



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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Investigate to form hypotheses, make observations and draw conclusions about how artists use the language of visual art and design to make meaning. (Entrepreneurial Skills: Inquiry/Analysis)
2. Students can cite textual evidence from content-specific texts or works of art to demonstrate understanding and support analysis. (Entrepreneurial Skill)

Inquiry Questions:

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

Learning Experience and Transfer:

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



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

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.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues in works of art. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Students can analyze and use information presented visually to support interpretation. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students understand the various ways art changes with time?
2. How can students examine the impact of time and place on meaning in a work of art?
3. How can students study artists and works of art to gain historical awareness?

Learning Experience and Transfer:

1. Artists contextualize divergent art histories and traditions.



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1. See oneself as a participant in visual art and design by experiencing, viewing or making.
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.
10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging relationships between materials, objects, ideas and lived experience.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Incorporate key concepts, issues and themes from other disciplines into works of art.
- b. Explain and discuss how concepts, ideas and themes from other disciplines can be used in the visual arts.
- c. Explain how skills, themes and key concepts from other disciplines help artists improve their work.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Define the visual art and design problem using a variety of strategies. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Synthesize creative solutions from a variety of disciplines to solve visual art and design problems. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How can students use interdisciplinary knowledge to create works of visual art and design?
2. How can students incorporate information from a variety of sources to communicate complex visual ideas?

Learning Experience and Transfer:

1. Artists identify opportunities for interdisciplinary problem-solving.



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. Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection.

Evidence Outcomes

Students Can:

- a. Explain and justify the visual elements artists use to express ideas in specific works of art.
- b. Discuss, debate and negotiate possible alternative interpretations of works of art.
- c. Utilize visual literacy skills in verbal or written discourse to construct meaning from works of art considering multiple points of view.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Question to develop further understanding. (Professional Skills: Self Advocacy)
2. Interpret works of art and design with consideration to purpose, context, audience and cultural norms. (Civic/Interpersonal Skills: Communication)
3. Students can trace an argument in a content-specific text to understand how a creator organizes information, crafts an argument and uses domain-specific language to convey ideas. (Entrepreneurial Skills)

Inquiry Questions:

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

Learning Experience and Transfer:

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



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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas effectively using oral, written and/or nonverbal communication in analysis of works of art. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

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

Learning Experience and Transfer:

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



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, anticipate outcomes and use feedback to grow as an artist.

Evidence Outcomes

Students Can:

- a. Plan, revise and refine an idea through a series of display-ready works of art.
- b. Generate works of art based on selected themes or anticipated goals.
- c. Identify or demonstrate changes in personal style or skill level in works of art over time.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Look for and value different perspectives expressed by others in planning and creating. (Personal Skills: Adaptability/Flexibility)
2. Assess personal strengths and limitations in order to grow as an artist. (Personal Skills: Self Awareness)
3. Students can generate questions to guide their research into making, gather information from multiple sources, determine biases and credibility of sources, and use evidence to create. (Entrepreneurial Skills)

Inquiry Questions:

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

Learning Experience and Transfer:

1. Artists and designers can incorporate cooperative learning.
2. Artmaking involves conceptual and project-based learning.
3. Artmaking uses imagining to develop artistic vision.
4. Artists and designers can use organized critiques.
5. Artists and designers synthesize knowledge, skill and imagination to solve problems and express 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. Demonstrate technical skills and processes to achieve desired results.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Innovate from failure, connect learning across domains and recognize new opportunities while creating works of art using technical skills. (Entrepreneurial Skills: Risk Taking)
2. Form and test hypotheses in regard to art media and techniques to guide problem-solving. (Entrepreneurial Skills: Inquiry/Analysis)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial Skills)

Inquiry Questions:

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

Learning Experience and Transfer:

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



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.
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:

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

Evidence Outcomes

Students Can:

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

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. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

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

Learning Experience and Transfer:

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



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

Evidence Outcomes

Students Can:

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

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. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills: Inquire/Analysis)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial Skills)

Inquiry Questions:

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

Learning Experience and Transfer:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Define the problem using a variety of strategies in works of art and design as well as in everyday life. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Make connections between information gathered in artmaking and personal experiences to apply and/or test solutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal Skills)

Inquiry Questions:

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

Learning Experience and Transfer:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Incorporate ideas from social or community activities in works of art and design. (Civic/Interpersonal Skills: Civic Engagement)
2. Apply ethical perspectives/concepts to an ethical question/situation/scenario to artmaking. (Civic/Interpersonal Skills: Character)
3. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal Skills)

Inquiry Questions:

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

Learning Experience and Transfer:

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