

# 3<sup>rd</sup> Grade Visual Arts Curriculum Essentials Document



## Introduction

The Boulder Valley Elementary Visual Arts Curriculum provides the foundation for quality, standards-based visual arts instruction for elementary students and represents the core program for which all schools are accountable. This curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in visual arts at each grade level
- To align with the current Colorado Content Standards for Visual Arts
- To clarify visual arts content at each grade level so that concepts can be explored in greater depth and with fidelity

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.

The visual arts program serves the entire student population, kindergarten through the twelfth grade. Students are taught by teachers who are specifically trained and certified as visual arts educators. The visual arts curriculum provides a substantive framework to guide teacher instruction. The curriculum also communicates to parents and the community what skills and concepts are emphasized at each grade level.

## 3<sup>rd</sup> Grade Overview

Course Description	Topics at a Glance										
<p>In third grade, the concepts of space and dimension are emphasized. The students will recognize and work with spatial relationships in two- and three-dimensions. Pattern and order are stressed. Composition is analyzed as a fundamental component of art. Art history and cultural studies will focus on topics of study within the third grade</p>	<ul style="list-style-type: none"> <li>Artistic intent</li> <li>Individual ideas to make meaning</li> <li>Make connections</li> <li>Language of art</li> <li>Art-making process</li> <li>Historical and cultural ideas are evident in works of art</li> <li>Art has purpose</li> <li>Basic studio skills</li> </ul>										
Assessments	Literacy Connections										
<ul style="list-style-type: none"> <li>Pre-assessments</li> <li>Checks for understanding</li> <li>Critiques</li> <li>Observations</li> <li>Student questions/ comments, Performance tasks (planning, in-progress, final assignment)</li> <li>Self and peer assessments</li> </ul>	<p><b>Listening-</b> process, understand, interpret, and evaluate spoken language in a variety of situations. (WIDA) For example, Power Point, pair and share critique, walk about, looking at and talking about artwork, reading books, etc.</p> <p><b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences. (WIDA) For example, talking about one's own artwork, talking about the artwork of other artists and cultural periods, etc.</p> <p><b>Reading-</b> process, understand. Interpret, and evaluate written language (symbols and text) with understanding and fluency. (WIDA) For example, word wall, art vocabulary, art history books, etc.</p> <p><b>Writing-</b> engage in written communication in a variety of situations for a variety of purposes and audiences. (WIDA) For example, writing artist statement, poetry, self-assessments, etc.</p>										
Grade Level Expectations											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%; padding: 5px;">Standard</th> <th style="padding: 5px;">Big Ideas in Third Grade (Grade Level Expectations)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Observe and Learn to Comprehend</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent</li> <li>2. Art has intent and purpose</li> </ol> </td> </tr> <tr> <td style="padding: 5px;">2. Envision and Critique to Reflect</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others</li> <li>2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design</li> </ol> </td> </tr> <tr> <td style="padding: 5px;">3. Invent and Discover to Create</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Use basic media to express ideas through the art-making process</li> <li>2. Demonstrate basic studio skills</li> </ol> </td> </tr> <tr> <td style="padding: 5px;">4. Relate and Connect to Transfer</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Works of art connect individual ideas to make meaning</li> <li>2. Historical and cultural ideas are evident in works of art</li> </ol> </td> </tr> </tbody> </table>	Standard	Big Ideas in Third Grade (Grade Level Expectations)	1. Observe and Learn to Comprehend	<ol style="list-style-type: none"> <li>1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent</li> <li>2. Art has intent and purpose</li> </ol>	2. Envision and Critique to Reflect	<ol style="list-style-type: none"> <li>1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others</li> <li>2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design</li> </ol>	3. Invent and Discover to Create	<ol style="list-style-type: none"> <li>1. Use basic media to express ideas through the art-making process</li> <li>2. Demonstrate basic studio skills</li> </ol>	4. Relate and Connect to Transfer	<ol style="list-style-type: none"> <li>1. Works of art connect individual ideas to make meaning</li> <li>2. Historical and cultural ideas are evident in works of art</li> </ol>	
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## 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

<b>Content Area: Visual Arts</b>	
<b>Standard: 1. Observe and Learn to Comprehend</b>	
<b>Prepared Graduates:</b>	
➤ Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Articulate commonalities seen in visual information</li> <li>b. Identify patterns seen in visual information</li> <li>c. Identify real-life depictions found in visual information</li> <li>d. Identify elements of art and principles of design</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How do patterns of visual information guide the creation of works of art?</li> <li>2. How are real-life topics captured in visual images?</li> <li>3. How are characteristics and expressive features of art and design important in art-making?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. A work of art's underlying structures can be identified through analysis and inference.</li> <li>2. The use of pattern in art connects to other disciplines.</li> <li>3. Digital media and computer technology can help to identify components in art.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. The critical processes of observing, interpreting, and evaluating lead to informed judgments regarding the merits of works of art.</li> </ol>

