



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Compare attitudes and beliefs as expressed through the language of visual art and design as an individual to others. (Civic/Interpersonal: Global/Cultural Awareness)
2. Students can cite evidence from content-specific texts to demonstrate understanding and support an analysis. (Entrepreneurial Skills)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

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



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Identify and reflect upon personal connections to community systems and how it is evidenced in art and design. (Civic/Interpersonal: Civic Engagement)
2. Students can analyze and use information presented visually to support a claim. (Entrepreneurial Skills)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Visual art and design connect to daily life.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal communication skills and a variety of criteria before, during and after making works of art and design. (Civic/Interpersonal Skills: Communication)
2. Look for and value different perspectives expressed by others. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Divergent thinking supports the development of intended meaning.



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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Establish goals for visual communication and plan out steps accordingly. (Civic/Interpersonal Skills: Communication)
2. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that build credibility. (Civic/Interpersonal Skills)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Reflecting and envisioning are continuous and ongoing.



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

Evidence Outcomes

*Students Can:*

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

Academic Context and Connections

*Colorado Essential Skills and Meaning Making:*

1. Synthesize ideas in original and surprising ways to plan and communicate intent in works of art and design. (Entrepreneurial Skills: Creativity/Innovation)
2. Look for and value different perspectives expressed by others to aid in planning how to communicate intent in works of art. (Personal Skills: Adaptability/Flexibility)
3. Demonstrate curiosity, imagination and eagerness to learn more through works of art and design. (Entrepreneurial Skills: Creativity/Innovation)

*Inquiry Questions:*

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

*Learning Experience and Transfer:*

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



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

Evidence Outcomes

*Students Can:*

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

Academic Context and Connections

*Colorado Essential Skills and Meaning Making:*

1. Create art and design through the use of technologies. (Professional Skills: Use Information and Communication Technologies)
2. Synthesize ideas in original and surprising ways in works of art and design. (Entrepreneurial Skills: Creativity/Innovation)
3. Form and test hypotheses using art processes and studio skill to guide problem-solving in works of art and design. (Entrepreneurial Skills: Inquiry/Analysis)

*Inquiry Questions:*

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

*Learning Experience and Transfer:*

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



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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Identify and explain multiple perspectives (cultural, global) when exploring visual art and design. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Connect knowledge of art and design (facts, theories, etc.) from personal ideas and understandings to civic engagement. (Civic/Interpersonal Skills: Civic Engagement)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial Skills)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Interdisciplinary knowledge informs cultural understanding.