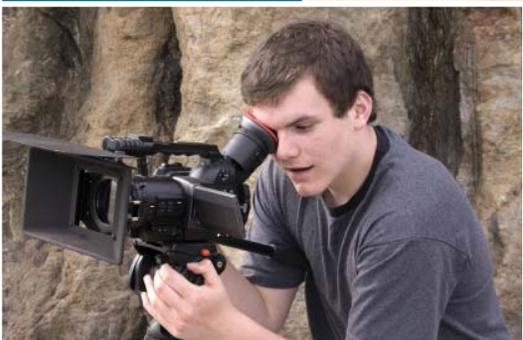


Fifth Grade

Visual Arts



Colorado Academic Standards Visual Arts

"Technical skills can be learned by almost anyone who has the determination to pursue it, but innovative ideas and the ability to express them come from some place beyond the material world." --Carole Ann Borges

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*"Art exists in the space between nature and significance."* --Levi Strauss

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Exploration of visual arts and design processes is about invention, creation, and innovation. Building on the development of ideas through a process of inquiry, discovery, and research leads to the creation of works of art, and, whether using traditional materials or the latest technologies, prepares students to be independent, lifelong learners. Participation in the visual arts provides students with unique experiences and skills that develop important traits for success in the 21st century workforce. Studying art and design involves inquiry, posing and solving problems, perseverance, re-purposing, taking risks, and persuading and inspiring.

Investigating the ideas and meanings in the work of artists, craftspeople, and designers across time and culture, including present day, allows for the examination of ideas across disciplines. Students make connections about concepts in art and design to history, literature, religion, politics, science, mathematics, and other arts disciplines. An examination of contemporary visual culture promotes critical analysis designed to help students to learn how people are influenced through the mass media.

Students engaged in thoughtful reflection about art and design (aesthetic appraisals) are competent in exhibiting, writing, and speaking about their investigations. Students engaged in visual art and design gain confidence in communicating and defending their ideas and decisions, and demonstrate a strong sense of self-identity.

The visual arts standards help educators to teach their students how to think like a "genius." They provide inherent conceptual frameworks that are integral to higher-order thinking, expression, and experience. These discernments are intrinsic to the promotion, nurture and development of divergence in thought making and processing because they kindle the brain functions that spark innovation. When artists engage in the cognitive and experiential maneuvers provided by the visual arts, they are able to transform, reorganize, and transfer understanding into personal renderings and interpretations of the world around them. Verbal, logical, and number-sense brain functions are enhanced and accentuated by arts experiences, making the arts the "genius" centers for learning in the human brain. Contemporary brain research supports the notion of "genius" generated by arts experiences because of their direct impact on activating these brain functions.

The visual arts standards help students to solve problems and look at quandaries in different ways to find new points of view and perspectives. The arts help students to visualize and "see" the world around them in new combinations and regroupings, whether incongruent or unusual. This conceptual "play" produces new understandings around relationships and connections, thinking in opposites or metaphorically, and engaging in randomness or chance to address potential and opportunity. In this work, the artist develops a personal drive, discipline to work,

and perseverance for the possibilities in the creative act in an effort to improve, continue, and transform. Working in space, series, and installation to develop a portfolio, exhibition, or individual work of art pushes the artist to create. The artist's work ethic blooms and forms the pathway and trajectory to the next experience, process, or artifact along the innovation continuum provided by arts experiences. The visual arts help students to think like a "genius" and prepare them for the undiscovered frontiers of the 21st century and beyond.

