



# Colorado Academic Standards

## Visual Arts Public Feedback

### Prepared Graduate Statement Feedback

PG: 1. See oneself as a participant in visual art and design by experiencing, viewing, or making.

Agree (User 1788, 48 total): (no comment)

PG: 2. Visually and/or verbally articulate how visual art and design are a means for communication.

Agree (User 1788, 48 total): (no comment)

PG: 3. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.

Agree (User 1788, 48 total): (no comment)

PG: 4. Critique connections between visual art and historic and contemporary philosophies.

Agree (User 1788, 48 total): (no comment)

Disagree (User 1684, 6 total): edit from "historic" which is reserved for famous moments in history to "historical"

PG: 5. Interpret works of art and design in the contexts of varied traditions, histories, and cultures.

Agree (User 1788, 48 total): (no comment)

Neutral (User 1650, 10 total): Please consider adding the following to the end of the prepared graduate statement and also consider adding this to selected evidence outcomes: "including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities." The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aids in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations' social contributions to the arts, in the CDE Visual Arts standards, will



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impact a sense of worth, belonging, and aides in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

Comment (User 1684, 6 total): “varied ... histories” is awkward. Perhaps perspectives, philosophies, viewpoints, or theories would be better.

PG: 6. Create works of visual art and design that demonstrate increasing levels of expertise in skills and techniques for personal or professional endeavors.

Agree (User 1684, 6 total): (no comment)

Agree (User 1788, 48 total): (no comment)

PG: 7. Allow imagination, curiosity, and wonder to guide inquiry and research.

Agree (User 1788, 48 total): (no comment)

Comment (User 1684, 6 total): These words are great for younger artists and should be kept for graduates, but with high schoolers, I also want to channel their questioning nature—a healthy doubt or skepticism that drives them. I also recommend “fascination” as a replacement for wonder or addition, since it has the connotation of incorporating students’ personal interests.

PG: 8. Engage in the reciprocal relationships between visual art and communities.

Disagree (User 1788, 48 total): What exactly are you asking a student to be able to do here?

PG: 9. Persist in the creative process and innovate from failure.

Agree (User 1788, 48 total): Isn’t this with any project?

PG: 10. Develop new knowledge by actively doing and making (artistic praxis), acknowledging relationships between materials, objects, ideas and lived experience.

Agree (User 1788, 48 total): (no comment)

Disagree (User 1684, 6 total): This is very clunky: “new knowledge by actively doing and making (artistic praxis), acknowledging.” What about: “Acknowledge relationships between materials, objects, ideas and lived experience through artistic praxis” or, to be more active and remove all of the “new” and “knowledge” phrases: Explore



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relationships between materials, objects, ideas, and lived experience through artistic praxis

### Visual Arts Kindergarten

#### Standard Category 1. Observe and Learn to Comprehend

GLE: 1. Identify how artists use visual art and design to communicate.

(PG Feedback) Agree (User 1788, 48 total): (no comment)

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Recognize that visual art and design can tell stories.*

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Recognize that individuals will have multiple viewpoints.*

Disagree (User 1788, 48 total): That alone is difficult at that age.

*Inquiry Questions:*

Agree (User 1788, 48 total): (no comment)

*Colorado Essential Skills and Meaning Making:*

Agree (User 1788, 48 total): (no comment)

*Learning Experience and Transfer:*

Disagree (User 1788, 48 total): Too complicated

#### Standard Category 2. Envision and Critique to Reflect

GLE: 1. Notice and discuss what can be seen in works of visual art and design.

(PG Feedback) Agree (User 1788, 48 total): (no comment)

Agree (User 1788, 48 total): (no comment)

Disagree (User 1813, 8 total): Add "Visual Culture" or "Visual Artifacts" to this objective: "Notice and discuss what can be seen in works of visual art, visual artifacts, and design."



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As things are now, there is no standard for Kindergarteners when you want them to examine non-art-world objects, like toys, pinecones, skin color, etc.

*Evidence Outcome: Recognize that explorative play with materials can inspire ideas for visual art and design.*

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Give an opinion on works of visual art and design.*

Agree (User 1788, 48 total): (no comment)

*Inquiry Questions:*

Disagree (User 1788, 48 total): Senses???

