

# Visual Arts

## Colorado Sample Graduation Competencies and Evidence Outcomes

### Visual Arts Graduation Competency 1

Recognize, articulate, and debate that the visual arts are a means for expression and meaning making and that the making and study of art and design can be approached from a variety of viewpoints, intelligences and perspectives, using oral and written discourse.

#### Elementary School

- a. Analyze visual arts traditions (DOK2- 4).
- b. Discern the complexity of art and historical paradigms in cultural context (DOK 3).
- c. Debate divergent art histories and traditions (DOK 3-4).
- d. Analyze innovation in art through historical and cultural context (DOK 2-4).
- e. 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 (DOK 2-3).
- f. Compare and contrast the analytical processes used to interpret works of art and images of mass media (DOK 2-3).
- g. Interpret similarities and differences in artistic decision making (DOK 1-3).
- h. Discuss and debate how society has come to value some works of art over others (DOK 3-4).

#### Middle School

- a. Use metaphors and personal and cultural symbols to express an idea or concept (DOK 3-4).
- b. Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art (DOK 1-3).
- c. Evaluate the emotional significance generated by characteristics and expressive features of art and design (DOK 1-3).
- d. Differentiate and implement characteristics and expressive features of art and design in works of art (DOK 1-3).

#### High School

- a. Analyze visual arts traditions (DOK2- 4).
- b. Discern the complexity of art and historical paradigms in cultural context (DOK 3).
- c. Debate divergent art histories and traditions (DOK 3-4).
- d. Analyze innovation in art through historical and cultural context (DOK 2- 4).
- e. 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 (DOK 2-3).
- f. Compare and contrast the analytical processes used to interpret works of art and images of mass media (DOK 2-3).
- g. Interpret similarities and differences in artistic decision making (DOK 1-3).
- h. Discuss and debate how society has come to value some works of art over others (DOK 3-4).



## Visual Arts Graduation Competency 2

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

### Elementary School

- a. Determine which methods of planning are personally effective in creating works of art (DOK 1-2).
- b. Apply planning strategies to fully assess the artistic process (DOK 1-2).
- c. Explain and defend why a particular planning method is chosen (DOK 1-3).
- d. Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic valuing of a work of art (DOK 1-3).
- e. Address intended meaning and the effectiveness of this idea in multiple works of art (DOK 1-3).
- f. Develop and apply rubrics to evaluate works of art (DOK 1-4).
- g. Examine and debate the purposes of art (DOK 1-4).

### Middle School

- a. Make informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work) (DOK 1-3).
- b. Explain and discuss the impact of persuasive techniques in print and in electronic media (DOK 1-3).
- c. Compare and contrast the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive (DOK 2-3).
- d. Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues and themes to solve visual problems (DOK 3-4).
- e. Communicate ideas visually through multiple modalities (DOK 3-4).
- f. Formulate and respond to meaningful questions about works of art based on careful observation and interpretation (DOK 1-4).
- g. Research and articulate where art is used in real-world applications (DOK 1-3).

### High School

- a. Articulate and defend a personal philosophy of art using informed criteria (DOK 3-4).
- b. Document and apply investigations into a range of traditional and nontraditional studio practices to personal expression (DOK 1-4).
- c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information (DOK 2-3).
- d. Analyze and interpret philosophies of Western and non-Western art (DOK 2-4).
- e. Demonstrate fluency in using critique vocabulary to assess personal works of art and the others' works of art (DOK 3).
- f. Recognize and debate diverse approaches to creating art across time and culture (DOK 3-4).
- g. Interpret how meaning in works of art is related to the materials and processes chosen by the artist (DOK 1-3).



