

VISUAL ARTS
ONLINE FEEDBACK

In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the unedited comments and suggestions that were submitted for Visual Arts. Each feedback item is prefaced with either **Revise**, **Remove**, **Move**, or **Comment**. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

Prepared Graduate Competencies

PGC: 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

Revise: "Intelligences" is insulting to human beings. I know this must refer to Gardner's Multiple Intelligence Theory, but mostly just educators, and usually with specialized study in special education, would make that connection. Replace with "learning modalities."

Revise: Small change: Explain, demonstrate, and interpret a range of purposes of art and design by recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives.

Remove: redundant

Revise: The student will ensure that the student does not use papers which had an invalid methodology or which had been retracted when explaining, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached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. The student shall not cite "fashionable nonsense" to support their thesis. Fashionable Nonsense by Sokal and Bricmont <http://human-nature.com/reason/books/sokal-bricmont.html> From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increasing, as more-vigilant scrutiny by the community may be a contributing factor. http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NASEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89 Beyond the Hoax looks at the writings of various people in academia where they have an invalid view and invalid methods for trying to develop valid ideas. http://physics.nyu.edu/sokal/franklin_review_BtH.pdf Compounding Error: The Afterlife of Bad Science

Authors Authors and affiliations Jaime A. Teixeira da Silva Email author Judit Dobránszki Judit Dobránszki, Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers “poses significant risks for authors, editors, journals, and publishers” as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made “quickly and completely,” urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review. https://www.nas.org/articles/spring_2017_academic_questions <http://link.springer.com/article/10.1007%2Fs12129-017-9621-0> Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics https://www.researchgate.net/profile/Judit_Dobranszki

Revise: Seems a bit long, perhaps perhaps consider revising "Art making and the study of art and design can be approached by a variety of viewpoints, abilities, and perspectives. Also the term "Intelligences" could be revised to "abilities".

PGC: Recognize, articulate, and debate that the visual arts are a means for expression

Revise: I would revise as, "Recognize, articulate, and debate that the visual arts are a means for poetic communication of ideas and emotions." (I have eliminated "expression" because I believe the term "expression" in the context of fine art, ironically, connotes a non-reflective and passive activity. It sends a fuzzy message into the future of graduates' lives. The power of this word eclipses the specificity and power of the other competencies in many teachers' practices.

Revise: Take out "debate." There is nothing to debate here.

Revise: Understand that the visual arts are a means for expression

Remove: redundant

Remove: This seems similar to #2.

PGC: Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Remove: It is ridiculous to assert that all students must master this standard to ensure their success in a postsecondary and workforce setting.

Revise: By crunching some of the graduate requirements, may simplify for teachers.

Comment: Consider, not a rewrite, but a consolidation of some of these PGCs.

Comment: Look at taking the PGC's and combining and chunking them together to make less PGC's. Some seem to be very similar to each other. Less can be more.

Comment: I like the phrasing of this standard because it allows for flexibility in how students respond. I am wondering if we could include this standard too: Use specific criteria to discuss and evaluate works of art

Revise: Analyze and interpret of art critically using oral and written discourse

Revise: Use language that can be understood by all, teachers and students

Revise: Write about and discuss art work using formal methods of art criticism (describe, analyze, interpret, judge) and specific criteria.

PGC: Critique personal work and the work of others with informed criteria

Remove: How is this PGC not a reiteration or sub-set of "Use specific criteria to discuss and evaluate works of art" ?

Revise: Should be made deeper and more rigorous by requiring students to create their own informed criteria.

Revise: This could be combined with the first PGC.

Comment: I appreciate that this standards evokes conversation and constructive feedback about art making and establishing meaning, problem-solving, etc.

Comment: Identify criteria

Remove: Previously stated.

Revise: Instead of "informed criteria", how about using the term "academic language".

PGC: Use specific criteria to discuss and evaluate works of art

Remove: This is an overarching premise for all the preceding items

Revise: I would revise "Use specific criteria to discuss and evaluate works of art." to "Develop and use specific criteria to discuss and evaluate works of art." When students have to develop their own criteria by looking at strong and weak models, they are "problem finding" rather than just following an arbitrary guide.

Comment: Can be deepened by requiring creating and justifying one's own criteria.

Remove: redundant

Remove: This could easily be combined with #3.

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

Revise: I believe that art teachers do not fully examine visual cultures outside of the realm of fine art. I think this should be included specifically in the competencies. Maybe it could be here or in another competency. For instance, "Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information" could be revised as "Recognize, articulate, and implement critical thinking in visual culture by synthesizing, evaluating, and analyzing visual information." This is especially important for graduates as they go on to navigate the future and unknown world of visual culture.

Comment: no changes

Comment: no changes

Remove: redundant

PGC: Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)

Remove: It is ridiculous to assert that all students must master this standard to ensure their success in a postsecondary and workforce setting.