<b>Content Area: Visual Arts</b>	
<b>Standard: 1. Observe and Learn to Comprehend</b>	
<b>Prepared Graduates:</b> ➤ 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	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b> 2. Art has intent and purpose	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Learn to "read" a work of art</li> <li>b. Hypothesize and discuss artist intent and mood.</li> <li>c. Discuss how art and design impact the man-made environment</li> <li>d. Use multi-sensory information to construct visual narratives</li> <li>e. Describe art careers that emphasize the elements of space and form (e.g. architecture, sculpture, interior design, pottery)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What is meant by "intent?"</li> <li>2. How do works of art influence the mood of the viewer?</li> <li>3. What is considered to be man-made art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Show the connection between storytelling with words and with images.</li> <li>2. Critical thinking provides opportunities to make connections between artistic intent and personal feelings.</li> <li>3. Digital and electronic media are used to explore works of art by providing opportunities to experience a myriad of diverse works of art as well as information on the artists.</li> <li>4. Art creates connections in how the purpose and use of images in marketing can influence consumer decisions.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Art can be purposeful.</li> </ol>

## 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

<b>Content Area: Visual Art</b>	
<b>Standard: 2. Envision and Critique to Reflect</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use specific criteria to discuss and evaluate works of art</li> <li>➤ Critique personal work and the work of others with informed criteria</li> <li>➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Describe common characteristics and expressive features of art and design in familiar works of art</li> <li>b. Interpret works of art using age appropriate descriptive vocabulary</li> <li>c. Compare and contrast a work of art and a design product</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is critique helpful in the art-making process?</li> <li>2. Why is a rubric a good thing to use in critiques?</li> <li>3. How do artists self-evaluate their works of art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. As art can be unpredictable, it is important to develop a variety of ways to respond to it.</li> <li>2. Trial and error is fundamental to the art-making process.</li> <li>3. Other disciplines rely on experimentation and trial and error to improve their craft and explore solutions.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Art-making incorporates reciprocal feedback.</li> </ol>

<b>Content Area: Visual Arts</b>	
<b>Standard: 2. Envision and Critique to Reflect</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)</li> <li>➤ Recognize, demonstrate, and debate the place of art and design in history and culture</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Demonstrate and apply critique of personal work and the work of others in a positive way</li> <li>b. Explain how individuals can have different opinions about works of art</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. Why is critique an important part of art?</li> <li>2. What can artists learn from critique?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Digital media impacts consumer choices.</li> <li>2. The process of critique involves critical thinking.</li> <li>3. Prior knowledge used in critique comes from multiple sources, including science, math, social studies, and literature.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. Through the artistic process, opinions are formed regarding artistic and aesthetic merits in works of art.</li> </ul>

### 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

<b>Content Area: Visual Arts</b>	
<b>Standard: 3. Invent and Discover to Create</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Use basic media to express ideas through the art-making process	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Demonstrate with art media the use of basic characteristics and expressive features in art and design</li> <li>b. Communicate an idea visually</li> <li>c. Make works of art based on a familiar idea</li> <li>d. Recognize that exploration and application of materials, tools, techniques, processes and technology are important components of the visual art process</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why are some characteristics of art and expressive features in art and design used more than others?</li> <li>2. What tools do artists use to express their ideas?</li> <li>3. How can art be related to other subject areas?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Selection and implementation of appropriate media can impact an artwork's success.</li> <li>2. Technology tools used for art making broadens the range of media available to contemporary artists.</li> <li>3. Art can be used to express ideas in poems and short stories.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Art reflects ideas.</li> </ol>

<b>Content Area: Visual Arts</b>	
<b>Standard: 3. Invent and Discover to Create</b>	
<b>Prepared Graduates:</b>	
➤ 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	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
2. Demonstrate basic studio skills	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Demonstrate the ability to experiment with traditional and contemporary media and technologies</li> <li>b. Create two- and three-dimensional works individually and collaboratively</li> <li>c. Select tools and materials as directed for a given project or purpose</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What are the distinguishing characteristics of various two- and three-dimensional media?</li> <li>2. What kinds of skills do artists need?</li> <li>3. Why does the selection of tools in the art-making process impact the result?</li> <li>4. What are the important processes in creating works of art?</li> <li>5. How does something become art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Art provides opportunities for informed decision-making in choosing types of media, technologies, and tools.</li> <li>2. Works of art within a community are created using a variety of media and techniques.</li> <li>3. Artists, marketing agencies, and graphic designers use personal experience to create works of art.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Art is about experimentation.</li> </ol>

