact the type of art an artist creates?

Relevance and Application:

1. Using current and available technology and interactive web applications allows for more diverse artistic responses to ideas and emotions.
2. Characteristics and expressive features of art and design provide comparisons and correlations to other global societies and their views of characteristics, expressions, and features of art and design.

Nature of Visual Arts:

1. Technology literacy and technological advancements can be important components in creating works of art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

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|---|
| Prepared Graduates: <ul style="list-style-type: none">➤ Make informed critical evaluations of visual and material culture, information, and technologies➤ Recognize, articulate, and debate that the visual arts are a means for expression |
|---|

Grade Level Expectation: Eighth Grade

Concepts and skills students master:
2. The history of art, world cultures, and artistic styles influence contemporary art concerns

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| Students can: <ul style="list-style-type: none">a. Incorporate personal life experiences through aesthetic responses to works of artb. Justify, and infer how art often is defined by its originalityc. Interpret changes in meaning over time in the perception of a familiar work of artd. Investigate and discuss how social and political environments influence an artist's creative process in making a work of arte. Examine and discuss the reasons to respect and avoid replication and interpretation of culturally sensitive taboos | Inquiry Questions: <ul style="list-style-type: none">1. To what extent does a work of art's title impede or enhance the viewer's interpretation of the artist's intent?2. To what extent does a work of art's classification impede or enhance the value of art for the artist? |
| | Relevance and Application: <ul style="list-style-type: none">1. Throughout history, art has been purchased and financed by social institutions for the purpose of reflecting or encoding the social structures of their time. This could imply that only certain social viewpoints in history have been preserved through art by the wealthy or most influential members of society.2. Technological changes such as the use of photography, neon lights, paint, and computer and digitally generated art have given more opportunities to preserve and capture aspects of present-day art as opposed to the subjective view of art that was more apparent in the past. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. The arts are great equalizers in terms of economic and social discrepancies2. Respect for the art of cultures informs our understanding of people groups. |

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art

Evidence Outcomes

Students can:

- a. Examine and debate the functionalism and formalism in works of art
- b. Differentiate and articulate different artistic styles, trends, and movements in various art forms.
- c. Analyze basic concepts in art such as balance, symmetry, integrity, authenticity, originality, "form follows function," and "thinking outside-of-the-box"

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the knowledge of art skills and vocabulary encourage the appreciation of visual art?
2. How do problem-solving skills create art?
3. How does art criticism help us to make informed judgments?
4. What are transferability strategies in art criticism?

Relevance and Application:

1. Visually interpreting and analyzing works of art provides opportunities for discussions around artistic intent and broadens the level of personal engagement with a work of art.
2. Comparing and contrasting the attributes of characteristics and expressive features of art and design in works of art allows for the transfer of problem-solving skills to other disciplines.

Nature of Visual Arts:

1. Disagreements about the value, influence, and source of art always will exist
2. Critique is the door to thinking about, making, and understanding art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

- 2. Art created across time and cultures can exhibit stylistic differences and commonalities

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Specific art vocabulary is used to describe, analyze, and interpret works of art

Evidence Outcomes

Students can:

- a. Describe the characteristics and expressive features of art and design in selected works of art
- b. Explain the aesthetic qualities of a specified work of art through multiple modalities
- c. Identify ways in which art is basic to thinking and communicating about the world

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Explain the potential for boundaries in art and who defines these boundaries.
- 2. What is a defensible argument?
- 3. How does one critique a work of art?
- 4. What are the advantages or disadvantages to critiquing a work of art?

Relevance and Application:

- 1. The inquiry skill sets of analyzing, assessing, and evaluating are valuable in becoming informed consumers of visual images in marketing and in mass media.
- 2. Critique fluency encourages and develops higher-order thinking that builds a deeper awareness of details in the surrounding environment.

Nature of Visual Arts:

- 1. Breaking away from acceptable and traditional norms often gives rise to new and more divergent forms of artistic expression.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Visual arts connect multiple characteristics of art

Evidence Outcomes

Students can:

- a. Justify statements made about a work of art
- b. Objectively use the characteristics and expressive features of art and design to analyze a work of art
- c. Investigate generalizations about works of art

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does illusion impact the visual reality of a two-dimensional space?
2. What is the difference between three-dimensional space and the illusion of depth and space in a two-dimensional framework?
3. What boundaries, if any, exist in art and art-making?
4. Is intended meaning an issue in the art-making process? Why or why not?

Relevance and Application:

1. Analysis and inference develop skills in the viewer of art and can be transferred into problem-solving situations in everyday life.
2. New forms of artistic expression often come from breaking with traditions.
3. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art and reinforces cognitive skills such as concentration, perception, memory, and logical thinking – essential in all occupations.
4. Processing divergent visual information and drawing conclusions is an important visual literacy skill.

Nature of Visual Arts:

1. Epiphany is the life blood of expression.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Visual arts communicate the human experience

Evidence Outcomes

Students can:

- a. Describe the relationships between works of art from different cultures being respectful and mindful of culturally sensitive themes
- b. Use contextual cues to discuss notions of beauty and aesthetic valuing
- c. Use visual information to construct personal visual narratives
- d. Identify and interpret how art exists in your world

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do artists make visual art to tell stories?
2. How do the characteristics of a work of art reflect the culture, time period, or artist who produced it?
3. Why do innovations in technology and social and political trends influence the creation of visual art?

Relevance and Application:

1. The environment that art is being created in is transforming rapidly due to new technological innovations.
2. Some cultural traditions are not appropriate for rendering.
3. Art is a vehicle for interdisciplinary communication related to the human experience.

Nature of Visual Arts:

1. The creation, appreciation of, and consumption of visual art, design, and material culture helps to define who we are as human beings.
2. Art reflects the qualities of the culture in which it was produced, including the cultural respect for sensitive themes.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

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

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|---|
| Concepts and skills students master: <p>3. Visual arts learning involves analyzing the formal and sensory qualities of art</p> |
|---|

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| Students can: <ul style="list-style-type: none">a. Hypothesize and discuss reasons for artistic decisionsb. Investigate and articulate alternative choices for artistic decisionsc. Objectively draw conclusions about intended meaning of a work of art | Inquiry Questions: <ul style="list-style-type: none">1. What drives an artist to choose one thing over another?2. How can talking or thinking about the visual characteristics of art improve the intended meaning in a work of art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Artists continue to develop new art vocabulary to understand 21st century ideas and works of art. For example, artist Todd Siler describes his work as “metaphorms” – the “engines” of creativity, invention, learning, and discovery that power communication.2. Media choices, including technology, can imply meaning. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. The critical process of observing, interpreting, and evaluating leads to informed judgments about the merits in works of art. |

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design

Evidence Outcomes

Students can:

- a. Categorize visual information
- b. Group works of art based on like characteristics and expressive features of art and design
- c. Describe and analyze artistic intent using information about the culture, time in which the work was created, and artist

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is intended meaning an issue in the art-making process?
2. How might subject matter in art change over time?
3. How are artists in a similar time period influenced by one another?

Relevance and Application:

1. Art has its own structure and vocabulary, which expand to consider and appreciate the way art is influenced by technology, science, engineering, and society.
2. The conditions under which an artist creates can have an impact on the work created.

Nature of Visual Arts:

1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Make informed critical evaluations of visual and material culture, information, and technologies

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Works of art articulate and express different points of view

Evidence Outcomes

Students can:

- a. Discuss how characteristics of art are used in specific ways to create meaning
- b. Interpret and articulate opinions about art judgments using multiple modalities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What characteristics and expressions guide the creation of works of art?
- 2. How does illusion impact the visual reality of a two-dimensional space?
- 3. How can a work of art be interpreted in a variety of ways?

Relevance and Application:

- 1. Analysis and inference identify underlying structures in works of art.
- 2. Breaking with traditions often gives rise to new forms of artistic expression.
- 3. Intended meaning is supported by using media technology.
- 4. Visual literacies come from science, history, literature, and aesthetic understanding.