Remove: This is a very high-level competency. At the elementary level it is not very relevant. Again, it is one of many on our list that seems to be more Social Studies/Anthropological Science that necessary for grade-school level art.

Remove: can be included in other revisions

PGC: Recognize, demonstrate, and debate the place of art and design in history and culture

Revise: There's nothing to demonstrate or debate. Take that out.

Remove: This might be ok for a High School level art history class, but with as few hours as we get with our students, they mostly want to use the studio, materials and time to make art, with a bit of critiquing here and there.

Remove: redundant

PGC: 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

Revise: Is "technologies" an overly complicated word for media?

Comment: It is ridiculous to assert that all students must master this standard to ensure their success in a postsecondary and workforce setting.

Revise: This standard seems a bit wordy. I would recommend this change: Develop appropriate mastery in art-making skills using traditional and new technologies in order to demonstrate understanding of the characteristics and expressive features of art and design. By removing "and build" it consolidates it and "in order to" provides a direct correlation to expressive features and characteristics,

Remove: Previously stated.

Revise: Edit: Develop and build appropriate mastery in art making skills using traditional and new technologies.

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

Revise: Take out "interpret, and validate."

Comment: This competency is GREAT...it connects to Educator Effectiveness (use of inquiry and problem-solving) and highlights the relevance and importance visual arts has in facilitating/fostering creative thinking.

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

PGC: Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Revise: "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" how do these differ? are they worded differently enough to show the difference you want educators and standards readers to understand? The first reference the purpose of art but the seems to simple reiterate the latter half of the first PGC. Is it necessary or redundant?

Comment: Remove "compare" because it makes no sense grammatically or in any other way. Remove the insulting word "intelligences."

Remove: This is confusing and seems like too much of an anthropological topic. We have too many standards that are not focused on art-making or critiquing. At the elementary level (what I currently teach) we feel that there are so many competencies based on things that are not art-making that we have to "work-sheet" the kids to cover them.

Revise: Recognize diverse reasons that individual's create art and debate the validity of the artist's intent.

PGC: 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

Revise: How is "more sophisticated" defined? "More sophisticated" than what?

Remove: It is ridiculous to assert that all students must master this standard to ensure their success in a postsecondary and workforce setting.

Revise: I suggest removing the phrase "more sophisticated" because it is subjective and differs drastically between grades and medias. Instead: Create works of art that articulate ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies.

Revise: Create works of art that articulate sophisticated ideas, emotions, and perspectives about art through broad applications of media including technologies.

Revise: Simplify

Revise: "More sophisticated"...than what? This statement is subjective

Revise: Create works of art/design that demonstrate increasing levels of mastery using diverse media, traditional and evolving, to communicate complex ideas and emotions.

Revise: The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when creating 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 MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on "service-learning," which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as "civic engagement," service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations. These are indeed forms of "civic engagement," but they are far from being a genuine substitute for learning how to be a full participant in our republic https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf

Comment: Perhaps omit the term "sophisticated"?

PGC: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Revise: Combine this item with the one that follows it

Revise: Drop the politically correct language: Remove "the diversity of."

Comment: I appreciate this standard.

Remove: redundant

PGC: Transfer the value of visual arts to lifelong learning and the human experience

Revise: Take out "the human experience." That is the stuff of heady academics who like to write papers about whatever it means. This is not necessary for high school graduates.

Comment: OK as is

PGC: 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

Revise: It's not up to anyone to "justify" this. It's like justifying why rain makes the ground wet. It just is what it is. To be able to explain this makes sense. This sentence should be diagrammed by an eighth grade student to fix its grammatical errors. To "compare that the. . ." makes no sense.

Revise: It's not up to anyone to "justify" this. It's like justifying why rain makes the ground wet. It just is what it is. To be able to explain this makes sense. This sentence should be diagrammed by an eighth grade student to fix its grammatical errors. To "compare that the. . ." makes no sense.

Revise: I would recommend revising it to read: Explain, compare and justify that the visual arts are connected to other areas such as other disciplines, other art forms (music, performing, etc.), social activities, mass media, careers in art and non-art related arenas.

Revise: Transfer ideas between the arts and non-art related disciplines.

Revise: Reflect on the reasons art and design has been used historically and is used today by diverse social cultures in art and design related and non-art related disciplines, activities, and events.

PGC: Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts

Revise: I think we need to include the word "contemporary" or "current" in the competencies. This is one way it could be added, but maybe it would fit as a competency on its own or in another competency. So I would revise, "Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts" to be "Identify, compare, and interpret works of contemporary art in their relationship to historical and cultural settings, time periods, and cultural contexts." This is especially important in graduate competencies because it assumes the student will be using all skills into the future (contemporary/current).