Armstrong, Sarah. (2008). *Teaching Smarter with the Brain in Focus: Practical Ways to Apply the Latest Brain Research to Deepen Comprehension, Improve Memory and Motivate Students to achieve.*

Gurian, Michael. (2001). *Boys and Girls Learn Differently!*

Michalko, Michael. (1998). **Thinking Like a Genius: Eight strategies used by the super creative, from Aristotle and Leonardo to Einstein and Edison** ([New Horizons for Learning](http://www.newhorizons.org/newhorizons/wwart_michalko1.html)) as seen at http://www.newhorizons.org/newhorizons/wwart_michalko1.html, (June 15, 1999) This article first appeared in *THE FUTURIST*, May 1998

Michalko, Michael. (1998). **Thinkertoys** (A Handbook of Business Creativity), **ThinkPak** (A Brainstorming Card Set), and **Cracking Creativity: The Secrets of Creative Geniuses** (Ten Speed Press, 1998).

Wolfe, Patricia. (2001). *Brain Matters; Translating Research into Classroom Practice.*

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

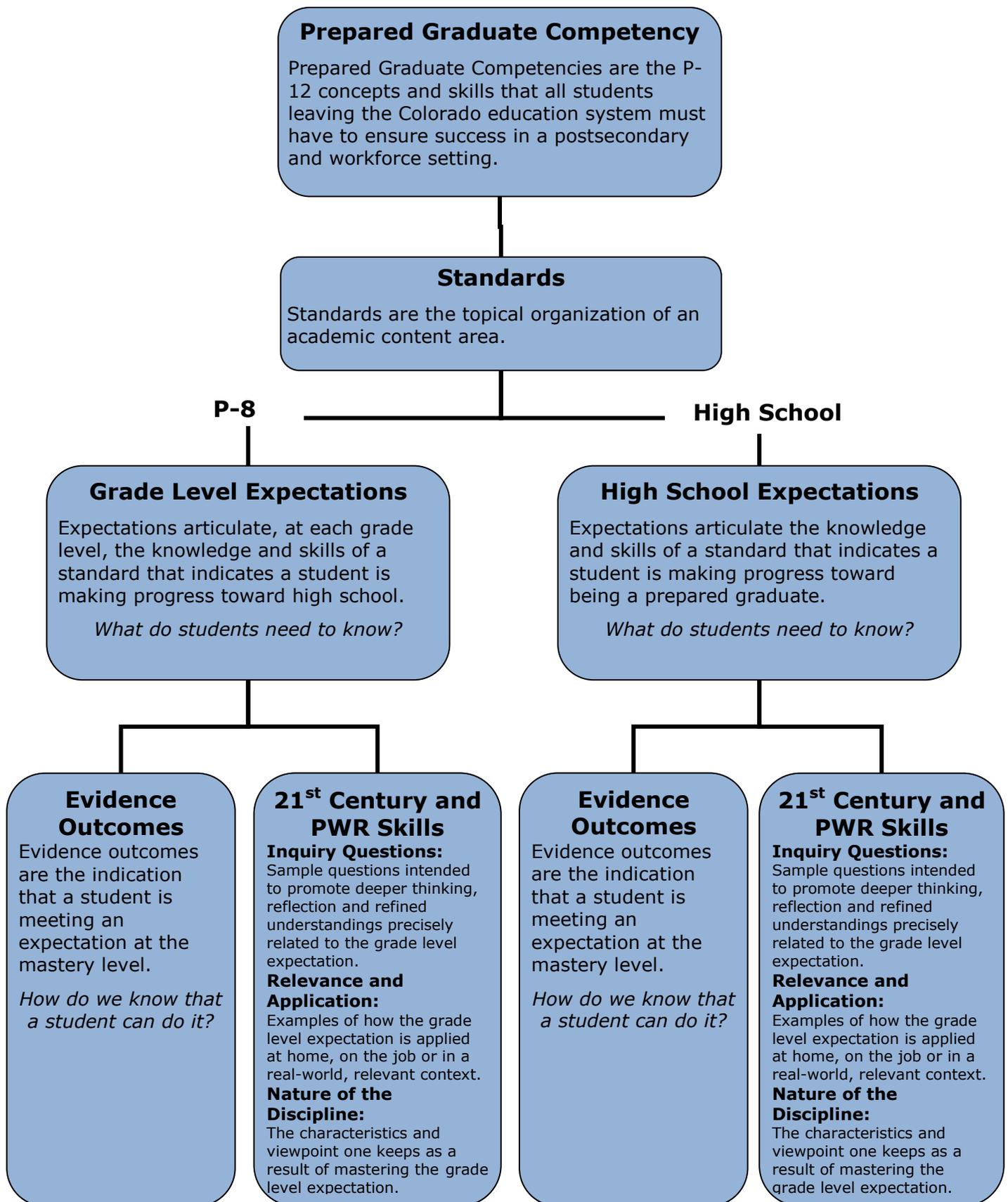
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Visual Arts