Nature of Visual Arts:

- 1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

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|---|
| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and debate that the visual arts are a means for expression➤ Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives |
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Grade Level Expectation: Fourth Grade

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| Concepts and skills students master: 3. Artists, viewers and patrons respond to works of art using inference and empathy |
|--|

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| Students can: <ul style="list-style-type: none">a. Make inferences about the artist's feelings and perspectiveb. Respectively investigate and be mindful of culturally sensitive themes | Inquiry Questions: <ul style="list-style-type: none">1. Why do artists create art about their interests?2. How is the subject matter of a work of art related to the artist's interests?3. What clues does an artist give in a work of art to communicate intent? |
| | Relevance and Application: <ul style="list-style-type: none">1. Works of art reflect the artist's ideas, interests, and background.2. Works of art reflect the influences of culture and community on the artist, leading to decisions about whether a rendering is appropriate.3. Technology and the World Wide Web facilitate the research of cultures. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits of works of art. |

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent

Evidence Outcomes

Students can:

- a. Articulate commonalities seen in visual information
- b. Identify patterns seen in visual information
- c. Identify real-life depictions found in visual information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do patterns of visual information guide the creation of works of art?
2. How are real-life topics captured in visual images?
3. How are characteristics and expressive features of art and design important in art-making?

Relevance and Application:

1. A work of art's underlying structures can be identified through analysis and inference.
2. The use of pattern in art connects to other disciplines.
3. Digital media and computer technology can help to identify components in art.

Nature of Visual Arts:

1. The critical processes of observing, interpreting, and evaluating lead to informed judgments regarding the merits of works of art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Art has intent and purpose

Evidence Outcomes

Students can:

- a. Learn to "read" a work of art
- b. Hypothesize and discuss artist intent and mood.
- c. Discuss how art and design impact the man-made environment
- d. Use multi-sensory information to construct visual narratives

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What is meant by "intent?"
- 2. How do works of art influence the mood of the viewer?
- 3. What is considered to be man-made art?

Relevance and Application:

- 1. Show the connection between storytelling with words and with images.
- 2. Critical thinking provides opportunities to make connections between artistic intent and personal feelings.
- 3. Digital and electronic media are used to explore works of art by providing opportunities to experience a myriad of diverse works of art as well as information on the artists.
- 4. Art creates connections in how the purpose and use of images in marketing can influence consumer decisions.

Nature of Visual Arts:

- 1. Art can be purposeful.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Make informed critical evaluations of visual and material culture, information, and technologies

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Artists make choices that communicate ideas in works of art

Evidence Outcomes

Students can:

- a. Express an idea in multiple ways
- b. Identify and compare ideas and artistic choices found in a work of art
- c. Make artistic choices to communicate ideas

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can your choice in art-making change an idea?
2. What are examples of ideas you can observe in familiar works of art?
3. How can art express more than one idea?

Relevance and Application:

1. Restructuring norms offer new opportunities.
2. Traditional and new technologies help artists to communicate ideas.
3. Ideas come in verbal and nonverbal forms and are informed by other disciplines.

Nature of Visual Arts:

1. Artists make choices to communicate ideas.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Make informed critical evaluations of visual and material culture, information, and technologies

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Characteristics and expressive features of art and design are used to identify and discuss works of art

Evidence Outcomes

Students can:

- a. Recognize and describe the differences between characteristics and expressive features of art and design using age appropriate art vocabulary
- b. Describe variations of sensory qualities using age appropriate art vocabulary
- c. Use correct art vocabulary when talking about art

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do the characteristics and expressive features of art and design contribute to a work of art?
- 2. Why would an artist need to know about variations of sensory qualities used in art?

Relevance and Application:

- 1. Digital media can be used to give examples of sensory qualities and expressive features.
- 2. Patterns and textures can be found in many places in our communities.

Nature of Visual Arts:

- 1. Artists use many different materials and processes to create art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

- 1. Works of art express feelings

Evidence Outcomes

Students can:

- a. Provide explanations for how works of art provoke specific feelings
- b. Identify personal feelings motivated by works of art using grade appropriate language and concepts
- c. Locate and discuss the characteristics and expressive features of art and design in a work of art that initiate specific feelings and/or emotions

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do sensory qualities and expressive features guide feelings in works of art?
- 2. How does the use of color or pattern create feelings in a work of art?

Relevance and Application:

- 1. Emotion can be conveyed in a work of art.
- 2. Art can be expressed through different modalities such as nonverbal, kinesthetic, and interdisciplinary.
- 3. Technology can help to explore ways that mass media create viewer response.

Nature of Visual Arts:

- 1. Art is an emotional experience that is mindful of our personal perspectives and feelings.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

- 2. Art represents and renders the stories of people, places, or things

Evidence Outcomes

Students can:

- a. Connect the stories in works of art to the cultures they represent
- b. Retell a story from a work of art in a different modality such as singing, dancing, acting, drawing, painting, or acting
- c. Respectfully discuss cultural and ethnic influences in works of art

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do artists make choices about subject matter?
- 2. Why is it important to know a subject's "story" when discussing works of art?

Relevance and Application:

- 1. Underlying structures in art can be found via close observation and questioning.
- 2. Technology such as the Internet, blogs, social networking in cyberspace, and virtual museums increase our ability to experience different cultures and stories.

Nature of Visual Arts:

- 1. Personal cultural relevance can be influenced by family, school, and community norms.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Artists and viewers recognize characteristics and expressive features within works of art

Evidence Outcomes

Students can:

- a. Recognize characteristics and expressive features of art and design in works of art
- b. Name sensory qualities using age appropriate art vocabulary
- c. Use a variety of methods to reproduce basic sensory qualities and expressive features

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do expressive features and sensory qualities convey feelings in works of art?
2. How are characteristics and expressive features used in works of art?

Relevance and Application:

1. Art-making relates characteristics and expressive features of art and design to everyday objects such as common toys and video games.
2. Digital software is used to identify characteristics and expressive features of art.
3. Relate patterns and components of art to everyday objects.

Nature of Visual Arts:

1. Humankind is a possible subject matter of art.
2. Art is a personal rendering tool.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Recognize, articulate, and debate that the visual arts are a means for expression

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Personal feelings are described in and through works of art

Evidence Outcomes

Students can:

- a. Use age appropriate simple art vocabulary to express opinions about works of art
- b. Tell a story to explain works of art
- c. Interpret and express works of art through multiple modalities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What is the vocabulary of art?
- 2. How do we know what art says?
- 3. How can you use art to tell a story?

Relevance and Application:

- 1. Discuss the need for art in material culture.
- 2. Art, like other arts disciplines, promotes feeling.
- 3. Visual technology tools are used to respond to a variety of art concepts and media.

Nature of Visual Arts:

- 1. Art is our primary language.
- 2. Art tells the story of what we see.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Artists and viewers identify art in daily life

Evidence Outcomes

Students can:

- a. Identify individual preferences in images when presented with visual examples such as picture books, cartoons, computer games, community, and home events
- b. Use age-appropriate vocabulary to describe works of art
- c. Recognize basic characteristics and expressive features of art and design in relation to daily life

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What do you use to make art?
2. How do you know if art is real or make-believe?
3. Where is art in my world?

Relevance and Application:

1. Material culture uses familiar images to tell a story.
2. The use of senses to observe art allows for the exploration of ideas.
3. Computer games and mass media use visual art images to create a personal identification.

Nature of Visual Arts:

1. Observation leads to object reality.

2. Envision and Critique to Reflect

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Critique personal work and the work of others with informed criteria
- Use specific criteria to discuss and evaluate works of art

Grade Level Expectation: High School

Concepts and skills students master:

1. Reflective strategies are used to understand the creative process

Evidence Outcomes

Students can:

- a. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation
- b. Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art
- c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information
- d. Provide examples of how critique may affect the creation or modification of an existing or new work of art
- e. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When is art criticism vital, and when is it beside the point?
2. To what extent does a work of art depend on the artist's point of view?
3. To what extent does a work of art depend on the viewer's point of view?

Relevance and Application:

1. The critical process leads to informed judgments regarding the relative merits of works of art.
2. The critical process developed through the arts also is found in all other disciplines such as scientific inquiry, mathematical problem-solving, and music and literary critique.
3. Fluency in the critical process in art develops an innate ability to investigate and persevere.
4. Artists may work independently or collaboratively in a variety of virtual or concrete environments.