## Visual Arts Graduation Competency 3

Make informed critical evaluations of visual and material culture, information, and technologies

### Elementary School

- a. Discuss how characteristics of art are used in specific ways to create meaning (DOK 1-3).
- b. Interpret and articulate opinions about art judgments using multiple modalities (DOK 1-3).
- c. Justify statements made about a work of art (DOK 1-3).
- d. Objectively use the characteristics and expressive features of art and design to analyze a work of art (DOK 1-4).
- e. Investigate generalizations about works of art (DOK 1-2).
- f. Hypothesize and discuss reasons for artistic decisions (DOK 1-3).
- g. Investigate and articulate alternative choices for artistic decisions (DOK 1-3).
- h. Objectively draw conclusions about intended meaning of a work of art (DOK 1-3).

### Middle School

- a. Incorporate personal life experiences through aesthetic responses to works of art (DOK 3-4).
- b. Justify, and infer how art often is defined by its originality (DOK 3).
- c. Interpret changes in meaning over time in the perception of a familiar work of art (DOK 3-4).
- d. Create two- and three -dimensional works of art – individually or collaboratively – that employ the characteristics and expressive features of art and design (DOK 3-4).
- e. Describe and justify a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes (DOK 1-3).
- f. Investigate and debate quality in art and design such as symmetry and balance, rhythm, and scale and proportion (DOK 1-3).
- g. Examine and debate the functionalism and formalism in works of art (DOK 1- 4).
- h. Differentiate and articulate different artistic styles, trends, and movements in various art forms. (DOK 1-3).
- i. Analyze basic concepts in art such as balance, symmetry, integrity, authenticity, originality, "form follows function," and "thinking outside-of- the-box" (DOK 2-3).

### High School

- a. Demonstrate skills that utilize the characteristics and expressive features of art and design to communicate meaning (DOK 1-3).
- b. Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art (DOK 1-3).
- c. Connect and compare visual art characteristics and expressive features of art and design in cultural contexts (DOK 1-3).
- d. Demonstrate a practiced ability to critically analyze the origins of art and design across all cultures (DOK 3-4).
- e. Investigate and articulate the aims of disparate art practices and traditions (DOK 1-3).



## Visual Arts Graduation Competency 4

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

### Elementary School

- a. Use the characteristics and expressive features of art and design to interpret and defend the visual qualities of artworks from various historical periods and cultural contexts (DOK 3-4).
- b. Compare and contrast cultural context in historical time periods and diverse cultures, being mindful to respect potential taboos (DOK 2-3).
- c. Discuss how art reflects social values and beliefs (DOK 1-3).
- d. Communicate and defend observable and emotional responses to works of art from a variety of social, cultural, and historical contexts (DOK 3-4).
- e. Discuss differences in the art of familiar and unfamiliar cultures (DOK 1-3).
- f. Relate personal experiences honoring knowledge about culturally sensitive themes and purposes for ethnic art (DOK 1-3).
- g. Explain how individuals can have different opinions about works of art (DOK 1-).

### Middle School

- a. Create works of art that actively reflect community cultural traditions and events (DOK 3-4).
- b. Create works of art that depict personal, social, cultural, and political viewpoints while honoring ethnically sensitive topics (DOK 3-4).
- c. Examine art as it reflects societal values and beliefs (DOK 3-4).
- d. Recognize and discuss how works of art previously created (across time and culture) can influence the work of practicing artists today (DOK 1-3).
- e. Design and create works of art using images and words that illustrate personal community or culture (DOK 3-4).
- f. Discuss how art is an integral part of community culture and events (DOK 1-3).
- g. Explain and analyze how artists and cultures have used art to communicate ideas and develop functions, structures, and designs throughout history (DOK 3-4).
- h. Investigate and discuss how social and political environments influence an artist's creative process in making a work of art (DOK 1-3).
- i. Examine and discuss the reasons to respect and avoid replication and interpretation of culturally sensitive taboos (DOK 1-3).
- j. Compare and contrast the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive (DOK 2-3).

### High School

- a. Research and debate viewpoints found in a variety of resources that focus on and discuss visual art and design (DOK 3-4).
- b. Discern the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions (DOK 3-4).
- c. Research and document how the visual arts are manifested in contemporary society (DOK 1-3).
- d. Interpret the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities (DOK 4).