Comment: no changes

Comment: I think this one is well written, and I wonder if we could consolidate this one with it? Recognize, demonstrate, and debate the place of art and design in history and culture by Identifying, comparing, and interpreting works of art derived from historical and cultural settings, time periods, and cultural contexts

Remove: redundant

Visual Arts High School

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Visual art has inherent characteristics and expressive features

(PGC Feedback) **Revise:** Remove "the human experience."

(PGC Feedback) **Revise:** Be specific

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Demonstrate understanding of how visual art combines form with content to communicate ideas."

Revise: This sentence is not a concept, nor a skill. It is just a statement of indisputable fact.

Revise: Be specific

Evidence Outcome: Demonstrate skills that utilize the characteristics and expressive features of art and design to communicate meaning

Comment: A lot of art educators do not realize the Inherent Characteristics and Expressive Features of Art and Design are equivalent to the Elements and Principles of Design. Also, most art educators in Colorado still teach them as Elements and Principles as opposed to using Colorado's equivalent vocabulary. One art educator I spoke to expressed that she did not believe she needed to teach the Elements and Principles because they were no longer included in the Colorado Visual Arts Standards. Perhaps it would be beneficial to inform art educators of the connection between the Inherent Characteristics and Expressive Features and the Elements and Principles.

Comment: Good.

Evidence Outcome: Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art

Revise: Remove "disparate" because it refers to things that are not even remotely comparable, and visual art of two vastly different designs or cultures are inherently able to be compared and contrasted. "Diverse" should be removed and replaced with "a variety of."

Revise: Use vocabulary that all understand

Evidence Outcome: Connect and compare visual art characteristics and expressive features of art and design in cultural contexts

Comment: Good.

Evidence Outcome: Demonstrate a practiced ability to critically analyze the origins of art and design across all cultures

Remove: This is ambiguous. I'd say revise it if our standards were not already verbose

Revise: Remove "all." That's impossible.

Inquiry Questions:

Revise: Combine 1 and 2. One asks "What are the ways ..." and Two asks "What are other ways ..."? 'Other' ways are not excluded by any criteria stipulated in the first question

Comment: Good.

Relevance and Application:

Revise: Number 1 leaves out rural influences.

Nature Of:

Comment: Good.

GLE: 2. Historical and cultural context are found in visual art

(PGC Feedback) **Revise:** Remove "intelligences."

Revise: "Research how historical and cultural contexts are found in visual art."

Comment: Good.

Remove: Culture should be a given. Work this into another standard and get rid of all this and put into another

Evidence Outcome: Analyze visual arts traditions

Comment: Good.

Evidence Outcome: Discern the complexity of art and historical paradigms in cultural context

Comment: Good.

Evidence Outcome: Debate divergent art histories and traditions

Comment: Good.

Comment: Good.

Evidence Outcome: Research and document community art and architecture

Remove: Rural communities often do not have any of these things.

Evidence Outcome: Analyze innovation in art through historical and cultural context

Comment: Good.

Evidence Outcome: Analyze the reasons to avoid replication, interpretation, or illustration of images or icons that are culturally sensitive such as kachina dolls, and Navajo sand painting

Comment: This is absolutely incorrect. Art is about ideas and freedom of expression. To limit artists because someone might offend runs counter to the core ideas of our constitutional government, and this limitation does not belong in schools which are supposed to support those values.

Inquiry Questions:

Revise: Number 4 can be removed.

Relevance and Application:

Revise: Remove #3. What is the justification for that opinion? Leonardo was not valued? Roman engineers? Volta? Watt? The list can go on and on.

Nature Of:

Revise: How about "Respect . . . informs our thinking and beliefs?"

GLE: 3. Art and design have purpose and function

(PGC Feedback) **Comment:** Good.

Revise: Research how art and design have purpose and function.

Comment: Good.

Remove: Can be incorporated into another. This is too much for just purpose and function. Hard to assess.

Evidence Outcome: Investigate and articulate the aims of disparate art practices and traditions

Revise: Again, remove and replace "disparate." It makes no sense in this context.

Evidence Outcome: Research and document how the visual arts are manifested in contemporary society

Comment: Good.

Evidence Outcome: Interpret the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities

Revise: "Diversity" can be deleted. The sentence means the same without it. It seems it is just inserted to add a dose of political correctness.

Inquiry Questions:

Comment: Good.

Relevance and Application:

Revise: Art does not provide ability. It provides an opportunity.

Nature Of:

Comment: Good.

Standard: 2. Envision and Critique to Reflect**GLE: 1. Reflective strategies are used to understand the creative process**

(PGC Feedback) **Comment:** Good.

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Use reflective strategies to understand the creative process."

Comment: Good.

Evidence Outcome: Explain the process of critique using the progression of description, analysis, interpretation, and evaluation

Comment: Good.