Nature of Visual Arts:

1. Comprehending the intentions of art leads to understanding how meaning is made.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

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

Grade Level Expectation: High School

Concepts and skills students master:

2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes

Evidence Outcomes

Students can:

- a. Articulate and defend a personal philosophy of art using informed criteria
- b. Document and apply investigations into a range of traditional and nontraditional studio practices to personal expression
- c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What is old, and what is new in any work of art?
- 2. How and why is art used as a vehicle for communication?

Relevance and Application:

- 1. Breaking accepted norms often gives rise to new forms of artistic expression.
- 2. Using current technology for personal expression opens new opportunities for varied modes of communication.
- 3. Articulating a personal philosophy creates individual identification in one's own works of art.
- 4. Interpreting the world through art, artists seek to represent concepts through a range of styles and approaches.

Nature of Visual Arts:

- 1. Culture affects self-expression, whether we realize it.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)

Grade Level Expectation: High School

Concepts and skills students master:

3. Interpretation is a means for understanding and evaluating works of art

Evidence Outcomes

Students can:

- Analyze and interpret philosophies of Western and non-Western art
- Demonstrate fluency in using critique vocabulary to assess personal works of art and the others' works of art
- Recognize and debate diverse approaches to creating art across time and culture
- Interpret how meaning in works of art is related to the materials and processes chosen by the artist

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do underlying structures unconsciously guide the creation of art works?

Relevance and Application:

- Art reflects the history and culture in which it is created.
- Innovation and critical reasoning results from utilizing known structures and identifying ways to stretch boundaries.
- Using current technologies to research diverse approaches from around the globe and applying them to new artistic styles creates a merging of ideas.

Nature of Visual Arts:

- Every artist has a style, just as every artistic period has a style.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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|---|
| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Critique personal work and the work of others with informed criteria |
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Grade Level Expectation: Eighth Grade

Concepts and skills students master:
1. Visual literacy skills help to establish personal meaning and artistic intent in works of art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Use metaphors and personal and cultural symbols to express an idea or conceptb. Make informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work)c. Explain and discuss the impact of persuasive techniques in print and in electronic mediad. Compare and contrast the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive | Inquiry Questions: <ul style="list-style-type: none">1. What does art do for us?2. How does art help us to differentiate and prioritize meaning? |
| | Relevance and Application: <ul style="list-style-type: none">1. A firm grasp of visual literacy enables us to identify and examine the use and impact of persuasive techniques in print and in electronic media.2. Visual art allows us to compare and contrast the style, design characteristics, and expressive features of historical and cultural works of art through traditional and mass media.3. Observation skills required to draw a careful sketch are the same skills that can be used to understand and relate to our peers, families, communities, and beyond. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Visual literacy skills provide a deeper understanding of society. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Recognize, demonstrate, and debate the place of art and design in history and culture |
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Grade Level Expectation: Eighth Grade

Concepts and skills students master:
2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues and themes to solve visual problemsb. Communicate ideas visually through multiple modalitiesc. Formulate and respond to meaningful questions about works of art based on careful observation and interpretationd. Research and articulate where art is used in real-world applications | Inquiry Questions: <ul style="list-style-type: none">1. What is the nature of art and beauty?2. What is beautiful?3. How do you know when something is beautiful?4. How can something that is not beautiful be art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Visual art processes such as sketching, diagramming, graphing, planning, and modeling are used in multiple disciplines and societal applications.2. Visual art processes lead to careers in creating and analyzing videos, computer-generated images, and social networking sites.3. Visual art creation and discussions use peer collaboration and team resourcing to solve visual problems. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Visual art is an inherent and integral part of our community.2. Visual art embodies the inner quest for self-knowledge and reflects relationships between humans and nature. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Use specific criteria to discuss and evaluate works of art |
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Grade Level Expectation: Seventh Grade

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| Concepts and skills students master: <ul style="list-style-type: none">1. Visual literacy skills are used to create meaning from a variety of information |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Critique works of art, and explain the visual symbols and metaphors artists use to express ideasb. Discuss and debate the concepts and skills required to invent new ideas and applicationsc. Interpret subjects, themes, and symbols as they relate to meaning in works of artd. Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities | Inquiry Questions: <ul style="list-style-type: none">1. How does a person "read" a work of art?2. What is considered 21st century media?3. What are the differences in reading or interpreting 21st century media as opposed to traditional art media? |
| | Relevance and Application: <ul style="list-style-type: none">1. Employers seek workers who are skilled in visual literacy. Since technological advances continue to develop at unprecedented rates, educators increasingly promote the learning of visual literacies as indispensable to life in the information age.2. Being visually literate creates persuasive, well-informed consumers and members of society.3. Skilled problem-solvers are valuable commodities in the 21st century workforce. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. The arts use discovery and learning as a process.2. The creation of art makes us aware of problems and how to solve them.3. Visual literacy provides the tools we need to problem-solve. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| <p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Use specific criteria to discuss and evaluate works of art➤ Critique personal work and the work of others with informed criteria |
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Grade Level Expectation: Sixth Grade

Concepts and skills students master:
1. Visual symbols and metaphors can be used to create visual expression

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| <p>Students can:</p> <ul style="list-style-type: none">a. Identify and correlate universal symbols in works of artb. Translate symbols into familiar settings such as community, billboards and store signage | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What is a symbol?2. How is a symbol universal, personal, and cultural?3. How do symbols relate to art? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. The persuasive quality in art can be enriched by the use of traditional and new technologies.2. A work of art allows the artist to communicate intended meaning to the viewer and evokes new meaning through the viewer's perspective.3. Creating art work through the use of expanded media and technologies sharpens sophisticated ideas, feelings, emotions and points of view about art and design. |
| | <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Art is about communication.2. Throughout history, Art has communicated meaning, relevance, and a multitude of viewpoints. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)➤ Use specific criteria to discuss and evaluate works of art |
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Grade Level Expectation: Fifth Grade

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| Concepts and skills students master: <ul style="list-style-type: none">1. Evaluative criteria is used when responding to works of art |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic valuing of a work of artb. Address intended meaning and the effectiveness of this idea in multiple works of artc. Develop and apply rubrics to evaluate works of artd. Examine and debate the purposes of art | Inquiry Questions: <ul style="list-style-type: none">1. What kind of knowledge is needed to assess works of art?2. Why should works of art be examined?3. Why value works of art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Art is valued differently across time and culture. Objective criteria can be employed to evaluate works of art.2. Objective criteria can be employed to evaluate works of art.3. Appreciation of art involves informed understanding of the characteristics and expressive features of art and design, and knowledge of art materials and processes. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Divergent thinking is the groundwork of creating and talking about works of art.2. Critique works the brain and motivates problem-solving abilities. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Specific methods of planning support the development of intended meaning

Evidence Outcomes

Students can:

- a. Determine which methods of planning are personally effective in creating works of art
- b. Apply planning strategies to fully assess the artistic process
- c. Explain and defend why a particular planning method is chosen

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is planning an important aspect of art?
2. How do artists plan works of art?
3. How can plans become works of art?

Relevance and Application:

1. The artistic process can be unpredictable, even when carefully planned. Embracing unpredictability is a quality employed by successful artists, medical researchers, mathematicians, and engineers.
2. A quality product has a base in perseverance, dedication, and discipline.
3. Technology can be used to problem-solve planning issues that lead to a quality product.

