



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. Apply the language of visual art and design to distinguish and differentiate meanings.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Establish goals for communication using the language of visual art and design and plan out steps accordingly. (Civic/Interpersonal Skills: Communication)
2. Students can cite textual evidence from content-specific sources to demonstrate understanding and support analysis, experiment and the creation of works of art and design. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students justify formal decisions used in artworks to communicate visual effects?
2. How can students use life experiences to create visual symbols for creative expression?
3. How can students apply analysis strategies to create a new understanding?
4. What common language is used to improve communication about art?

Learning Experience and Transfer:

1. Artists create a visual vocabulary and library.



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. Compare art from various historical, contemporary and cultural sources.

Evidence Outcomes

Students Can:

- a. Describe and discuss the general characteristics of a work of art from various historical time periods.
- b. Interpret a variety of works of art while being respectful and mindful of culturally sensitive themes.
- c. Analyze works of art from various time periods and world cultures by their components of style and design.
- d. Evaluate how interpretations of works of art change based on the viewer's time, place and culture.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Connect knowledge of art and design (facts, theories, etc.) from personal ideas/understandings to civic engagement which includes referencing historical, contemporary and cultural sources. (Civic/Interpersonal Skills: Civic Engagement)
2. Students can analyze and use information presented visually to support interpretations. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students recognize stylistic differences and commonalities of artwork created across time and cultures?
2. How can students value the influence of belief systems on the interpretation and analysis of works of art?
3. How can students use the reciprocal relationship of art and culture to uncover meaning?

Learning Experience and Transfer:

1. Artists and designers analyze visual characteristics in cultural contexts.



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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. Utilize key concepts, issues and themes to connect the visual arts to other disciplines.

Evidence Outcomes

Students Can:

- a. Identify skills, ideas and themes in the visual arts that are influenced by other content areas.
- b. Create works of art using skills from other disciplines.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Collaboration between disciplines can be found during the entire creative process. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students solve interdisciplinary problems using visual art and design?
2. How can students investigate artworks through the lens of other disciplines?
3. How can students recognize the visual arts encompass and reflect multiple aspects of life throughout time and cultures?

Learning Experience and Transfer:

1. Artists employ varied disciplines harmoniously.



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. Interpret meaning and evaluate works of visual art and design recognizing diverse points of view.

Evidence Outcomes

Students Can:

- a. Interpret meaning in works of art from a variety of perspectives.
- b. Research and compare works of art from different times and places.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Identify and explain multiple perspectives in works of art and design.
(Civic/Interpersonal Skills: Global and Cultural Awareness)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)

Inquiry Questions:

1. How can students see meaning as a function of context?
2. How can students engage in art analysis by comparing works through history and culture?

Learning Experience and Transfer:

1. Artists identify multiple points of view.
2. Artists establish and link background knowledge.



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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. Describe, analyze and interpret works of art using specific art vocabulary.

Evidence Outcomes

Students Can:

- a. Describe and analyze works of art using the language of visual art and design.
- b. Explain the visual qualities of a specified work of art from multiple points of view.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Articulate thoughts and ideas using specific art vocabulary effectively using oral, written and/or nonverbal communication. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. How can students analyze a work of art using a common language?
2. How can students articulate the varied perspectives a viewer might have to a work of art?

Learning Experience and Transfer:

1. Artists and designers demonstrate and model.
2. Artists connect academic language across 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 the creation of a work of art utilizing feedback.

Evidence Outcomes

Students Can:

- a. Use feedback from peers to plan and create works of art.
- b. Propose revisions to works of art using the language of visual art and design.
- c. Evaluate redirection and revision during the creative process.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Value and consider incorporating different perspectives expressed by others in works of art. (Personal Skills: Adaptability/Flexibility)
2. Develop and utilize basic task and time management strategies effectively in planning and creating works of art and design. (Professional Skills: Task/Time Management)
3. Students can generate questions to guide their research into planning a work of art, gather information, determine biases and credibility of sources, and use gathered information in their artwork. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students look for and value different perspectives about their work as they engage in the artmaking process?
2. How can students utilize suggestions in order to find workable solutions?