Evidence Outcome: Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art

Comment: Good.

Evidence Outcome: Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information

Comment: Good.

Evidence Outcome: Provide examples of how critique may affect the creation or modification of an existing or new work of art

Comment: Good.

Evidence Outcome: Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation

Comment: Good.

Inquiry Questions:

Comment: Good.

Relevance and Application:

Comment: Good.

Nature Of:

Comment: Good.

GLE: 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes

Revise: Research and create an informed personal philosophy of art with sophisticated language.

Revise: Simplify so all understand

GLE: 3. Interpretation is a means for understanding and evaluating works of art

Revise: "Research how diverse methods of interpreting art across time and culture create diverse understandings and evaluations of art.

Evidence Outcome: Analyze and interpret philosophies of Western and non-Western art

Remove: Who cares which

Evidence Outcome: Recognize and debate diverse approaches to creating art across time and culture

Remove: Redundant with GLE 1.2

Inquiry Questions:

Revise: Simplify

Standard: 3. Invent and Discover to Create

GLE: 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas

Revise: Combine with 3.2

GLE: 2. Assess and produce art with various materials and methods

Remove: Redundant

Evidence Outcome: Discern and articulate the quality of personal works of art using a variety of reflective processes

Revise: Redundant with 2.1

GLE: 3. Make judgments from visual messages

Revise: Make informed judgements from visual messages.

Remove: redundant or could be incorporated in reflection/evaluation

Standard: 4. Relate and Connect to Transfer**GLE: 1. The work of art scholars impacts how art is viewed today**

Revise: "Communicate understanding of how historical and contemporary art theories influence how art is viewed today."

Remove: Stupid

GLE: 2. Communication through advanced visual methods is a necessary skill in everyday life

Revise: Research and design art forms for an everyday function.

GLE: 3. Art is a lifelong endeavor

Revise: Research how art is a lifelong endeavor.

Remove: Part of other standards/ Make this a career specific standard

Evidence Outcome: Compare and contrast the roles of artists and designers in historical and contemporary context

Remove: redundant

Visual Arts Eighth Grade

Standard: 1. Observe and Learn to Comprehend**GLE: 1. Conceptual art theories explain how works of art are created**

(PGC Feedback) Comment: When the revised standards are published, it would be helpful to make opportunities available for educators to receive quality professional development about understanding and effectively implementing the new standards. Online PD would be great for this. Also, making digital lesson planning tools that include the standards and make it easy to include the standards and to see what standards have been addressed in a particular term would be very helpful for teachers. I would pay for software that incorporated these features.

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Communicate understanding of historical and contemporary art theories."

Comment: I think it could reflect more of the purposes of art making like narrative, commercial, advocacy/persuasive, etc. Could read: Analyze, interpret, and create works of art that explore conceptual theories and purposes (narrative, persuasion, etc.).

Evidence Outcome: Create two- and three-dimensional works of art - individually or collaboratively - that employ the characteristics and expressive features of art and design

Comment: These evidence outcomes do not address the GLE. I do not think they address "theories" but are about vague, modernist "expression"

Standard: 2. Envision and Critique to Reflect**GLE: 1. Visual literacy skills help to establish personal meaning and artistic intent in works of art**

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Use informed, contemporary, visual literacy skills to establish personal meaning and artistic intent in works of art."

Nature Of:

Comment: and cultures through histories

GLE: 2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications

Revise: Key concepts, issues, and themes in the visual arts can solve problems using real-world applications while exploring personal aesthetics.

Inquiry Questions:

Comment: aesthetics would be a good tie in

Standard: 3. Invent and Discover to Create

GLE: 1. Achieve artistic purpose to communicate intent

Revise: "Communicate intent through informed, art-making processes."

GLE: 2. Demonstrate technical proficiency and craftsmanship when planning

Revise: Could include creating.

Revise: Instead of just 2. Demonstrate technical proficiency and craftsmanship when planning adding "creating and displaying" to the end of that phrase would better encompass the evidence outcomes and competencies included under this standard.

Evidence Outcome: Create works of art that are display-ready

Move: I think evidence outcome b is important, but this standard focuses on planning, so I think only evidence outcomes directly related to planning should be included here.

Relevance and Application:

Revise: Many of these deal with finished works of art, but the standard specifically addresses planning. Either these relevance and application elements need to be edited, or the standard needs to be broadened so it includes more than just planning.

Standard: 4. Relate and Connect to Transfer

GLE: 1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Research how visual arts are valuable for a variety of art and non-art related lifelong endeavors."

GLE: 2. Cultural traditions and events impact visual arts within a community

Revise: "investigate and participate in community based art."

GLE: 3. Visual arts provide an opportunity to explore sustainable environments, design and architecture

Revise: Find and solve environmental problems through design.