## Visual Arts Graduation Competency 5

Transfer the value of visual arts to lifelong learning and the human experience, including connections to other disciplines, history, culture, mass media, and careers.

Elementary School	Middle School	High School
<ul style="list-style-type: none"><li>a. Debate social values and beliefs exhibited in works of art (DOK 1-3).</li><li>b. Respond to art by relating self to familiar cultures (DOK 2-3).</li><li>c. Communicate observable and emotional responses to works of art in relationship to self (DOK 3-4).</li><li>d. Utilize community arts resources such as museums, galleries, and local arts organizations (DOK 1).</li><li>e. Articulate differences in cultural styles, genres, and context through historical time periods (DOK 1-3).</li><li>f. Recognize the characteristics and expressive features of art and design through various historical periods and cultures (DOK 1-3).</li><li>g. Respectfully discuss culturally sensitive themes that change how art is expressed (DOK 1-3).</li><li>h. Demonstrate and apply critique of personal work and the work of others in a positive way (DOK 1-3).</li></ul>	<ul style="list-style-type: none"><li>a. Discuss a variety of lifelong opportunities for making art (DOK 1- 2).</li><li>b. Identify arts resources and opportunities that exist in the community, and include educational alternatives within arts-related fields (DOK 1-2).</li><li>c. Create and display works of art created to enhance or commemorate an event (DOK 3-4).</li><li>d. Plan and articulate architectural elements within urban and rural setting (DOK 1-3).</li><li>e. Plan, design, and construct a public art installation (DOK 3-4).</li><li>f. Discuss environmental and aesthetic issues related to the design and packaging of industrial products and cities (DOK 1-3).</li><li>g. Discuss a variety of lifelong opportunities for making art (DOK 1- 2).</li><li>h. Identify arts resources and opportunities that exist in the community, and include educational alternatives within arts-related fields (DOK 1-2).</li><li>i. Research and articulate where art is used in real-world applications (DOK 1-3).</li></ul>	<ul style="list-style-type: none"><li>a. Use sketches, plans, and models to create and/or design a functioning work of art (DOK 3-4).</li><li>b. Explain the personal influences shape the creation of functioning art (DOK 2-3).</li><li>c. Compare and contrast the roles of artists and designers in historical and contemporary context (DOK 2-3).</li><li>d. Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism (DOK 1-2).</li><li>e. Outline required training for one’s individual career goals (DOK 2).</li><li>f. Use sketches, plans, and models to create and/or design a functioning work of art (DOK 3-4).</li><li>g. Explain the personal influences shape the creation of functioning art (DOK 2-3).</li><li>h. Compare and contrast the roles of artists and designers in historical and contemporary context (DOK 2-3).</li><li>i. Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism (DOK 1-2).</li><li>j. Outline required training for one’s individual career goals (DOK 2).</li></ul>



## Visual Arts Graduation Competency 6

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

### Elementary School

- a. Demonstrate appropriate choice of media and materials to communicate ideas (DOK 1-2).
- b. Create innovative and respectful interpretations of art after studying a variety of art cultures, periods, and styles (DOK 1).
- c. Use tools, equipment, and materials with appropriate care and safety (DOK 1).
- d. Compare and contrast different media and techniques (DOK 2).
- e. Provide multiple solutions for a given problem (DOK 1-3).
- f. Utilize the characteristics and expressive features of art and design in media and technology to convey meaning (DOK 1-3).
- g. Communicate values and belief systems visually (DOK 3-4).
- h. Employ the characteristics and expressive features of art and design to express ideas (DOK 1-3).
- i. Problem-solve using traditional and contemporary media and technologies (DOK 1-3).
- j. Create works of art individually and collaboratively that communicate artistic intent (DOK 1-4).

