



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 works of art and design to recognize how to create meaning with purpose and intent.

Evidence Outcomes

Students Can:

- a. Identify historical and cultural ideas evident in works of visual art and design.
- b. Use the language of visual art and design as a tool to help determine artistic intent.
- c. Discuss how the use of a material supports or detracts from intended meaning.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Recognize personal characteristics, preferences, thoughts and feelings as one explores one's own art or the work of others. (Personal Skills: Initiative/Self-Direction)
2. Students can cite evidence to demonstrate understanding and support an analysis of a text or work of art. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students develop ownership over self-expression?
2. How can students use choices to plan for intended outcomes?
3. How can students investigate works of art and design to recognize how artists and designers create meaning?

Learning Experience and Transfer:

1. One can read artwork to uncover visual information.



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. Demonstrate an understanding of how intent and purpose are informed by research and experimentation.

Evidence Outcomes

Students Can:

- a. Use peer feedback to inform next steps and improve works of art and design.
- b. Describe how research informed a personal work of art.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Experiment to find ways that 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. Research to find, demonstrate an understanding of and value different perspectives expressed by others in works of art and design. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. How can students explain why there are different opinions about art?
2. How do students appreciate and value their opinions?
3. How do students self-evaluate their works of art?
4. How can students speak with intention about art?

Learning Experience and Transfer:

1. Artmaking incorporates reciprocal feedback.



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Grade Level Expectation:

2. Synthesize ideas about personal works of art and imagine possible next steps.

Evidence Outcomes

Students Can:

- a. Demonstrate understanding of how research inspires development of ideas.
- b. Envision solutions to artmaking problems.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Establish goals for communication and plan out steps accordingly.
(Civic/Interpersonal Skills: Communication)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial Skills)

Inquiry Questions:

1. How can students be inspired by the everyday world around them?
2. How can students use personal observation to gather ideas?
3. How can students provide productive feedback for possible next steps?
4. How can students explain artmaking choices and possible next steps for personal artwork?

Learning Experience and Transfer:

1. Ideas are developed over time throughout the artmaking process.

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 visual art and design recognizing various purposes and intentions.

Evidence Outcomes

Students Can:

- a. Demonstrate how working collaboratively can enhance the artistic process.
- b. Demonstrate understanding of how experimentation helps develop making with purpose and intent.
- c. Determine whether a work of art is finished.
- d. Demonstrate how the art room is a community of makers.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

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

Inquiry Questions:

1. How can students select appropriate tools and media to communicate an idea?
2. How can students use collaboration to enhance their thinking and making?
3. How can students use visual language intentionally?
4. What questions can a student ask to determine if the work of art is finished?

Learning Experience and Transfer:

1. Different skills are accessed when working individually and collaboratively.



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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. Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures.

Evidence Outcomes

Students Can:

- a. Investigate how visual art and design can make connections between subjects, disciplines or events.
- b. Connect the meaning of personal works of art to historical, cultural or community events.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Consider purpose, formality of context, audience and distinct cultural norms when planning content, mode, delivery and expression in art and design. (Civic/Interpersonal Skills: Communication)
2. Recognize how members of a community rely on each other, considering contributions of artists and designers as applicable. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. How can students' communities be reflected in their art?
2. How can students make connections between various disciplines through art?
3. How can the understanding of a student's culture enhance the understanding of other cultures?

Learning Experience and Transfer:

1. Artists work within the context of their communities.