Comment: I do not think it should be limited to sustainable environments, design and architecture. It could be more inclusive to state "Visual arts provide an opportunity to explore communities, cultures, sustainable environments, design and architecture."

Evidence Outcome: Plan, design, and construct a public art installation

Comment: This is not always feasible.

Visual Arts Seventh Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art

Revise: I also have seen that teachers are confused and still trying to find out what "characteristics and expressive feature of art" mean. As a survival skill, many have ironically just replaced them with the elements and principles. I would revise this as, "Analyze and infer how visual forms create meaning."

Evidence Outcome: Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art

Comment: Aesthetics is a huge part of art making and it is good to continue to help students evaluate their personal aesthetics.

Nature Of:

Comment: I appreciate that this encourages students to be exposed to a variety of art and help them justify their aesthetics.

GLE: 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time

Evidence Outcome: Examine and articulate works of art that communicate significant cultural beliefs or sets of values

Comment: The personal connection and appreciation of self/heritage.

Nature Of:

Revise: I recommend changing "American and world cultures" to "cultures" in order to make it broader and more inclusive.

Standard: 2. Envision and Critique to Reflect

GLE: 1. Visual literacy skills are used to create meaning from a variety of information

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Demonstrate understanding of how multiple, visual languages communicate ideas."

Evidence Outcome: Discuss and debate the concepts and skills required to invent new ideas and applications

Remove: Is there truly anything "new?" I think it would be more successful to encourage personal connections. Could it read "Discuss and debate the concepts and skills required to achieve personal connections of ideas and applications of problem solving for new inventions?"

Evidence Outcome: Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities

Comment: What does "using multiple modalities" mean? Does that refer to using multiple modalities of oral or written discourse? Or does it mean constructing meaning from works of art that use multiple modalities?

Standard: 3. Invent and Discover to Create

GLE: 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art

Nature Of:

Revise: It might be helpful to tie this to the SHoM engage and persist.

GLE: 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art

Comment: I do not know what "restructure" means in this context. Does it mean "revise?"

Comment: What are examples of restructuring art?

Evidence Outcome: Create works of art from observation, photographs and stored mental images

Revise: I believe this should be changed to "Create works of art from observation, images, and stored mental images while integrating personal interpretations and twists." This would help students to not copy images and art that already exists...I think this is where a lot of Pinterest Ideas are copied.

GLE: 3. Use various media, materials, and tools to express specific meaning in works of art

Relevance and Application:

Comment: Purpose is so influential.

GLE: 4. Utilize current, available technology as a primary medium to create original works of art

Comment: If this deserves to be a standard, the state needs to make it clear that districts need to allocate more funding for technology that can be used in visual arts classrooms.

Evidence Outcome: Manipulate works of art through technology

Comment: Do all schools have access to technology in order to achieve this?

Evidence Outcome: Create personal two and three dimensional works of art using computer design programs that combine current and available technologies

Comment: Do all schools have access to technology in order to achieve this?

Standard: 4. Relate and Connect to Transfer

GLE: 1. Critical thinking in the arts transfers to multiple uses in life

Comment: I am not sure what the intention is for this GLE. Are students to master the ability to think critically about careers in art or are they to master knowledge of how creative industry workers use critical thinking? This is unclear.

Evidence Outcome: Recognize and articulate how artists and designers use critical-thinking skills in the community

Revise: I suggest getting rid of "in the community."

Relevance and Application:

Revise: #1 is a very poorly written, overly complicated sentence. I'm not even sure exactly what it is looking for. Simplify it or break it into multiple sentences that actually make sense.

GLE: 2. The visual arts community messages its cultural traditions and events

Revise: Research and participate in community-based art.

Revise: This one is worded a bit strangely. I would suggest: "The visual arts community convey messages in its cultural traditions and events."

Evidence Outcome: Discuss how art is an integral part of community culture and events

Comment: Give teachers examples to use of this.

Nature Of:

Revise: Art invites an endless array of possible communication opportunities.

GLE: 3. Art and design strategies can solve environmental problems

Revise: Investigate and design solutions for environmental problems.

Revise: Although I do like the idea of students interacting with recycled materials, I do not think it necessary to include it as a standard that all 7th grade students should hit. I am teaching a choice-based program and want to encourage students to create art piece based on their interests, not dictate it. I do encourage artistic connections and happily encourage students to research environmental artists to help them with their projects. Could read: Art and design strategies can influence communities such as environmental problems pr social impact.

Visual Arts Sixth Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art

Revise: This GLE has always confused me. Do students use the characteristics and expressive features of art and design to respond to 2d and 3d art of others? Or do they use their understanding of these to respond to the 2d and 3d art of others? The evidence outcomes do not give me enough clues. I would revise this as "Research how visual forms in 2d and 3d art are used to communicate meaning in diverse contexts."