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives
- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives
- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Standards in Visual Arts

Standards are the topical organization of an academic content area. The four standards of visual arts are:

1. Observe and Learn to Comprehend

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

3. Invent and Discover to Create

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

4. Relate and Connect to Transfer:

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to diverse cultures.

Visual Arts

Grade Level Expectations at a Glance

| Standard | Grade Level Expectation |
|--|---|
| Fifth Grade | |
| 1. Observe and Learn to Comprehend | 1. Visual arts connect multiple characteristics of art 2. Visual arts communicate the human experience 3. Visual arts learning involves analyzing the formal and sensory qualities of art |
| 2. Envision and Critique to Reflect | 1. Evaluative criteria is used when responding to works of art 2. Specific methods of planning support the development of intended meaning |
| 3. Invent and Discover to Create | 1. Use artistic media and expression to communicate personal and objective points of view 2. Create art using technological media 3. Apply an understanding of art processes and creative thinking to plan and create art |
| 4. Relate and Connect to Transfer | 1. Artists, viewers, and patrons assign intended meaning to works of art 2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures |

21st Century Skills and Readiness Competencies in Visual Arts

The visual arts subcommittees embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's visual arts students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. The visual arts are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

The visual arts help us to make associations and connections through deductive and inductive reasoning allowing for higher-order questioning, problem-posing, and problem-solving. These skills nurture competencies in creating, writing about, and critiquing works of art as well as internalizing, processing, and responding to art work. The nature of art allows for active investigative thinking involving taking risks and implementing multiple perspectives to arrive at solutions. These skills also facilitate analysis and the context of self-critique so that we may reflect on and interact with the attributes of unbiased and objective realizations. A work of art is a process of designing and creating which incorporates personal, historical and cultural traditions that convey meaning.

Information Literacy

The language of visual arts is our primary language. It is the primary source of human communication and has existed since the dawn of time as a way to connect us to the world we live in. The visual arts provide networks in and through other forms of communication, subject areas, and disciplines and help us to construct meaning and become better informed producers,

consumers, and evaluators. Through the visual arts, we develop observation and translation skills that transform ideas into images, allowing us to make the judgments and decisions required of inquiry-based contexts so that we can connect to and understand the global literacies of our human existence. Designing and creating in the visual arts necessitates the organization of the varied literacies by which our humanity is guided. Our meaning making is made whole through interaction with the multiple resources and venues (including and not limited to those in the digital domain) that we use to search for solutions as we consider visual and conceptual problems. This paradigm base brings purpose and intent to the creative process, promoting a sense of individual, personal, and cultural history within our lifelong learning experiences.

Collaboration

The visual arts promote a collaborative domain where engagement is motivated by purpose-driven activities that seek understanding of other cultures in an inclusive, cross-curricular environment. These exchanges are based on inspiration and problem-solving and are structured to build capacity, leadership, delegation, and organization skills that respect many perspectives where all voices, opinions, and ideas are equally heard and respected in the experience. The collaborative nature of these settings is about working together toward a common goal, project, or experience that is focused on joint outcomes and improved communication skills and puts the ego aside to champion community conventions with tact and thoughtfulness. In the visual arts domain, teamwork is valued, as it is imperative to the integrative nature of conflict resolution and successful cooperative spirit.