Learning Experience and Transfer:

1. Artmaking can involve cooperative learning.
2. Artists use 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. Explore various media, materials and techniques used to create works of visual art and design.

Evidence Outcomes

Students Can:

- a. Recognize and utilize the individual characteristics of each medium.
- b. Identify and differentiate the relationships between media choice, art processes and final solutions.
- c. Create and display works of art using a wide variety of contemporary and available media.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Demonstrate flexibility, imagination and inventiveness in artmaking. (Entrepreneurial Skills: Risk Taking)
2. Discern differences of effective and ineffective processes, communication and tasks in creating works of art and design. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. How can students choose media based on its inherent qualities in order to enhance their work?
2. How can students reflect on finished artworks in various media in order to make decisions about future media choices?
3. How can students make and curate work in order to share with viewers?

Learning Experience and Transfer:

1. Artists and designers use demonstration.
2. Artmaking involves exploration and discovery.
3. Artists connect effective strategies of focused, goal-oriented investigation.



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 to refine ideas in works of art.

Evidence Outcomes

Students Can:

- a. Evaluate various technological processes used to make art.
- b. Recognize and discuss how technology operates in the creation of works of art.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Create works of art and design through the use of technologies.
(Professional Skills: Use Information and Communication Technologies)
2. Innovate from failure, connect learning across domains and recognize new opportunities while creating works of art and design. (Entrepreneurial Skills: Risk Taking)

Inquiry Questions:

1. How can students investigate technological processes that express their chosen ideas?
2. How can students articulate the possible roles of technology in the creative process?

Learning Experience and Transfer:

1. Artmaking involves project-based learning.
2. Artists connect planning to implementation.
3. Artists use 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. Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times.

Evidence Outcomes

Students Can:

- a. Explain and create works of art that incorporate everyday life, traditions, customs and special events.
- b. Draw conclusions from representations of ancestry in works of art.
- c. Identify and explain cross-disciplinary connections in works of art.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)
2. Identify and explain multiple perspectives (cultural, global) when exploring visual art and design. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students utilize personal traditions and their everyday life experiences to create an artwork?
2. How can students respectfully consider ancestry in works of art?
3. How can students identify the intersections between content areas in works of art?

Learning Experience and Transfer:

1. Artists consider multiple perspectives by investigating the context in which a work is made.
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. Investigate art and other careers that use creative and design thinking.

Evidence Outcomes

Students Can:

- a. Investigate how art is incorporated into contemporary careers.
- b. Research an art-related career of personal interest.
- c. Explain the contributions that art historians, cultural anthropologists, philosophers of art, engineers, computer designers, software engineers or others make to their community and society as a whole.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Pursue a path of inquiry initiated by personal connections to careers and other life pursuits. (Professional Skills: Career Awareness)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills: Risk Taking)
3. Students can pose and respond to questions and contribute to the discussion about a topic, text or work of art and design in order to advance the dialogue. (Personal Skills)

Inquiry Questions:

1. How can students explore art as a career path and creative thinking as an asset in many workplaces?
2. How can students utilize research to discover art careers of personal interests?
3. How can students recognize creativity and design thinking as tools of many professionals in communities and society?

Learning Experience and Transfer:

1. Imagining, artistic visioning and the design-thinking process can benefit many lifelong pursuits.
2. Artists connect new knowledge to personal preferences.



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. Investigate how art addresses contemporary issues and community and societal concerns.

Evidence Outcomes

Students Can:

- a. Display research about artists that engage in social commentary.
- b. Research the motivation for works of art that address social issues.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Connect art and design knowledge (facts, theories, etc.) from personal ideas and understanding to civic engagement. (Civic/Interpersonal Skills: Civic Engagement)
2. Apply ethical perspectives/concepts to an ethical question/situation/scenario regarding art and design. (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 share their research about artists as agents of social change?
2. How can students analyze the reasons why artists create works about social issues?

Learning Experience and Transfer:

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