Inquiry Questions:

Revise: Underlying structures should be changed to expressive features or expanded upon to include resources/media or How do underlying structures, like culture and aesthetics, impact and guide the creation of works of art?

Revise: Define what "underlying structures" are.

Nature Of:

Comment: 6th grade is a great time to introduce this, but is it more suitable for 8th grade?

GLE: 2. Art created across time and cultures can exhibit stylistic differences and commonalities

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Show understanding of why art forms appear different and/or the same, across time and cultures."

GLE: 3. Specific art vocabulary is used to describe, analyze, and interpret works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Use specific art vocabulary to better describe, analyze, and interpret works of art."

Standard: 2. Envision and Critique to Reflect

GLE: 1. Visual symbols and metaphors can be used to create visual expression

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Critically connect the meaning of visual symbols and metaphors with their historical and current contexts."

Comment: I think the focus on symbols in this standard is a bit excessive and does not necessarily meet the prepared graduate competencies in the most effective way. If I'm off base, give teachers more supports to understand what symbols we should be including in our teaching and why.

Relevance and Application:

Revise: consider changing "use of expanded media and technologies sharpens sophisticated" to the us of a "variety of media and technology contributes to ..."

GLE: 2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology

Revise: Transfer key concepts, issues, and themes from humanities, sciences, mathematics, social studies, and technology through the discipline of visual art.

Standard: 3. Invent and Discover to Create

GLE: 1. Plan the creation of a work of art

Revise: "Ideate and plan the creation of a work of art."

Evidence Outcome: Use planning tools to create works of art

Comment: Give examples of planning tools.

Evidence Outcome: Use the characteristics and expressive features of art and design to plan works of art

Comment: If characteristics and expressive features of art and design mean the elements and principles, say that. If they do not include the e's and p's, give specific examples of characteristics and expressive features.

GLE: 3. Utilize current, available technology to refine ideas in works of art

Nature Of:

Comment: This is an excellent point. Technology enhances the creative process.

Standard: 4. Relate and Connect to Transfer

GLE: 1. Critical thinking in the arts transfers to multiple lifelong endeavors

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Communicate understanding on how art transfers to future career and cultural life."

Evidence Outcome: Explain the contributions of art historians, cultural anthropologists, philosophers of art, engineers, computer designers, and software designers

Comment: Depth of impact!

GLE: 2. Visual arts impact community, cultural traditions, and events

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Communicate understanding of how visual arts impact community, cultural traditions, and events."

Remove: I think this standard is less relevant in the lives of my students. Many of them don't have the arts as a part of their family celebrations and daily life. Asking them to look for these things, and not finding them, seems to support many of the less-invested students in their argument that art is unimportant and not valuable in their lives. Additionally, many students don't participate in cultural events, which is a sad state of our current society, so this standard has less relevance to many students.

Evidence Outcome: Explain and create works of art that incorporate everyday life, traditions, customs, and special events

Comment: The personal connection is so huge!

Inquiry Questions:

Comment: Excellent questions for ideation.

GLE: 3. Eco-art is a contemporary response to environmental issues

Revise: Investigate how contemporary artists respond to environmental issues.

Visual Arts Fifth Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Visual arts connect multiple characteristics of art

Comment: This GLE has always stumped me. The evidence outcomes don't give me enough clues to decipher it. What does it mean? I have always just guessed, as I think many teachers have. Please remove or make clear what this GLE means.

GLE: 2. Visual arts communicate the human experience

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Infer how visual arts communicate the human experience."

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

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Analyze how formal and sensory qualities of art effect meaning in artworks."

Standard: 2. Envision and Critique to Reflect

GLE: 1. Evaluative criteria is used when responding to works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Evaluate art forms and their intended role to communicate meaning through specific criteria."

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

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Research diverse planning methods to make art."

Standard: 3. Invent and Discover to Create

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

Revise: I have always been unclear about what "objective" means in this GLE. I think this GLE is about students understanding how specific processes and media influence the meaning of an artwork, but I'm still not sure. If my interpretation is correct. I would revise this as "Research how specific art processes convey specific meanings in artworks." Research implies making as well as thinking.

GLE: 2. Create art using technological media

Revise: I think we can push the quality of this expectation now that we are well into the digital age. "Create art with an informed and critical use of technology."

Standard: 4. Relate and Connect to Transfer

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

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Communicate understanding on how intended meaning is interpreted in works of art."

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

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Show understanding of how the interpretation of the meaning of art changes in different times and cultures."

Visual Arts Fourth Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, I also have seen that teachers are confused and still trying to find out what "characteristics and expressive feature of art" mean. As a survival skill, many have ironically just replaced them with the elements and principles. Thus, I would revise this one as, "Compare and contrast how art processes are used to communicate intent in diverse time and cultures."