*Colorado Essential Skills and Meaning Making:*

Agree (User 1788, 48 total): (no comment)

*Learning Experience and Transfer:*

Agree (User 1788, 48 total): (no comment)

### **Standard Category 3. Invent and Discover to Create**

GLE: 1. Investigate the properties of materials to support the planning and making of works of art.

(PG Feedback) Agree (User 1788, 48 total): (no comment)

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Investigate various properties of tools and materials.*

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Describe intention for creating artwork.*

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Use and share materials with intention and care.*

Agree (User 1788, 48 total): (no comment)



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### *Inquiry Questions:*

Agree (User 1788, 48 total): (no comment)

### *Colorado Essential Skills and Meaning Making:*

Agree (User 1788, 48 total): (no comment)

### *Learning Experience and Transfer:*

Agree (User 1788, 48 total): (no comment)

### **Standard Category 4. Relate and Connect to Transfer**

GLE: 1. Recognize that artists and designers contribute and connect to their communities.

(PG Feedback) Agree (User 1788, 48 total): (no comment)

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Identify how and where artists and designers work.*

Agree (User 1788, 48 total): (no comment)

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: "including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities." The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations' social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

*Evidence Outcome: Recognize how art is integrated into their everyday life.*

Agree (User 1788, 48 total): (no comment)



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### *Inquiry Questions:*

Neutral (User 1788, 48 total): (no comment)

### *Colorado Essential Skills and Meaning Making:*

Neutral (User 1788, 48 total): (no comment)

### *Learning Experience and Transfer:*

Agree (User 1788, 48 total): (no comment)

## **Visual Arts First Grade**

### **Standard Category 1. Observe and Learn to Comprehend**

GLE: 1. Investigate how visual art and design tell the many stories of people, places or things.

(PG Feedback) Disagree (User 1813, 8 total): The first grade GLE's are confined to content that only relates to stories. I understand that this can be a good focus for a year, but we need at least one GLE that allows for a broader view of children's curiosity. I need there to be room for children who are curious about an idea that isn't necessarily a narrative, like the purpose of camouflage, their body's shadow, or the names of colors on Crayola crayons. I think this could be a small fix... Perhaps, " Investigate how visual art and design tell the many stories of people, places or things." could be altered to read as "Investigate how visual art and design and the visual world tell the many stories and ideas of people, places, and things."

### **Standard Category 4. Relate and Connect to Transfer**

GLE: 1. Identify how artists and designers make connections through personal stories between self, family, friends, and community.

Agree (User 1788, 48 total): (no comment)

*Evidence Outcome: Identify how stories in visual art and design teach us about each other.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: "including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities." The rationale for this suggestion: The above language is referenced in the CDE 2020



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Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations' social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

### Visual Arts Second Grade

GLE: 1. Observe and discuss how visual art and design are evident in the everyday life of communities.

Disagree (User 1813, 8 total): Please add "visual culture" to this GLE. As is, there is no place for second graders to examine visual culture...(visual phenomena outside of traditional art and design worlds.) I suggest altering, "Observe and discuss how visual art and design are evident in the everyday life of communities." to "Observe and discuss how visual art, visual culture, and design show and tell ideas in the everyday life of communities."

*Evidence Outcome: Investigate the role of art and design in our communities and world.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: "including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities." The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations' social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.



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### Visual Arts Third Grade

#### Standard Category 2. Envision and Critique to Reflect

GLE: 1. Demonstrate an understanding of how intent and purpose are informed by research and experimentation.

Comment (User 1813, 8 total): This is gold. I wish there was a version of this in every single grade level!

#### Standard Category 4. Relate and Connect to Transfer

GLE: 1. Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures.

*Evidence Outcome: Connect the meaning of personal works of art to historical, cultural or community events.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: "including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities." The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations' social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

### Visual Arts Fourth Grade

GLE: 1. Investigate and discuss how diverse communities address issues relevant to their culture, place and times by sharing and creating art.

Disagree (User 1813, 8 total): Please include visual culture in this list. It is much needed for the work 4th graders should be doing in an art room. I suggest altering: "Investigate





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and discuss how diverse communities address issues relevant to their culture, place and times by sharing and creating art.” “Investigate and discuss how diverse communities address issues relevant to their culture, place and times by sharing and creating art and other forms of visual communication.