Nature of Visual Arts:

1. Divergent thinking is the groundwork of creating and talking about works of art.
2. Critique works the brain and motivates problem-solving abilities.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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|---|
| Prepared Graduates: <ul style="list-style-type: none">➤ Critique personal work and the work of others with informed criteria➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |
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Grade Level Expectation: Fourth Grade

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| Concepts and skills students master: <ul style="list-style-type: none">1. The critique process informs judgments about artistic and aesthetic merits in works of art |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Critique personal works of art and the works of others through multiple modalitiesb. Participate in critiques by offering suggestions and recommendations in a positive mannerc. Articulate and justify the emotional impact of the characteristics and expressive features of art and design in a work of artd. Use aesthetic valuing criteria to discuss works of art | Inquiry Questions: <ul style="list-style-type: none">1. How can critique inform skill?2. What are the merits of critique?3. Why is a rubric a good thing to use in critiques? Relevance and Application: <ul style="list-style-type: none">1. Information from other disciplines informs the critical thinking used in discussing works of art.2. Understanding characteristics and expressive features of art and design, materials, and processes is essential to informed discussions about art.3. Technology provides documentation and archival opportunities of images for critique. Nature of Visual Arts: <ul style="list-style-type: none">1. Divergent thinking is basic to talking about works of art. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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|---|
| Prepared Graduates: <ul style="list-style-type: none">➤ Critique personal work and the work of others with informed criteria➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |
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Grade Level Expectation: Fourth Grade

Concepts and skills students master:
2. The processes and philosophies of art and design inform interpretations in works of art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Identify and explain how the characteristics and expressive features of art and design are used in works of artb. Compare and contrast intended meaning in works of art across time and culturec. Examine and debate the purposes of art across time and culture respecting and being mindful of culturally sensitive themesd. Discuss and form an opinion about the social and personal value of art | Inquiry Questions: <ul style="list-style-type: none">1. What is the importance of understanding the history of art for an artist?2. How does knowing about art inform an understanding of the world?3. How important is art to a culture? |
| | Relevance and Application: <ul style="list-style-type: none">1. The functions of art have been and will continue to be debated.2. The purposes of art vary through time and culture. For example, some purposes are to record, examine, reflect, question, entertain, and create profit.3. The knowledge and understanding of culture and history across time connect the impact of art to other subject matter.4. Technology not only provides images, but also globalizes the ability to share information about art and design. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Divergent thinking is the groundwork for creating and talking about works of art. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| <p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ Use specific criteria to discuss and evaluate works of art➤ Critique personal work and the work of others with informed criteria➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |
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Grade Level Expectation: Third Grade

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| <p>Concepts and skills students master:</p> <ol style="list-style-type: none">1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| <p>Students can:</p> <ol style="list-style-type: none">a. Describe common characteristics and expressive features of art and design in familiar works of artb. Interpret works of art using age appropriate descriptive vocabularyc. Compare and contrast a work of art and a design product | <p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is critique helpful in the art-making process?2. Why is a rubric a good thing to use in critiques?3. How do artists self-evaluate their works of art? <p>Relevance and Application:</p> <ol style="list-style-type: none">1. As art can be unpredictable, it is important to develop a variety of ways to respond to it.2. Trial and error is fundamental to the art-making process.3. Other disciplines rely on experimentation and trial and error to improve their craft and explore solutions. <p>Nature of Visual Arts:</p> <ol style="list-style-type: none">1. Art-making incorporates reciprocal feedback. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design

Evidence Outcomes

Students can:

- a. Demonstrate and apply critique of personal work and the work of others in a positive way
- b. Explain how individuals can have different opinions about works of art

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is critique an important part of art?
- 2. What can artists learn from critique?

Relevance and Application:

- 1. Digital media impacts consumer choices.
- 2. The process of critique involves critical thinking.
- 3. Prior knowledge used in critique comes from multiple sources, including science, math, social studies, and literature.

Nature of Visual Arts:

- 1. Through the artistic process, opinions are formed regarding artistic and aesthetic merits in works of art.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Critique personal work and the work of others with informed criteria |
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Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Visual arts use various literacies to convey intended meaning

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| Students can: <ul style="list-style-type: none">a. Identify, distinguish and interpret the basic characteristics of art.b. Generate and discuss personal interpretations about works of art based on observation.c. Recognize and respect cultural differences in works of art | Inquiry Questions: <ul style="list-style-type: none">1. Why does intended meaning matter?2. How do you convey meaning without using words?3. Why is it important to express an idea without words?4. Who determines the value of a work of art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Interpretations of art change over time and among cultures.2. Art develops criteria in forming personal opinions. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Through the critical process, people are able to formulate judgments about the artistic and aesthetic merits of works of art. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Visual arts provide opportunities to respond to personal works of art and the art of others

Evidence Outcomes

Students can:

- a. Discuss the personal stories portrayed in a work of art
- b. Express the ways art provokes feeling
- c. Imitate stories portrayed in a work of art through multiple modalities

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are the stories that art tells?
2. How do you determine the feeling a work of art portrays?
3. How is art like the narrator of a play?

Relevance and Application:

1. Expression in a work of art distinguishes the senses-based feeling of art-making such as the physical nature of art materials, paint, finger paint, inks, and drawing, or the tactile nature of art processes, sculpting, throwing on a wheel, and hand building.
2. The ability to draw conclusions from visual narratives is enabled and depicted in works of art.
3. Mass media use familiar stories and images to tell stories and communicate. People think in pictures more often than in words, which prompted visual icons on computers.
4. Art connects visual stories with literary stories.

Nature of Visual Arts:

1. Imagination can be used to see reality

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |
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Grade Level Expectation: Kindergarten

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| Concepts and skills students master: <ul style="list-style-type: none">1. Identify that art represents and tells the stories of people, places, or things |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--|--|
| Students can: <ul style="list-style-type: none">a. Recognize and discuss the concept of culture in art as it relates to self, family and communityb. Articulate personal stories from works of artc. Create visual narratives | Inquiry Questions: <ul style="list-style-type: none">1. What is your art story?2. How does art tell a story about who you are?3. How does art connect to your family traditions? |
| | Relevance and Application: <ul style="list-style-type: none">1. Cultures are composed of different and respected art styles, food, music, dance, norms, customs, and traditions.2. Personal cultural relevance in and among family, school, and community can be captured through visual narratives. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Art-making is an experiment of the senses. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, demonstrate, and debate the place of art and design in history and culture

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Artists interpret connections to the stories told in and by works of art

Evidence Outcomes

Students can:

- Express how works of art are similar and different
- Articulate personal opinions about works of art
- Formulate age appropriate questions about works of art
- Articulate how works of art communicate ideas

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does art make people feel?
- Why does art create questions?
- How does a person think in pictures?

Relevance and Application:

- Art connects individuals, families, and communities.
- Art connects familiar ideas with unfamiliar ideas.
- Digital media communicates various ideas through art.

Nature of Visual Arts:

- Art is as different and unique as our humanity.

Content Area: Visual Art

Standard: 2. Envision and Critique to Reflect

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| Prepared Graduates: <ul style="list-style-type: none">➤ Use specific criteria to discuss and evaluate works of art➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |
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Grade Level Expectation: Preschool

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| Concepts and skills students master: <ul style="list-style-type: none">1. Works of art can represent people, places, and things |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| Students can: <ul style="list-style-type: none">a. Explain that works of art communicate ideasb. Tell a story about a work of art | Inquiry Questions: <ul style="list-style-type: none">1. Why would you want to make a work of art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Art creates connections among the self, family, and community.2. Digital media communicates a world of ideas and stories through art. |
| | Nature of Visual Art: <ul style="list-style-type: none">1. Art is as diverse as our humanity.2. Art connects images, symbols, and meaning as a basis for other abstract disciplines such as learning to read, learning mathematical symbols, and acquiring sign-symbol recognition. |

3. Invent and Discover to Create

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: High School

Concepts and skills students master:

1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas

Evidence Outcomes

Students can:

- a. Articulate ideas that can be expressed in traditional, advanced, and evolving media
- b. Investigate and document a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas
- c. Create works of art representing traditional subject matter that use new media
- d. Create works of art representing personal narratives that use new media

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can information be shared artistically?
2. How does creating art differ from viewing art?
3. What differentiates art-making technologies?

Relevance and Application:

1. Skills in art and design are employed to create three-dimensional animation, film, gaming, and environmental graphic design.
2. The identification of personal narratives in art and the translation of their meaning using new media allows for the development of the personal, self-direction skills necessary to be an artist.
3. The translation of media allows for the development of skills to work within the commercial art environment.
4. Through new *technologies*, *studio skills* have evolved beyond the traditional skills, and yet can still rely on the foundational structures to create new skills.

