



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 use visual art and design to communicate.

Evidence Outcomes

Students Can:

- a. Recognize that visual art and design can tell stories.
- b. Recognize that individuals will have multiple viewpoints.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Demonstrate curiosity, imagination and eagerness to learn in making and discussing works of art. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. How can students use art to tell the story of what they see and experience?
2. How can students use the vocabulary of art to share and hear the stories of others?
3. How can students locate art in their world?
4. How can students use art to expand their imaginary worlds?
5. How can students recognize visual and design forms in human-built environments and in nature?

Learning Experience and Transfer:

1. Artists use layers of experiences to develop personal insight that can be shared.



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. Notice and discuss what can be seen in works of visual art and design.

Evidence Outcomes

Students Can:

- a. Recognize that explorative play with materials can inspire ideas for visual art and design.
- b. Give an opinion on works of visual art and design.

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). (Civic/Interpersonal Skills: Communication)
2. Look for and value different perspectives expressed by others. (Personal Skills: Adaptability/Flexibility)
3. Establish goals for communication in one's own artwork and plan out steps accordingly. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. How can students use their play and imagination to generate ideas?
2. How can students experiment with all of the senses to make connections about art?
3. How can students make connections between what they know and what they see?

Learning Experience and Transfer:

1. Play is a generative learning process used in the artistic practice.

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.

Evidence Outcomes

Students Can:

- a. Investigate various properties of tools and materials.
- b. Describe intention for creating artwork.
- c. Use materials with intention and care.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Demonstrate an understanding of cause and effect related to personal decisions. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. How can students use art to tell their stories?
2. How can students play and experiment to make?
3. How do students connect art and feelings?
4. How do students share materials and ideas?

Learning Experience and Transfer:

1. Art shares stories.



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. Recognize that artists and designers contribute and connect to their communities.

Evidence Outcomes

Students Can:

- a. Identify how and where artists and designers work.
- b. Recognize how art is integrated into their everyday life.

Academic Context and Connections

Colorado Essential Skills and Meaning Making:

1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to art and design in the community. (Civic/Interpersonal Skills: Civic Engagement)
2. Ask questions to develop further personal understanding of an artist's or designer's intent or a viewer's perspective. (Civic/Interpersonal Skills: Civic Engagement)
3. Recognize how members of a community, including artists and designers, rely on each other, considering personal contributions as applicable. (Professional Skills: Self Advocacy)

Inquiry Questions:

1. How can students find artists in their community?
2. How can students describe the art they see in everyday life?
3. How can students describe how art is used in their community?
4. How can students recognize the contributions that artists and designers make to their communities?

Learning Experience and Transfer:

1. Art is a poetic expression of everyday life.