#### **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

<b>Content Area: Visual Arts</b>	
<b>Standard: 4. Relate and Connect to Transfer</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Transfer the value of visual arts to lifelong learning and the human experience</li> <li>➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Works of art connect individual ideas to make meaning	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Identify societal ideas found in art such as attire worn in different periods, and purpose of everyday objects and activities</li> <li>b. Articulate the connection between personal emotional responses and ideas that are communicated in works of art</li> <li>c. Develop a list of community cultural arts resources</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. How does an audience know the ideas an artist wants to communicate?</li> <li>2. Why do different people find different meaning in works of art?</li> <li>3. Why are arts resources important to a community?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Art provides opportunities to explore various genres and styles.</li> <li>2. Mass media and computer technology impact contemporary culture by communicating about community specific trends.</li> <li>3. Visual arts use emotional responses and personal decision-making to make meaning.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. Personal interpretation is unique to the varying styles and genres of art.</li> </ul>

<b>Content Area: Visual Arts</b>	
<b>Standard: 4. Relate and Connect to Transfer</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Transfer the value of visual arts to lifelong learning and the human experience</li> <li>➤ Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts</li> <li>➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
2. Historical and cultural ideas are evident in works of art	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Use the characteristics and expressive features of art and design to discuss historical ideas</li> <li>b. Relate personal experiences to familiar historical and cultural events</li> <li>c. Recognize and respect differences in familiar cultural styles, genres, and contexts</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What can art teach us about the past?</li> <li>2. What does it mean to say, "History repeats itself?"</li> <li>3. How can cultures and communities be identified through their art?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Art provides opportunities for exploring various historical contexts.</li> <li>2. Artistic intent is defined clearly when personal experience connects with art-making, which establishes awareness of patterns found in artwork from similar and divergent historical periods.</li> <li>3. Computer technology provides more opportunities to learn about historical periods and contemporary culture styles.</li> <li>4. Art History and Cultural Studies will focus on topics of study within the third grade.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. History is written and inspired by art.</li> </ul>

## 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

**Visual Arts**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>High School</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Visual art has inherent characteristics and expressive features</li> <li>2. Historical and cultural context are found in visual art</li> <li>3. Art and design have purpose and function</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Reflective strategies are used to understand the creative process</li> <li>2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes</li> <li>3. Interpretation is a means for understanding and evaluating works of art</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas</li> <li>2. Assess and produce art with various materials and methods</li> <li>3. Make judgments from visual messages</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. The work of art scholars impacts how art is viewed today</li> <li>2. Communication through advanced visual methods is a necessary skill in everyday life</li> <li>3. Art is a lifelong endeavor</li> </ol>
<b>Eighth Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Conceptual art theories explain how works of art are created</li> <li>2. The history of art, world cultures, and artistic styles influence contemporary art concerns</li> <li>3. Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Visual literacy skills help to establish personal meaning and artistic intent in works of art</li> <li>2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Achieve artistic purpose to communicate intent</li> <li>2. Demonstrate technical proficiency and craftsmanship when planning</li> <li>3. Utilize current and available technology to refine an idea, and create original and imaginative works of art</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors</li> <li>2. Cultural traditions and events impact visual arts within a community</li> <li>3. Visual arts provide an opportunity to explore sustainable environments, design and architecture</li> </ol>

**Visual Arts**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>Seventh Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art</li> <li>2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time</li> <li>3. Knowledge of art vocabulary is important when critically analyzing works of arts</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Visual literacy skills are used to create meaning from a variety of information</li> <li>2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art</li> <li>2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art</li> <li>3. Use of various media, materials, and tools to express specific meaning in works of art</li> <li>4. Utilize current, available technology as a primary medium to create original works of art</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Critical thinking in the arts transfers to multiple uses in life</li> <li>2. The visual arts community messages its cultural traditions and events</li> <li>3. Art and design strategies can solve environmental problems</li> </ol>
<b>Sixth Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art</li> <li>2. Art created across time and cultures can exhibit stylistic differences and commonalities</li> <li>3. Specific art vocabulary is used to describe, analyze, and interpret works of art</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Visual symbols and metaphors can be used to create visual expression</li> <li>2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Plan the creation of a work of art</li> <li>2. Explore various media, materials, and techniques used to create works of art</li> <li>3. Utilize current, available technology to refine ideas in works of art</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Critical thinking in the arts transfers to multiple lifelong endeavors</li> <li>2. Visual arts impact community, cultural traditions, and events</li> <li>3. Eco-art is a contemporary response to environmental issues</li> </ol>