Nature of Visual Arts:

1. Though the artist's imagination and intuition drive the work, great art and design require skills and discipline to turn notions into a quality product.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: High School

Concepts and skills students master:

2. Assess and produce art with various materials and methods

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| <p>Students can:</p> <ul style="list-style-type: none">a. Skillfully use a variety of techniques and media to create works of artb. Discern and articulate the quality of personal works of art using a variety of reflective processesc. Demonstrate collaboration to create works of artd. Create works of art that speak to personal artistic opinion in response to cultural contextse. Skillfully create and exhibit one’s own works of art | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How are the characteristics and expressive features of art and design used to create art?2. How can an artist create works of art through combining, expanding, and sequencing?3. What problem-solving skills are employed in making works of art? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. The use of current technology as an adjunct to creating art opens the door to creating new works, and discovering lost works of art.2. Visual arts rely on reflective processes to create new and evolved works of art through introspection, collaboration, global connection, experimentation, and research. |
| | <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. The visual arts serve multiple functions such as enlightenment, education, therapy, and entertainment. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: High School

Concepts and skills students master:

3. Make judgments from visual messages

Evidence Outcomes

Students can:

- a. Compare and contrast the analytical processes used to interpret works of art and images of mass media
- b. Interpret similarities and differences in artistic decision making
- c. Discuss and debate how society has come to value some works of art over others

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is one type of visual image or object considered to be more important than another?
- 2. How is value assigned to art?
- 3. How does visual imagery used in mass media correlate with art?

Relevance and Application:

- 1. Understanding the use of branding in marketing helps to use art to make purchase decisions.
- 2. Interpreting visual messages in advertisements, news, and entertainment helps to make informed decisions.
- 3. Recognizing stereotyping in visual media helps to change norms.
- 4. Recognizing that current technology plays a role in understanding visual culture clears the way to new thinking in art-making.

Nature of Visual Arts:

- 1. The artistic process can lead to unforeseen or unpredictable outcomes.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research➤ Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives |
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Grade Level Expectation: Eighth Grade

Concepts and skills students master:
1. Achieve artistic purpose to communicate intent

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| Students can: <ul style="list-style-type: none">a. Create innovative works of artb. Demonstrate personal responsibility in the planning, implementation and evaluation of works of artc. Create works of art that depict personal, social, cultural, and political viewpoints while honoring ethnically sensitive topics | Inquiry Questions: <ul style="list-style-type: none">1. How does creating and performing in the arts differ from viewing the arts?2. Do we make art for ourselves through intrinsic reflection?3. Is it art if no one ever sees it? Relevance and Application: <ul style="list-style-type: none">1. Studying art has no demographic boundaries because of the Internet and global information age.2. Sharing around art, culture, and traditions from every known part of the world are so readily available to contemporary artists.3. Developing a deeper understanding of art and cultural traditions reinforces the idea that art from cultural traditions may be appropriate to study, but may not be appropriate to replicate.4. Taking virtual tours of art museums and art collections from around the world connects us to art experiences that before the influx of technology were not possible. Nature of Visual Arts: <ul style="list-style-type: none">1. Art is created for a variety of audiences. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Demonstrate technical proficiency and craftsmanship when planning

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| Students can: <ul style="list-style-type: none">a. Express and debate how works of art can be inspired by an artist's imaginationb. Create works of art that are display-readyc. Demonstrate conceptualization skills such as idea generation, brainstorming, and graphic organizersd. Apply the characteristics and expressive features of art and design to solve a problem | Inquiry Questions: <ul style="list-style-type: none">1. How does creating and performing in the arts differ from viewing the arts?2. Why is it important for an artist to develop a sense of personal responsibility when creating art?3. How does an artist find ideas to create art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Individual ownership in the art-making process is established through meeting deadlines and understanding responsible use of materials, portfolios, progress monitoring, and digital and electronic portfolios such as free online student galleries, blogs, and wikis.2. The display of works of art with pride and care such as on a pedestal, with a mat, or with a frame completes the art-making process; builds awareness about knowing when a work of art is finished; and provides context for the purpose of art and an increased sense of ownership.3. Works of art that employ new ideas, feelings, and values use different media, technologies, styles, and forms of expression.4. Craftsmanship is demonstrated through refining ideas in response to feedback and self-evaluation. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Although imagination and intuition drive the artist's work, great art requires established skill sets, dedication, perseverance, and the personal discipline necessary to transform ideas into quality products. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Communicate complex ideas through technologically produced art and design such as graphic design, product design, architecture, landscape, and media arts (film, photography, and other multimedia formats)
- b. Create two and three dimensional works of art using various computer design programs, and current and available technologies

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are ethical and legal considerations when using appropriated images and information?
- 2. What are examples of artists throughout history who used their own current and available technology? How were these artists considered avant-garde or unique?

Relevance and Application:

- 1. Evaluating the use of art in various technologies such as typography, the use of text, and the use of computer imagery allows for higher-order thinking.
- 2. Understanding the meaning of ethical digital citizenship informs artistic license.
- 3. Using technology in the critical artistic process helps achieve more professional works of art.

Nature of Visual Arts:

- 1. Contemporary technological advances in art transform idea, style, and form into a multitude of interpretations.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Create works of art using a variety of media and materials
- b. Create works of art that convey intended meaning

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Manipulate works of art through technology
- b. Create personal two and three dimensional works of art using computer design programs that combine current and available technologies

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Plan the creation of a work of art

Evidence Outcomes

Students can:

- a. Use planning tools to create works of art
- b. Use the characteristics and expressive features of art and design to plan works of art
- c. Evaluate the redirection and revision during the creative process

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
3. Utilize current, available technology to refine ideas in works of art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| <p>Students can:</p> <ul style="list-style-type: none">a. Evaluate the use of various technological processes use to make artb. Recognize and discuss how technology operates in the creation of works of art | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How is technology restricted?2. How is art manipulated beyond computers?3. What, besides computers, is considered technology?4. What are some philosophical questions regarding the use of technology to create art? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Digital and electronic media manipulation and the use of a projector, chemical reaction, or specific process to produce or manipulate an image provide many avenues for refining and adapting works of art.2. Copyright and legalities of image reproduction impact visual resources and free access to works of art.3. Technological advances allow for the computerized, digital analysis of works of art by the great masters as well as the authentication of works of art in major collections, holdings, and museums. |
| | <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Technology is a tool, not a way to replace the craft of creating art. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Use artistic media and expression to communicate personal and objective points of view

Evidence Outcomes

Students can:

- a. Employ the characteristics and expressive features of art and design to express ideas
- b. Problem-solve using traditional and contemporary media and technologies
- c. Create works of art individually and collaboratively that communicate artistic intent

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the relationship between technology and art?
2. How is it possible for technology as media to impact art and art-making?
3. Why is creative collaboration important?
4. Where do ideas come from, and how do they evolve?
5. What topics, themes, and issues does public art address?

Relevance and Application:

1. Art defines and maintains personal experimentation and creation.
2. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art.
3. Painters choose watercolor, oil, or acrylic paint, depending on how well the media conveys intent.

Nature of Visual Arts:

1. Media and technology are the messengers of art processes; they distinguish visual quality.
2. Working individually and collaboratively requires different skills.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Create art using technological media

Evidence Outcomes

Students can:

- a. Demonstrate appropriate choice of media and materials to communicate ideas
- b. Create artwork in a variety of genre
- c. Create innovative and respectful interpretations of art after studying a variety of art cultures, periods, and styles
- d. Use tools, equipment, and materials with appropriate care and safety

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Who directs the creative process and is responsible for the outcomes?
2. What does good craftsmanship look like?

Relevance and Application:

1. Art provides opportunities for experimentation and creation.
2. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art, requiring the artist to experiment, hypothesize, and make decisions.
3. Genre reflects the history and culture of the time and place.
4. Media are trans-disciplinary and can be used in science, engineering, and medicine – and to create art.

Nature of Visual Arts:

1. Studio skills and processes complement intended meaning.
2. One way artists demonstrate their pride and personal sense of responsibility for their work is through good craftsmanship.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Apply an understanding of art processes and creative thinking to plan and create art

Evidence Outcomes

Students can:

- a. Compare and contrast different media and techniques
- b. Research an idea or a technique to prepare for art-making
- c. Create sketches or storyboards as needed to develop work on a final project
- d. Provide multiple solutions for a given problem
- e. Create works of art in response to historical events, written narratives, poetry, music, or dance

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How are characteristics of art valuable in creating art?
- 2. How might artists employ new technologies in the creation of artwork?
- 3. How have artists employed technology in the past?

Relevance and Application:

- 1. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art, requiring the artist's expert knowledge and skills.
- 2. Artists employ new technologies to create artwork and have done so in the past.
- 3. Art can be created from mathematical, literary, and scientific concepts.