GLE: 2. Works of art articulate and express different points of view

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, " Show understanding of how works of art articulate and express different points of view."

Standard: 2. Envision and Critique to Reflect

GLE: 1. The critique process informs judgments about artistic and aesthetic merits in works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Research specific artworks to develop, understand, and use criteria to evaluate art."

GLE: 2. The processes and philosophies of art and design inform interpretations in works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Show understanding of how time and place influence people's interpretation of art."

Standard: 3. Invent and Discover to Create

GLE: 1. Use media to express and communicate ideas about an issue of personal interest

Evidence Outcome: Generate works of art based on specific themes of personal interest

Comment: I would like see a standard about the planning process. There are many fifth grade standards that discuss planning, envisioning and using planning devices. But nothing in fourth grade to start scaffolding that idea.

Standard: 4. Relate and Connect to Transfer

GLE: 1. Viewers and patrons make personal meaning and infer artistic intent

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Infer how and why artists communicate their intent."

Visual Arts Third Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, I also have seen that teachers are confused and still trying to find out what "characteristics and expressive feature of art" mean. As a survival skill, many have ironically just replaced them with the elements and principles. Thus I would revise this one as, "Identify how and why artists use specific processes to communicate their intent."

Revise: Instead of characteristics and expressive features, use elements and principles.

Inquiry Questions:

Revise: Instead of characteristics and expressive features, use elements and principles.

GLE: 2. Art has intent and purpose

Evidence Outcome: Hypothesize and discuss artist intent and mood.

Revise: Is this scaffolded properly in the growing expectations of this standard? Would it not be more appropriate to have students first understand the different purposes of art making before they must look at an art work and hypothesize about why someone makes art?

Evidence Outcome: Use multi-sensory information to construct visual narratives

Revise: Is this user friendly language?

Standard: 2. Envision and Critique to Reflect

GLE: 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Use the language of art to respond to your own art and the art of others."

Evidence Outcome: Compare and contrast a work of art and a design product

Revise: Would it be more meaningful to ask students to compare/contrast art with various purposes? Ex Compare and contrast works of art with different purposes/intention

Standard: 4. Relate and Connect to Transfer

GLE: 1. Works of art connect individual ideas to make meaning

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Discover the meaning behind the things people make."

GLE: 2. Historical and cultural ideas are evident in works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Show understanding that historical and cultural ideas are evident in works of art."

Visual Arts Second Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Artists make choices that communicate ideas in works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Recognize your choices and the choices of others to communicate ideas in works of art."

Comment: Again, I am wondering why these could be more cyclical. Each year at the standard in the previous year should build upon itself.

GLE: 2. Characteristics and expressive features of art and design are used to identify and discuss works of art

Revise: I have seen that teachers are confused and still trying to find out what "characteristics and expressive feature of art" mean. As a survival skill, many have ironically just replaced them with the elements and principles. I suggest, "Identify and discuss how art forms combine with content to communicate ideas."

Standard: 2. Envision and Critique to Reflect

GLE: 1. Visual arts use various literacies to convey intended meaning

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Recognize how artists use many, diverse methods to convey intended meaning."

Standard: 3. Invent and Discover to Create

GLE: 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design

(PGC Feedback) Comment: Collaboration?

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). This particular GLE has spawned too many unreflective, essentialist use of trite symbols, which I am sure is the opposite of the authors' intent. I would remove the word "symbol" to avoid this. Thus, I would revise this one as, "Investigate the meaning of symbols in order to use them to communicate ideas and emotions."

Revise: demonstrate characteristics and expressive features of art and design. Simply eliminate the first part, is it really necessary, how do we use symbols to identify art? How is that a part of creating?

Evidence Outcome: Create works of art using familiar and commercial symbols such as hearts, suns, and logos

Remove: This outcome promotes the use of stereotypes.

Remove: is this a big important skill?

Standard: 4. Relate and Connect to Transfer

GLE: 1. Visual arts respond to human experience by relating art to the community

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this one as, "Investigate and create art that connects meaningfully to real life contexts."

Evidence Outcome: Communicate observational responses to works of art from a variety of social, emotional, and historical contexts

Revise: 7 years later and still no one knows what this means. Please replace the thesaurus words with something that is readable and makes sense. EX: Explain/Share how an art makes you feel. or Explain what the story is in an artwork

Visual Arts First Grade

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Works of art express feelings

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). Also, because "expression" is often the default curriculum for art teachers that eclipses all other things, I would balance this out and revise this as "Recognize how works of art communicate emotions and ideas."

Evidence Outcome: Locate and discuss the characteristics and expressive features of art and design in a work of art that initiate specific feelings and/or emotions

Revise: Instead of characteristics and expressive features, use elements and principles.

Inquiry Questions:

Revise: Instead of characteristics and expressive features, use elements and principles.

