



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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Define the problem (which could involve, but is not limited to, technical skill, artistic intent or choice of media) concerning the work of art and design using a variety of strategies. (Entrepreneurial Skills: Critical Thinking)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Artists make artistic choices to share 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. Share and explain choices made and possible next steps in personal works of visual art and design.

### Evidence Outcomes

#### *Students Can:*

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

### 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 how your own perspective may be expressed differently from 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. Where do students get ideas?
2. How can students engage with observational experiences?
3. How can students explain what they imagine?
4. How can students use their memory to describe their observations?
5. How can students use the opinions of peers to expand their thinking?

#### *Learning Experience and Transfer:*

1. Visual arts use various literacies.



**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 and create works of art by exploring various media and creating meaning through symbolization.

Evidence Outcomes

*Students Can:*

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

Academic Context and Connections

*Colorado Essential Skills and Meaning Making:*

1. Synthesize ways to symbolize 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 of ways to symbolize intended meaning in the planning, making and display of works of art and design. (Entrepreneurial Skills: Inquiry/Analysis)

*Inquiry Questions:*

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

*Learning Experience and Transfer:*

1. Art reflects ideas.



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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Participate in social or community activities that involve art and design. (Civic/Interpersonal Skills: Civic Engagement)
2. Compare attitudes and beliefs represented through art and design as an individual to others. (Civic Interpersonal Skills: Global/Cultural Awareness)
3. Identify and reflect upon personal connections to community systems through the use of or creation of art and design. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

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

#### *Learning Experience and Transfer:*

1. Artists preserve the culture of a community.