Nature of Visual Arts:

- 1. Creative thinking is a process and involves a variety of steps.
- 2. Skilled artists communicate more successfully.
- 3. The artistic mindset can be used to create solutions in other fields of study.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Use media to express and communicate ideas about an issue of personal interest

Evidence Outcomes

Students can:

- a. Utilize the characteristics and expressive features of art and design in media and technology to convey meaning
- b. Communicate values and belief systems visually
- c. Express intended meaning
- d. Generate works of art based on specific themes of personal interest

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are ideas or feelings expressed visually?
2. How does an artist come up with ideas?
3. What are ways artists speak to values in works of art?
4. How can knowledge of science, math, reading, or writing inform art-making?

Relevance and Application:

1. Art can use technology such as digital images, video, animation, the Internet, and conferencing to explain ideas.
2. Communication can permit artists to direct their intent to an audience and is one of many components in art-making.
3. Art can be used to articulate values and beliefs across subject matter.
4. The understanding of other disciplines' concepts and purposes can inform the creation of works of art.

Nature of Visual Arts:

1. Studio skills and processes are important for visual communication.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Materials and processes can be used in traditional, unique, and inventive ways

Evidence Outcomes

Students can:

- a. Use traditional and contemporary media technologies
- b. Describe observations made during the art-making process
- c. Problem-solve the various properties of a variety of tools and materials

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What materials and processes do you prefer, and why?
- 2. Can an artist create new art materials and processes?
- 3. What are unique ways to use materials and processes?
- 4. What new technologies might be of interest to artists?

Relevance and Application:

- 1. New technologies, including video and digital technologies, can affect how an artist determines an artwork's intent.
- 2. Discoveries in art can be applied to other disciplines.
- 3. Products are designed with the interest and knowledge of consumers in mind.

Nature of Visual Arts:

- 1. Processes evolve over time.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Use basic media to express ideas through the art-making process

Evidence Outcomes

Students can:

- a. Demonstrate with art media the use of basic characteristics and expressive features in art and design
- b. Communicate an idea visually
- c. Make works of art based on a familiar idea

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are some characteristics of art and expressive features in art and design used more than others?
2. What tools do artists use to express their ideas?
3. How can art be related to other subject areas?

Relevance and Application:

1. Selection and implementation of appropriate media can impact an artwork's success.
2. Technology tools used for art making broadens the range of media available to contemporary artists.
3. Art can be used to express ideas in poems and short stories.

Nature of Visual Arts:

1. Art reflects ideas.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Demonstrate basic studio skills

Evidence Outcomes

Students can:

- a. Demonstrate the ability to experiment with traditional and contemporary media and technologies
- b. Create two- and three-dimensional works individually and collaboratively
- c. Select tools and materials as directed for a given project or purpose

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are the distinguishing characteristics of various two- and three-dimensional media?
- 2. What kinds of skills do artists need?
- 3. Why does the selection of tools in the art-making process impact the result?
- 4. What are the important processes in creating works of art?
- 5. How does something become art?

Relevance and Application:

- 1. Art provides opportunities for informed decision-making in choosing types of media, technologies, and tools.
- 2. Works of art within a community are created using a variety of media and techniques.
- 3. Artists, marketing agencies, and graphic designers use personal experience to create works of art.

Nature of Visual Arts:

- 1. Art is about experimentation.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

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| <p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research |
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Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--|--|
| <p>Students can:</p> <ul style="list-style-type: none">a. Create works of art using familiar and commercial symbols such as hearts, suns, and logosb. Create presentation-ready works of artc. Choose appropriate materials to make artd. Create works of art using various modalities | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How does creating and performing in the arts differ from viewing the arts?2. How is art discussed?3. How do artists choose their materials to make works of art?4. How do artists know when they are finished making a work of art? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. The arts serve multiple functions such as enlightenment, education, and entertainment.2. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into quality products.3. The artistic process can lead to unforeseen or unpredictable outcomes such as "happy accidents" that occur in making art, or technical or material challenges that lead to discovering something new. |
| | <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

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| <p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design |
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Grade Level Expectation: First Grade

Concepts and skills students master:
1. Create art to communicate ideas, feelings, or emotions

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--|---|
| <p>Students can:</p> <ul style="list-style-type: none">a. Use art media and processes to express, ideas, feelings, and emotionsb. Create an age appropriate plan to inform the art-making processc. Use various modalities to express feeling, ideas, and emotionsd. Explain choices made in the art-making processe. Identify and discuss ways to express ideas in creating works of art | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Why did you choose to use _____ to convey your intent?2. How do artists make art?3. Why do artists make art?4. What do artists make art about?5. How does art make the viewer feel? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Technology can be used to create works of art.2. Artists can use a variety of tools and materials to create art.3. Art exists in all subject matters. |
| | <p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Artists communicate ideas. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

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| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design |
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Grade Level Expectation: Kindergarten

Concepts and skills students master:
1. Create two- and three-dimensional works of art based on personal relevance

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Use trial and error and reorganize materials and processes to create works of artb. Make plans to create works of artc. Explain the outcomes of the art-making processd. Use materials safely | Inquiry Questions: <ul style="list-style-type: none">1. How can art tell your story?2. Why do artists choose certain art materials over others? |
| | Relevance and Application: <ul style="list-style-type: none">1. Art interprets the visual qualities of media through traditional and new technological approaches.2. The art process demonstrates a variety of planning strategies. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Personal stories live through art and can communicate intent. |

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Create works of art based on personal relevance

Evidence Outcomes

Students can:

- a. Use trial and error to create works of art that arrive at a desired outcome
- b. Use art materials safely and with respect in any environment
- c. Create visual narratives from familiar stories and subject matter

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can art be about you?
2. How can art be personal?
3. How can art tell a story?

Relevance and Application:

1. Art connects with the senses through art-making.

Nature of Visual Arts:

1. Personal stories are alive in art.

4. Relate and Connect to Transfer

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

Prepared Graduate Competencies

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

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

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

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: High School

Concepts and skills students master:

1. The work of art scholars impacts how art is viewed today

Evidence Outcomes

Students can:

- a. Research and debate viewpoints found in a variety of resources that focus on and discuss visual art and design
- b. Discern the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What constitutes art? According to whom?
2. Why create?
3. How does beauty influence the quality of life?

Relevance and Application:

1. Manipulating and analyzing various criticisms from existing and historical art scholars allows students to identify how art can elicit varying opinions.
2. Providing knowledge and relevance of artistic and cultural history can help to bring about alternative views of previous and contemporary societies.
3. Giving context and new thinking to works of art, scholars hold the knowledge of the past and present.

Nature of Visual Arts:

1. Informed opinions about art are debated, but not necessarily resolved.
2. Investigating diverse cultures and their viewpoints leads to a more knowledgeable society.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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

Concepts and skills students master:
2. Communication through advanced visual methods is a necessary skill in everyday life

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--|--|
| Students can: <ul style="list-style-type: none">a. Use sketches, plans, and models to create and/or design a functioning work of artb. Explain the personal influences shape the creation of functioning art | Inquiry Questions: <ul style="list-style-type: none">1. Why do artists produce preliminary plans?2. How does material culture influence artistic decisions?3. What informs the look of our material culture? |
| | Relevance and Application: <ul style="list-style-type: none">1. Understanding the cultural influences in functional design such as architecture and furniture creates comprehension of trends and patterns in society.2. Knowing the role of artists and designers in creating our built environment and material culture identifies the contemporary societal role that artists possess.3. Shaping our understanding of new media gives us insight to the understanding of material culture. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Artists and designers are important creators of our material culture.2. Cultural traditions influence the creation of material culture. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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

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| Concepts and skills students master: 3. Art is a lifelong endeavor |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--|---|
| Students can: <ul style="list-style-type: none">a. Compare and contrast the roles of artists and designers in historical and contemporary contextb. Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalismc. Outline required training for one’s individual career goals | Inquiry Questions: <ul style="list-style-type: none">1. How and why is art used as a vehicle for communication?2. To what extent does good design integrate form with function?3. How is art used in everyday life? |
| | Relevance and Application: <ul style="list-style-type: none">1. Integrating and connecting knowledge and skills in art to other fields of study gives a broader understanding of the roles that artists play in society.2. Using job placement technology to research the range of careers available for personal career development provide insight into the many levels of visual art skills that are valued in today’s workforce such as graphic design and software design skills in marketing, forensics, medicine, and video game design. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Artists and designers make important contributions to society. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors

Evidence Outcomes

Students can:

- a. Discuss a variety of lifelong opportunities for making art
- b. Identify arts resources and opportunities that exist in the community, and include educational alternatives within arts-related fields

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are the arts an important career option?
2. What are works of art made by professional artists in popular culture? (e.g. video games, food containers, billboards)
3. What is a "professional artist?"
4. What career opportunities encompass an understanding of art?