GLE: 2. Art represents and renders the stories of people, places, or things

Evidence Outcome: Respectfully discuss cultural and ethnic influences in works of art

Comment: is this a realistic age appropriate expectation? Is this relevant to the GLE or PGC?

Standard: 2. Envision and Critique to Reflect

GLE: 1. Visual arts provide opportunities to respond to personal works of art and the art of others

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise as "Connect ideas and feelings to personal works of art and the art of others."

Comment: Both preschool and kindergarten have an underlying theme of telling stories of people places and things. The theme seems to be lost in first grade?

Evidence Outcome: Imitate stories portrayed in a work of art through multiple modalities

Comment: How is this different than first grade standard 1.2 eo B "Retell a story from a work of art in a different modality such as singing, dancing, acting, drawing, painting, or acting"? Does one need to be removed? Are they meant to have a different meaning/purpose?

Standard: 3. Invent and Discover to Create

GLE: 1. Create art to communicate ideas, feelings, or emotions

Revise: "Feelings" and "emotions" are redundant. I would choose just one of these words. For instance, "Create art to communicate ideas and emotions."

Standard: 4. Relate and Connect to Transfer

GLE: 1. Visual arts relate experiences to self, family, and friends

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would revise this as "Connect visual arts to experiences of self, family, and friends."

Evidence Outcome: Provide an initial response when exposed to an unknown work using vocabulary relevant to self, family, and friends

Revise: This is a little unclear. Does it mean the student makes the connection between himself or herself to the artwork being viewed and discussed?

Visual Arts Kindergarten

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Artists and viewers recognize characteristics and expressive features within works of art

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I also have seen that teachers are confused and still trying to find out what "characteristics and expressive feature of art" mean. As a survival skill, many have ironically just replaced it with the elements and principles. I would then revise this one as "Recognize the process behind how art is made."

Revise: Instead of characteristics and expressive features, use elements and principles.

Comment: Could we use elements of art and principles of design instead of characteristics and expressive features?

Evidence Outcome: Recognize characteristics and expressive features of art and design in works of art

Revise: Instead of characteristics and expressive features, use elements and principles.

Evidence Outcome: Name sensory qualities using age appropriate art vocabulary

Revise: Sensory qualities?

Relevance and Application:

Revise: Storytelling? Seems like there's a huge discrepancy between preschool and kindergarten. I would like to see a more cyclical and rigorous approach from the year before.

GLE: 2. Personal feelings are described in and through works of art

Revise: "in and through" is unnecessarily wordy.

Evidence Outcome: Interpret and express works of art through multiple modalities

Comment: What does this mean?? how do you "express a work of art"?

Relevance and Application:

Comment: "Visual technology tools are used to respond to a variety of art concepts and media." What does this mean? What is a visual technology tool?

Standard: 3. Invent and Discover to Create

GLE: 1. Create two- and three-dimensional works of art based on personal relevance

Evidence Outcome: Make plans to create works of art

Revise: Students can make a plan to create art with intent and purpose.

Standard: 4. Relate and Connect to Transfer

GLE: 1. Artists and viewers contribute and connect to their communities

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would then revise this one as "Contribute and connect art to your community."

Revise: Artists and viewers can make connections to their community through art.

Evidence Outcome: Identify the activities in which artists participate in everyday life

Remove: Artists are people too and do the same activities all day everyday that everyone else does

Revise: ? In our community? School?

Evidence Outcome: Role-play an artist's place in a community

Revise: ?

Evidence Outcome: Recognize ways art is captured in everyday life

Revise: Consider rewording to recognize different forms or art in everyday life such as cartoons, advertisements, movies, books ect. Otherwise this is very similar to locating where art is displayed in everyday life (EO B). The word "captured" is very esoteric and vague

Visual Arts Preschool

Standard: 1. Observe and Learn to Comprehend

GLE: 1. Artists and viewers identify art in daily life

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as action sentences (both concepts and skills). I would revise this one as "Identify art in daily life."

Nature Of:

Comment: This is confusing to me.

Standard: 2. Envision and Critique to Reflect

GLE: 1. Works of art can represent people, places, and things

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would then revise this one as "Explain how works of art can represent people, places, and things."

Inquiry Questions:

Revise: Why do you want to create art?

Standard: 3. Invent and Discover to Create

GLE: 1. Create works of art based on personal relevance

Remove: Second question seems redundant.

Standard: 4. Relate and Connect to Transfer

GLE: 1. Artists have an important role in communities

Revise: In order for the GLE's to make sense to art teachers, I believe they all need to be written as actions (both concepts and skills). I would then revise this one as "Discover how artists have an important role in communities."

Evidence Outcome: Explain what an artist does and who an artist can be

Revise: Students can identify what an artist is.

Relevance and Application:

Revise: Art is fun, it is an important aspect of play and imagination.