Self-Direction

Patience, perseverance, and self-discipline provide the focus and intrinsic motivation required of the visual arts. To create a work of art, the artist must have the courage and vision to explore new possibilities and be self-directed enough to own the journey of self discovery, set personal goals along the way, and act on those goals. The artist also must have the confidence to create, express ideas, and reflect on the choices and directions made in the process. In the visual arts, a sense of identity and pride in one's work is required in order to analyze and self-critique, use pre- and post- measurements of growth and change (assessments), and understand the unique intuitive behaviors and decisions involved in art-making without a fear of failure, because it is through our failures that we learn the most about ourselves and about the works of art we create.

Invention

Epiphany can best describe the notion of invention as it speaks to that significant moment that defines the "Aha!" experience in the act of creation. Making art is the patient and dedicated quest for originality through exploration, experimentation, risk-taking, and problem-solving. This process involves a commitment to openness, creative thought, and vision where the deconstruction, re-purposing, and synchronicity of ideas generate personal revelations that inspire divergent thinking and embellish the multiple pathways we use to redefine and expand our uniqueness. The individual nature of what we create and invent involves and necessitates a firm devotion to persistence, garnished with intense levels of perspiration and seasoned with various quantities of trial and error. These elements express the determination involved in the act of invention.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

1. Observe and Learn to Comprehend

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

Prepared Graduate Competencies

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Observe and Learn to Comprehend Standard are:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Visual arts connect multiple characteristics of art

Evidence Outcomes

Students can:

- a. Justify statements made about a work of art (DOK 1-3)
- b. Objectively use the characteristics and expressive features of art and design to analyze a work of art (DOK 1-4)
- c. Investigate generalizations about works of art (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does illusion impact the visual reality of a two-dimensional space?
2. What is the difference between three-dimensional space and the illusion of depth and space in a two-dimensional framework?
3. What boundaries, if any, exist in art and art-making?
4. Is intended meaning an issue in the art-making process? Why or why not?

Relevance and Application:

1. Analysis and inference develop skills in the viewer of art and can be transferred into problem-solving situations in everyday life.
2. New forms of artistic expression often come from breaking with traditions.
3. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art and reinforces cognitive skills such as concentration, perception, memory, and logical thinking – essential in all occupations.
4. Processing divergent visual information and drawing conclusions is an important visual literacy skill.

Nature of Visual Arts:

1. Epiphany is the life blood of expression.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Visual arts communicate the human experience

Evidence Outcomes

Students can:

- a. Describe the relationships between works of art from different cultures being respectful and mindful of culturally sensitive themes (DOK 2-3)
- b. Use contextual cues to discuss notions of beauty and aesthetic valuing (DOK 2-3)
- c. Use visual information to construct personal visual narratives (DOK 1-3)
- d. Identify and interpret how art exists in your world (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do artists make visual art to tell stories?
2. How do the characteristics of a work of art reflect the culture, time period, or artist who produced it?
3. Why do innovations in technology and social and political trends influence the creation of visual art?

Relevance and Application:

1. The environment that art is being created in is transforming rapidly due to new technological innovations.
2. Some cultural traditions are not appropriate for rendering.
3. Art is a vehicle for interdisciplinary communication related to the human experience.

Nature of Visual Arts:

1. The creation, appreciation of, and consumption of visual art, design, and material culture helps to define who we are as human beings.
2. Art reflects the qualities of the culture in which it was produced, including the cultural respect for sensitive themes.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Visual arts learning involves analyzing the formal and sensory qualities of art

Evidence Outcomes

Students can:

- a. Hypothesize and discuss reasons for artistic decisions (DOK 1-3)
- b. Investigate and articulate alternative choices for artistic decisions (DOK 1-3)
- c. Objectively draw conclusions about intended meaning of a work of art (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What drives an artist to choose one thing over another?
2. How can talking or thinking about the visual characteristics of art improve the intended meaning in a work of art?