Relevance and Application:

1. Advertisements and web and social networking sites – whether in print or digital media – have a foundation in art and design.
2. Online resources, periodicals, virtual galleries, and web-based articles are extensions of traditional art-making settings.
3. The art room is now an infinite technological domain infusing art and technology careers.
4. Arts-influenced careers – such as three-dimensional rendering and design; advertising; animation; architecture; art history; visual arts; video and technology; cartooning; illustration; fashion design, illustration and merchandising; interior design; costume design; crafts; computer and information communication technology; commercial art; graphics; drafting; fine art; industrial art; scientific illustration; industrial design; jewelry design; sculpting; and ceramics – are among the fastest growing domains for job opportunities in our contemporary economy.
5. Prospective companies look for divergent thinkers and creative problem-solvers who think "outside of the box" to strengthen their production and leadership teams.

Nature of Visual Arts:

1. Artists contribute uniquely divergent perspectives to the economy and society.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Cultural traditions and events impact visual arts within a community

Evidence Outcomes

Students can:

- a. Create works of art that actively reflect community cultural traditions and events
- b. Create and display works of art created to enhance or commemorate an event
- c. Examine art as it reflects societal values and beliefs
- d. Recognize and discuss how works of art previously created (across time and culture) can influence the work of practicing artists today

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is art a vital part of our surroundings and lives?
2. How and why do people make specific, personal choices in art?

Relevance and Application:

1. Various art forms and cultural resources preserve cultural heritage and influence contemporary art.
2. Community cultural traditions in art are used every day in society.
3. Works of art shown in public develop pride in personal work and support leadership skills by demonstrating follow-through, tenacity, perseverance, and problem-solving.
4. In-depth study of community cultural traditions is important and can reveal that some cultural works of art are not appropriate to replicate, restructure, or render.

Nature of Visual Arts:

1. Visual arts connect and reach people in unique and impactful ways.
2. Respect for the art of cultures informs our diversity.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Visual arts provide an opportunity to explore sustainable environments, design and architecture

Evidence Outcomes

Students can:

- a. Plan and articulate architectural elements within urban and rural setting
- b. Plan, design, and construct a public art installation
- c. Discuss environmental and aesthetic issues related to the design and packaging of industrial products and cities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How are earthworks such as excavations art?
- 2. How does art represent something?
- 3. If art is made or found naturally, what is really art?
- 4. How do works of art from the past contain less or more concerns for the environment?

Relevance and Application:

- 1. Digital simulations of proposed projects clarify understanding of the real project.
- 2. Art made from traditional media contrasts differing qualities of works of art created from the natural environment.

Nature of Visual Arts

- 1. Art teaches about observing objects in nature.
- 2. Seeing through an aesthetic lens provides greater awareness of the world around us.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Critical thinking in the arts transfers to multiple uses in life

Evidence Outcomes

Students can:

- a. Discuss and explain how the visual arts are an integral part of the working world
- b. Recognize and articulate how artists and designers use critical-thinking skills in the community
- c. Explain and evaluate ways such as spatial awareness, images as explanation, and layout and drafting that the arts are used to solve problems and present ideas for a variety of careers

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the difference between high or low art?
2. What big ideas in art are important in career opportunities?

Relevance and Application:

1. Articulating that making informed choices in the visual arts reflects personal involvement in real-world applications builds transferable skills that can be used in many settings.
2. Transferring knowledge provides advantages in marketable career opportunities.

Nature of Visual Arts:

1. Arts-related job opportunities are the fastest growing careers in our contemporary economy.
2. Artists contribute to society in a myriad of ways.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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| Prepared Graduates: <ul style="list-style-type: none">➤ Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas |
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Grade Level Expectation: Seventh Grade

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| Concepts and skills students master: 2. The visual arts community messages its cultural traditions and events |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Design and create works of art using images and words that illustrate personal community or cultureb. Discuss how art is an integral part of community culture and eventsc. Explain and analyze how artists and cultures have used art to communicate ideas and develop functions, structures, and designs throughout history | Inquiry Questions: <ul style="list-style-type: none">1. Why is it important to understand the cultural context in which art is made?2. How have the roles of visual artists within community cultural traditions changed over time? |
| | Relevance and Application: <ul style="list-style-type: none">1. Funding, producing, writing, displaying, and marketing communicate artistic traditions and events.2. Interdisciplinary connections between and among the visual arts and other art forms enrich the context of works of art. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Art invites and endless array of possible communication opportunities. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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

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| Concepts and skills students master: 3. Art and design strategies can solve environmental problems |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Rejuvenate and recycle art mediab. Discuss design problems that address environmental issues such as noise barriers and wind walls along urban highwaysc. Recognize and articulate how the environment influences the look and use of art, architecture, and design | Inquiry Questions: <ul style="list-style-type: none">1. Why should art be created to draw attention to environmental issues?2. How do artists create art as a response to environmental issues? |
| | Relevance and Application: <ul style="list-style-type: none">1. An artist's work can influence or be influenced in positive or negative ways by the surrounding environment.2. The technology of how materials were made throughout history has changed radically such as the way paint was made in the 19th century compared to modern technologies. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. The arts contribute to identifying and protecting our natural environment. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Visual Arts:

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

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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

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| Concepts and skills students master: 2. Visual arts impact community, cultural traditions, and events |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Explain and create works of art that incorporate everyday life, traditions, customs, and special eventsb. Compare and contrast the visual traditions of personal and foreign culture within their sphere of individual experience such as public and community art, and important buildings in the communityc. Draw conclusions, and honor personal and other cultural representations of ancestry in works of artd. Identify and discuss the contributions artists make to their community and to society as a whole | Inquiry Questions: <ul style="list-style-type: none">1. What are cultural events, and where do they occur in your community?2. How do the arts exist in your family celebrations and daily life?3. What are familiar cultural events?4. Why is it impossible to separate art from culture? |
| | Relevance and Application: <ul style="list-style-type: none">1. The arts bring families and communities together to share, explain, and celebrate traditions.2. Cultural fairs and events express specific customs, protocols, and understandings that should be respected.3. Rites of passage that often are captured through the arts provide ways for cultures to classify maturity, social acceptance, and leadership.4. Art such as magazine covers and poster designs often marks the passage of time, style, and norms. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Art is present in many different types of cultural representations.2. Art is an integral part of cultural events, rituals, and ceremonies. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Use and discuss nature as a source of inspiration for works of art
- b. Use reclaimed and recycled materials to create works of art
- c. Discuss the motivation for works of art such as those by Christo and Jeanne-Claude, Goldsworthy, and Smithson who use natural materials, the natural environment and earthscapes
- d. Discuss the motivation for works of art by artists such as Calder and Butterfield who use recycled and reclaimed materials

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Who are artists who use recycled and reclaimed materials?
2. Why would an artist use recycled materials?
3. How does using reclaimed materials affect an artwork's value in material and aesthetic terms?
4. What are some benefits or disadvantages to an artist choosing to create art in a natural environmental setting rather than in a traditional art setting?

Relevance and Application:

1. Technological advances have created new types of environmental art.
2. Architects, public art planners, builders, and developers utilize processes that are fundamental to ecological art to inform decisions about new building designs and the purposes for structures and their environmental sustainability.

Nature of Visual Arts:

1. Nature has been a source of artistic inspiration throughout history.
2. Art imitates nature, and now with the help of technology, nature is made into art.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Artists, viewers, and patrons assign intended meaning to works of art

Evidence Outcomes

Students can:

- a. Use the characteristics and expressive features of art and design to interpret and defend the visual qualities of artworks from various historical periods and cultural contexts
- b. Compare and contrast cultural context in historical time periods and diverse cultures, being mindful to respect potential taboos
- c. Discuss how art reflects social values and beliefs
- d. Communicate and defend observable and emotional responses to works of art from a variety of social, cultural, and historical contexts

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you know what a work of art means?
2. What gives art meaning?
3. Why does meaning change through time and culture?
4. Why does art need to be explained?