### Middle School

- a. Create innovative works of art (DOK 3-4).
- b. Demonstrate personal responsibility in the planning, implementation and evaluation of works of art (DOK 1-2).
- c. Create works of art that depict personal, social, cultural, and political viewpoints while honoring ethnically sensitive topics (DOK 3-4).
- d. Express and debate how works of art can be inspired by an artist's imagination (DOK 1-3).
- e. Create works of art that are display- ready (DOK 1-3).
- f. Demonstrate conceptualization skills such as idea generation, brainstorming, and graphic organizers (DOK 1-2).
- g. Apply the characteristics and expressive features of art and design to solve a problem (DOK 1-4).
- h. Communicate complex ideas through technologically produced art and design such as graphic design, product design, architecture, landscape, and media arts (film, photography, and other multimedia formats) (DOK 3-4).
- i. Create two and three dimensional works of art using various computer design programs, and current and available technologies (DOK 2-4).

### High School

- a. Skillfully use a variety of techniques and media to create works of art (DOK 1-4).
- b. Discern and articulate the quality of personal works of art using a variety of reflective processes (DOK 1-4).
- c. Demonstrate collaboration to create works of art (DOK 1-2).
- d. Create works of art that speak to personal artistic opinion in response to cultural contexts (DOK 3-4).
- e. Skillfully create and exhibit one's own works of art (DOK 1-4).
- f. Compare art and images of mass media (DOK 2-3).
- g. Interpret similarities and differences in artistic decision making (DOK 1-3).
- h. Discuss and debate how society has come to value some works of art over others (DOK 3-4).
- i. Articulate ideas that can be expressed in traditional, advanced, and evolving media (DOK 1-2).
- j. Investigate and document a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas (DOK 1-3).
- k. Create works of art representing traditional subject matter or personal narratives that use new media (DOK 3-4).



## Visual Arts Graduation Competency 7

Use specific criteria to discuss and evaluate works of art, critique personal work and the work of others.

### Elementary School

- a. Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic valuing of a work of art (DOK 1-3).
- b. Develop and apply rubrics to evaluate works of art (DOK 1-4).
- c. Critique personal works of art and the works of others through multiple modalities (DOK 1-3).
- d. Participate in critiques by offering suggestions and recommendations in a positive manner (DOK 1-3).
- e. Articulate and justify the emotional impact of the characteristics and expressive features of art and design in a work of art (DOK 3-4).
- f. Use aesthetic valuing criteria to discuss works of art (DOK 1-3).
- g. Identify and explain how the characteristics and expressive features of art and design are used in works of art (DOK 1-3).
- h. Compare and contrast intended meaning in works of art across time and culture (DOK 2-3).
- i. Examine and debate the purposes of art across time and culture respecting and being mindful of culturally sensitive themes (DOK 3-4).
- j. Discuss and form an opinion about the social and personal value of art (DOK 3).

### Middle School

- a. Critique works of art, and explain the visual symbols and metaphors artists use to express ideas (DOK 1-3).
- b. Discuss and debate the concepts and skills required to invent new ideas and applications (DOK 3-4).
- c. Interpret subjects, themes, and symbols as they relate to meaning in works of art (DOK 1-3).
- d. Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities (DOK 1-3).
- e. Incorporate key concepts, issues, and themes from other disciplines into personal works of art (DOK 3-4).
- f. Explain and discuss how concepts, ideas, and themes are demonstrated (DOK 1-3).
- g. Create works of art by incorporating themes that represent and interpret ideas from visual narratives and other fields of knowledge (DOK 3-4).
- h. Make informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work) (DOK 1-3).

### High School

- a. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation (DOK 1-2).
- b. Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art (DOK 1-4).
- c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information (DOK 2-3).
- d. Provide examples of how critique may affect the creation or modification of an existing or new work of art (DOK 1-3).
- e. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation (DOK 3-4).
- f. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation (DOK 1-2).
- g. Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art (DOK 1-4).
- h. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information (DOK 2-3).
- i. Provide examples of how critique may affect the creation or modification of an existing or new work of art (DOK 1-3).
- j. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation (DOK 3-4).