Relevance and Application:

1. Artists continue to develop new art vocabulary to understand 21st century ideas and works of art. For example, artist Todd Siler describes his work as “metaphorms” – the “engines” of creativity, invention, learning, and discovery that power communication.
2. Media choices, including technology, can imply meaning.

Nature of Visual Arts:

1. The critical process of observing, interpreting, and evaluating leads to informed judgments about the merits in works of art.

2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

Prepared Graduate Competencies

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Envision and Critique to Reflect Standard are:

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

| |
|--|
| Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)➤ Use specific criteria to discuss and evaluate works of art |
|--|

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
1. Evaluative criteria is used when responding to works of art

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|--|---|
| Students can: <ul style="list-style-type: none">a. Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic valuing of a work of art (DOK 1-3)b. Address intended meaning and the effectiveness of this idea in multiple works of art (DOK 1-3)c. Develop and apply rubrics to evaluate works of art (DOK 1-4)d. Examine and debate the purposes of art (DOK 1-4) | Inquiry Questions: <ul style="list-style-type: none">1. What kind of knowledge is needed to assess works of art?2. Why should works of art be examined?3. Why value works of art? |
| | Relevance and Application: <ul style="list-style-type: none">1. Art is valued differently across time and culture. Objective criteria can be employed to evaluate works of art.2. Objective criteria can be employed to evaluate works of art.3. Appreciation of art involves informed understanding of the characteristics and expressive features of art and design, and knowledge of art materials and processes. |
| | Nature of Visual Arts: <ul style="list-style-type: none">1. Divergent thinking is the groundwork of creating and talking about works of art.2. Critique works the brain and motivates problem-solving abilities. |

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Specific methods of planning support the development of intended meaning

Evidence Outcomes

Students can:

- a. Determine which methods of planning are personally effective in creating works of art (DOK 1-2)
- b. Apply planning strategies to fully assess the artistic process (DOK 1-2)
- c. Explain and defend why a particular planning method is chosen (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is planning an important aspect of art?
2. How do artists plan works of art?
3. How can plans become works of art?

Relevance and Application:

1. The artistic process can be unpredictable, even when carefully planned. Embracing unpredictability is a quality employed by successful artists, medical researchers, mathematicians, and engineers.
2. A quality product has a base in perseverance, dedication, and discipline.
3. Technology can be used to problem-solve planning issues that lead to a quality product.

Nature of Visual Arts:

1. Divergent thinking is the groundwork of creating and talking about works of art.
2. Critique works the brain and motivates problem-solving abilities.

3. Invent and Discover to Create

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

Prepared Graduate Competencies

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Invent and Discover to Create Standard are:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Use artistic media and expression to communicate personal and objective points of view

Evidence Outcomes

Students can:

- a. Employ the characteristics and expressive features of art and design to express ideas (DOK 1-3)
- b. Problem-solve using traditional and contemporary media and technologies(DOK 1-3)
- c. Create works of art individually and collaboratively that communicate artistic intent (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the relationship between technology and art?
2. How is it possible for technology as media to impact art and art-making?
3. Why is creative collaboration important?
4. Where do ideas come from, and how do they evolve?
5. What topics, themes, and issues does public art address?

Relevance and Application:

1. Art defines and maintains personal experimentation and creation.
2. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art.
3. Painters choose watercolor, oil, or acrylic paint, depending on how well the media conveys intent.

Nature of Visual Arts:

1. Media and technology are the messengers of art processes; they distinguish visual quality.
2. Working individually and collaboratively requires different skills.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Create art using technological media

Evidence Outcomes

Students can:

- a. Demonstrate appropriate choice of media and materials to communicate ideas (DOK 1-2)
- b. Create artwork in a variety of genre (DOK 1-4)
- c. Create innovative and respectful interpretations of art after studying a variety of art cultures, periods, and styles (DOK 1)
- d. Use tools, equipment, and materials with appropriate care and safety (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Who directs the creative process and is responsible for the outcomes?
2. What does good craftsmanship look like?