Relevance and Application:

1. Art from various genres and styles can illustrate meaning.
2. Art and artists have used the characteristics and expressions of art from various historical periods and cultures to explain the human existence.
3. Technology and mass media provide examples of contemporary cultural context.
4. Technology is a tool for artists. It can dictate what and how artists communicate through a work of art.

Nature of Visual Arts:

1. Art communicates information about cultures, history, ideas, and purpose.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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| Prepared Graduates: <ul style="list-style-type: none">➤ Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas |
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Grade Level Expectation: Fifth Grade

Concepts and skills students master:
2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Discuss differences in the art of familiar and unfamiliar culturesb. Relate personal experiences honoring knowledge about culturally sensitive themes and purposes for ethnic artc. Compare how artists work in different cultures and at different times in history | Inquiry Questions: <ul style="list-style-type: none">1. Why is it beneficial to understand the art of other cultures?2. How can you tell if the visual arts are valued in a culture?3. Why is art the same and/or different in different cultures?4. What is the role of an artist?5. Why is some art not appropriate to copy or render? |
| | Relevance and Application: <ul style="list-style-type: none">1. Understanding of the art of different cultures can help an artist to make meaningful connections in works of art, and develop a broader aesthetic appreciation.2. Technology can be used to observe and compare works of art in different cultures, allowing for review and extended reflection of the work.3. Art subject matter can come from a broad spectrum of disciplines. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. The art of a culture gives understanding to the human experience of that culture.2. Art is a defining element of a culture. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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| Prepared Graduates: <ul style="list-style-type: none">➤ Transfer the value of visual arts to lifelong learning and the human experience➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas |
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Grade Level Expectation: Fourth Grade

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| Concepts and skills students master: <ul style="list-style-type: none">1. Viewers and patrons make personal meaning and infer artistic intent |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| Students can: <ul style="list-style-type: none">a. Debate social values and beliefs exhibited in works of artb. Respond to art by relating self to familiar culturesc. Communicate observable and emotional responses to works of art in relationship to selfd. Utilize community arts resources such as museums, galleries, and local arts organizations | Inquiry Questions: <ul style="list-style-type: none">1. How does art provide information about a person, idea, or culture?2. Why would an artist want to make art about the world in which he or she lives?3. How is a portrait a personal narrative? |
| | Relevance and Application: <ul style="list-style-type: none">1. Art from various genres and styles can illustrate meaning through multiple approaches to using materials, tools, processes, and concepts.2. Computer technology can be employed to research personal history such as genealogy and heraldry.3. Meaning can be made using deeper emotional responses and creative decision-making across disciplines.4. Aesthetic valuing can be a component in making and understanding art and thus allows for debate about the role of art and its purpose in culture. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Personal interpretation is unique to the varying styles and genres of art. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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| Prepared Graduates: <ul style="list-style-type: none">➤ Transfer the value of visual arts to lifelong learning and the human experience➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas |
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Grade Level Expectation: Fourth Grade

Concepts and skills students master:
2. Historical time periods and cultural settings are interpreted in works of art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Articulate differences in cultural styles, genres, and context through historical time periodsb. Recognize the characteristics and expressive features of art and design through various historical periods and culturesc. Respectfully discuss culturally sensitive themes that change how art is expressed | Inquiry Questions: <ul style="list-style-type: none">1. What do cultural differences look like in visual art?2. How does the function of art change through time?3. How old is "old?"4. What does "new" history mean?5. What is the connection between culture and art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Art and design serves multiple functions such as to inform, entertain, invest, ritualize, persuade, shelter, or assist in everyday tasks.2. Technology informs the progress of art across time and culture and can promote information exchange, dialogue, and communication among artists, scientists, and technicians from different geo-cultural regions. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Art reflects the interests, accomplishments, and conflicts of culture and society over time. |

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Transfer the value of visual arts to lifelong learning and the human experience
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Works of art connect individual ideas to make meaning

Evidence Outcomes

Students can:

- a. Identify societal ideas found in art such as attire worn in different periods, and purpose of everyday objects and activities
- b. Articulate the connection between personal emotional responses and ideas that are communicated in works of art
- c. Develop a list of community cultural arts resources

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does an audience know the ideas an artist wants to communicate?
2. Why do different people find different meaning in works of art?
3. Why are arts resources important to a community?

Relevance and Application:

1. Art provides opportunities to explore various genres and styles.
2. Mass media and computer technology impact contemporary culture by communicating about community specific trends.
3. Visual arts use emotional responses and personal decision-making to make meaning.

Nature of Visual Arts:

1. Personal interpretation is unique to the varying styles and genres of art.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Transfer the value of visual arts to lifelong learning and the human experience
- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Historical and cultural ideas are evident in works of art

Evidence Outcomes

Students can:

- a. Use the characteristics and expressive features of art and design to discuss historical ideas
- b. Relate personal experiences to familiar historical and cultural events
- c. Recognize and respect differences in familiar cultural styles, genres, and contexts

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What can art teach us about the past?
2. What does it mean to say, "History repeats itself?"
3. How can cultures and communities be identified through their art?

Relevance and Application:

1. Art provides opportunities for exploring various historical contexts.
2. Artistic intent is defined clearly when personal experience connects with art-making, which establishes awareness of patterns found in artwork from similar and divergent historical periods.
3. Computer technology provides more opportunities to learn about historical periods and contemporary culture styles.

Nature of Visual Arts:

1. History is written and inspired by art.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Transfer the value of visual arts to lifelong learning and the human experience

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Visual arts respond to human experience by relating art to the community

Evidence Outcomes

Students can:

- a. Communicate observational responses to works of art from a variety of social, emotional, and historical contexts
- b. Discuss and describe personal artistic experiences
- c. Discuss community-based and public art.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is art important?
2. What does art say about communities?
3. How do art museums support the community?
4. How does a community select public art?

Relevance and Application:

1. The personal connections identified in and through art foster artistic appreciation, interpretation, imagination, significance, and value.
2. The study of art deepens emotional response and inventive decision-making. Current technology provides digital information that can be used to create works of art.
3. The personal connections established in and through art lead to extended understandings of interdisciplinary concepts and subject matter.

Nature of Visual Arts:

1. Artists tell stories about their lives and communities.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Visual arts relate experiences to self, family, and friends

Evidence Outcomes

Students can:

- a. Provide an initial response when exposed to an unknown work using vocabulary relevant to self, family, and friends
- b. Describe a personal story based on a work of art using multiple modalities

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do families celebrate, display, or engage in art?
2. How are family portraits art?
3. How are families depicted through art?

Relevance and Application:

1. Personal stories of artists and their lives are captured through art.
2. Mass media depicts families through multiple perspectives.
3. Consumers are influenced by visual information.
4. Visuals also are narratives that tell personal stories.

Nature of Visual Arts:

1. Artists tell stories about personal lives and families.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Artists and viewers contribute and connect to their communities

Evidence Outcomes

Students can:

- a. Identify the activities in which artists participate in everyday life
- b. Locate where art is displayed in schools and homes
- c. Role-play an artist's place in a community
- d. Recognize ways art is captured in everyday life

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are artists part of familiar culture?
2. What are artists like in other parts of the world?
3. What is it like to be an artist?

Relevance and Application:

1. Artists are important members of our communities.
2. Art is used in mass media, industry, and other art forms such as cartoons, picture books, magazines, t-shirt designs, movies, and clothes.
3. Photography and communication devices are contemporary tools for documenting art.

Nature of Visual Arts:

1. Art tells the story of the place we live in.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

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

Concepts and skills students master:
1. Artists have an important role in communities

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ul style="list-style-type: none">a. Explain what an artist does and who an artist can beb. Identify some of the activities in which artists participatec. Name some of the arts materials available to artists | Inquiry Questions: <ul style="list-style-type: none">1. What makes an artist an artist?2. What do artists use to make works of art?3. Who can be an artist?4. How does a person become an artist? |
| | Relevance and Application: <ul style="list-style-type: none">1. Artists contribute to the community.2. The making of art such as cartoons, illustrations, jewelry, sculptures, and ceramics is both a career and a social activity.3. Art reflects the interconnectedness among all disciplines and the senses. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Art-making is a lifelong learning activity. |

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