



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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues present in works of art and design.  
(Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Connect personal perspectives and feeling to express ideas.



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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal communication skills in a variety of forms and contexts (including multilingual) which includes visual art and design. (Civic/Interpersonal Skills: Communication)
2. Look for and value different perspectives expressed by others in works of art and design. (Personal Skills: Adaptability/Flexibility)
3. Establish goals for communication of ideas and concepts in one's own artwork and plan out steps accordingly. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Transformation is the result of imagination at work.

**Prepared Graduates:**

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

**Grade Level Expectation:**

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

Evidence Outcomes

*Students Can:*

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

Academic Context and Connections

*Colorado Essential Skills and Meaning Making:*

1. Generate questions and synthesize ideas in original and surprising ways in works of art and design. (Entrepreneurial Skills: Creativity/Innovation)
2. Form and test hypotheses to guide problem-solving in the planning, making and display of works of art and design. (Entrepreneurial Skills: Inquiry/Analysis)

*Inquiry Questions:*

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

*Learning Experience and Transfer:*

1. Artists communicate ideas and feelings.



### Prepared Graduates:

1. See oneself as a participant in visual art and design by experiencing, viewing or making.
2. Visually and/or verbally articulate how visual art and design are a means for communication.
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. Identify how artists and designers make connections through personal stories between self, family and friends.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Demonstrate an understanding of cause and effect related to personal decisions in works of art and design. (Civic/Interpersonal Skills: Character)
2. Articulate thoughts and ideas effectively using oral, written and/or nonverbal communication skills in a variety of forms and contexts (including multilingual). (Civic/Interpersonal Skills: Communication)
3. Ask questions about works of art and design to develop further personal understanding. (Professional Skills: Self Advocacy)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Artists communicate what is important in their world.