Relevance and Application:

1. Art provides opportunities for experimentation and creation.
2. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art, requiring the artist to experiment, hypothesize, and make decisions.
3. Genre reflects the history and culture of the time and place.
4. Media are trans-disciplinary and can be used in science, engineering, and medicine – and to create art.

Nature of Visual Arts:

1. Studio skills and processes complement intended meaning.
2. One way artists demonstrate their pride and personal sense of responsibility for their work is through good craftsmanship.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Apply an understanding of art processes and creative thinking to plan and create art

Evidence Outcomes

Students can:

- a. Compare and contrast different media and techniques (DOK 2)
- b. Research an idea or a technique to prepare for art-making (DOK 1-2)
- c. Create sketches or storyboards as needed to develop work on a final project (DOK 1-3)
- d. Provide multiple solutions for a given problem (DOK 1-3)
- e. Create works of art in response to historical events, written narratives, poetry, music, or dance (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are characteristics of art valuable in creating art?
2. How might artists employ new technologies in the creation of artwork?
3. How have artists employed technology in the past?

Relevance and Application:

1. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art, requiring the artist's expert knowledge and skills.
2. Artists employ new technologies to create artwork and have done so in the past.
3. Art can be created from mathematical, literary, and scientific concepts.

Nature of Visual Arts:

1. Creative thinking is a process and involves a variety of steps.
2. Skilled artists communicate more successfully.
3. The artistic mindset can be used to create solutions in other fields of study.

4. Relate and Connect to Transfer

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to culture and diversity.

Prepared Graduate Competencies

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Relate and Connect to Transfer Standard are:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Artists, viewers, and patrons assign intended meaning to works of art

Evidence Outcomes

Students can:

- a. Use the characteristics and expressive features of art and design to interpret and defend the visual qualities of artworks from various historical periods and cultural contexts (DOK 3-4)
- b. Compare and contrast cultural context in historical time periods and diverse cultures, being mindful to respect potential taboos (DOK 2-3)
- c. Discuss how art reflects social values and beliefs (DOK 1-3)
- d. Communicate and defend observable and emotional responses to works of art from a variety of social, cultural, and historical contexts (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you know what a work of art means?
2. What gives art meaning?
3. Why does meaning change through time and culture?
4. Why does art need to be explained?

Relevance and Application:

1. Art from various genres and styles can illustrate meaning.
2. Art and artists have used the characteristics and expressions of art from various historical periods and cultures to explain the human existence.
3. Technology and mass media provide examples of contemporary cultural context.
4. Technology is a tool for artists. It can dictate what and how artists communicate through a work of art.

Nature of Visual Arts:

1. Art communicates information about cultures, history, ideas, and purpose.

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures

Evidence Outcomes

Students can:

- a. Discuss differences in the art of familiar and unfamiliar cultures (DOK 1-3)
- b. Relate personal experiences honoring knowledge about culturally sensitive themes and purposes for ethnic art (DOK 1-3)
- c. Compare how artists work in different cultures and at different times in history (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it beneficial to understand the art of other cultures?
2. How can you tell if the visual arts are valued in a culture?
3. Why is art the same and/or different in different cultures?
4. What is the role of an artist?
5. Why is some art not appropriate to copy or render?

Relevance and Application:

1. Understanding of the art of different cultures can help an artist to make meaningful connections in works of art, and develop a broader aesthetic appreciation.
2. Technology can be used to observe and compare works of art in different cultures, allowing for review and extended reflection of the work.
3. Art subject matter can come from a broad spectrum of disciplines.

Nature of Visual Arts:

1. The art of a culture gives understanding to the human experience of that culture.
2. Art is a defining element of a culture.

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