**Visual Arts**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>Fifth Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Visual arts connect multiple characteristics of art</li> <li>2. Visual arts communicate the human experience</li> <li>3. Visual arts learning involves analyzing the formal and sensory qualities of art</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Evaluative criteria is used when responding to works of art</li> <li>2. Specific methods of planning support the development of intended meaning</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Use artistic media and expression to communicate personal and objective points of view</li> <li>2. Create art using technological media</li> <li>3. Apply an understanding of art processes and creative thinking to plan and create art</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Artists, viewers, and patrons assign intended meaning to works of art</li> <li>2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures</li> </ol>
<b>Fourth Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design</li> <li>2. Works of art articulate and express different points of view</li> <li>3. Artists, viewers and patrons respond to works of art using inference and empathy</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. The critique process informs judgments about artistic and aesthetic merits in works of art</li> <li>2. The processes and philosophies of art and design inform interpretations in works of art</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Use media to express and communicate ideas about an issue of personal interest</li> <li>2. Materials and processes can be used in traditional, unique, and inventive ways</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Viewers and patrons make personal meaning and infer artistic intent</li> <li>2. Historical time periods and cultural settings are interpreted in works of art</li> </ol>

**Visual Arts**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>Third Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent</li> <li>2. Art has intent and purpose</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others</li> <li>2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Use basic media to express ideas through the art-making process</li> <li>2. Demonstrate basic studio skills</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Works of art connect individual ideas to make meaning</li> <li>2. Historical and cultural ideas are evident in works of art</li> </ol>
<b>Second Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Artists make choices that communicate ideas in works of art</li> <li>2. Characteristics and expressive features of art and design are used to identify and discuss works of art</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Visual arts use various literacies to convey intended meaning</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Visual arts respond to human experience by relating art to the community</li> </ol>
<b>First Grade</b>	
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Works of art express feelings</li> <li>2. Art represents and renders the stories of people, places, or things</li> </ol>
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Visual arts provide opportunities to respond to personal works of art and the art of others</li> </ol>
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Create art to communicate ideas, feelings, or emotions</li> </ol>
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. Visual arts relate experiences to self, family, and friends</li> </ol>

**Visual Arts**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>Kindergarten</b>	
1. Observe and Learn to <b>Comprehend</b>	1. Artists and viewers recognize characteristics and expressive features within works of art 2. Personal feelings are described in and through works of art
2. Envision and Critique to <b>Reflect</b>	1. Identify that art represents and tells the stories of people, places, or things 2. Artists interpret connections to the stories told in and by works of art
3. Invent and Discover to <b>Create</b>	1. Create two- and three-dimensional work of art based on personal relevance
4. Relate and Connect to <b>Transfer</b>	1. Artists and viewers contribute and connect to their communities
<b>Preschool</b>	
1. Observe and Learn to <b>Comprehend</b>	1. Artists and viewers identify art in daily life
2. Envision and Critique to <b>Reflect</b>	1. Works of art can represent people, places, and things
3. Invent and Discover to <b>Create</b>	1. Create works of art based on personal relevance
4. Relate and Connect to <b>Transfer</b>	1. Artists have an important role in communities

## Glossary of Terms

### Academic Vocabulary

**Standard 1:** Elements of Art, Principles of Design, positive space, negative space, dimension, perspective, geometric shape, organic shape, ellipse, foreground, middle ground, background

**Standard 2:** creativity, innovation, originality

**Standard 3:** composition, value

**Standard 4:** sculptor, painter, interior designer, potter, architect, Realism

<u>Word</u>	<u>Definition</u>
Elements of Art	The components of visual arts: line, shape, space, form, color, value, texture. (CED)
Principles of Design	Artistic guidelines that help artists organize images in a composition: balance, rhythm, emphasis, unity, variety, contrast, proportion, pattern, movement.(CED)
Positive space	The space filled by an image.
Negative space	The unoccupied or empty area surrounding an image
Perspective	A way to create the appearance of depth and three dimensions on a two-dimensional surface: one-point linear perspective, two-point linear perspective, atmospheric perspective.(CDE)
Geometric shape	A shape with a name. For example, triangle, square, circle, etc.
Organic Shape	Shapes and/or forms similar to those found in nature, such as plants, animals and rocks, often curvilinear in appearance. (CDE)
foreground	The closest layer of implied planes in the picture space of a two-dimensional work of art.(CED)
Middle ground	The middle layer of implied planes in the picture space of a two-dimensional work of art.(CED)
Background	The most distant layer of implied planes in the picture space of a two-dimensional work of art (CED)
creativity	Experience of thinking, reacting, and working in an imaginative and idiosyncratic way that is characterized by a high degree of innovation and originality, divergent thinking, and risk taking.(CDE)
originality	A unique personal expression of art knowledge and skills.(CDE)
Composition	To create, form or design an image by arranging separate parts to create a whole. The principles of design are used to organize the elements of art in a composition.(CED)
Value	An element of art that means the darkness or lightness of a surface.(CED)
Realism	A style of art in which everyday scenes and events are painted as they actually look.(CED)