*Evidence Outcome: Identify and describe how visual art and design communicate meaning between any subject, discipline, event or issue.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: “including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities.” The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations’ social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

*Evidence Outcome: Compare works of art between diverse cultures to understand how the role of art is perceived within a given community.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: “including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities.” The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations’ social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.



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*Evidence Outcome: Compare how artists work in different cultures and at different times in history.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: “including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities.” The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations’ social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

### Visual Arts Fifth Grade

#### Standard Category 1. Observe and Learn to Comprehend

GLE: 1. Investigate and analyze how specific points of view can be communicated through the language of visual art and design.

Disagree (User 1813, 8 total): Please add visual culture: I suggest altering: “Investigate and analyze how specific points of view can be communicated through the language of visual art and design.” to “Investigate and analyze how specific points of view can be communicated through the language of visual art and design and other visual messages.”

#### Standard Category 4. Relate and Connect to Transfer

GLE: 1. Using interdisciplinary knowledge, investigate and interpret how diverse communities address issues relevant to their place and times.

*Evidence Outcome: Investigate how the reciprocal relationship between a work of visual art and design and the context of its culture deepens understanding.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: “including, but not limited to, African American, Latino,



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Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities.” The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations’ social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

*Evidence Outcome: Discuss how art reflects diverse social values and beliefs.*

Neutral (User 1650, 10 total): Please consider adding the following statement to selected evidence outcomes: “including, but not limited to, African American, Latino, Asian American, Indigenous Peoples, LGBTQ+, neurodivergent, and religious minorities.” The rationale for this suggestion: The above language is referenced in the CDE 2020 Social Studies revisions. Adding inclusive language allows ALL students to have access to ALL standards. The above statement added after the Visual Art prepared graduate statement and/or evidence outcomes, aides in interpretation (provides clarity) to whose history can/should be included in a Colorado Visual Arts curriculum. Students look to the arts for role models, having access to inclusive language, including underrepresented populations’ social contributions to the arts, in the CDE Visual Arts standards, will impact a sense of worth, belonging, and aid in deeper understanding for ALL students. It is becoming increasingly difficult for teachers to include underrepresented groups in their curriculum without direct and specific language found in the state standards.

### **Visual Arts Middle School 1**

GLE: 1. Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times.

Disagree (User 1813, 8 total): Please add visual culture: I suggest altering: Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times. to Infer from



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works of visual art and design and visual culture, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times.

### Visual Arts Middle School 2

#### Standard Category 1. Observe and Learn to Comprehend

GLE: 1. Analyze works of art and apply the language of visual art and design to infer meaning.

Disagree (User 1813, 8 total): Please add visual culture: I suggest altering: Analyze works of art and apply the language of visual art and design to infer meaning. to Analyze works of art and visual culture and apply the language of visual art and design to infer meaning.

### Visual Arts High School

#### Standard Category 4. Relate and Connect to Transfer

GLE: 3. Utilize the practice of artmaking, and research historical and cultural contexts, to discern between different viewpoints, critique social problems and effect social change.

Disagree (User 1684, 6 total): "effect" in the verb sense is unfamiliar to most English speakers, and this is likely to be misinterpreted as a typo. Inspire, accomplish, incite, spark, generate, provoke, encourage, contribute to, stimulate...

**From: To:**

**Cc: Subject: Date:**



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!!!!!!t

[Goodwin, Donna](#):- [REDACTED] [Aguilar, Carla](#)

Comment on 202 standards Revisions Tuesday, October 5,  
2021 8:46:12 AM

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**Attached is a letter containing our comments on the 2020 Visual Arts Standards revisions.**

**II** [COE Standards letter](#)

**Thank you for your time and consideration.**

[REDACTED]

Art Teacher

[REDACTED]

[REDACTED]

Music Teacher

[REDACTED]



# Colorado Academic Standards Visual Arts Public Feedback

Oct 5, 2021

To Whom it May Concern,

We are writing today to submit recommendations for the new 2020 CDE Music and Visual Arts standards. This summer we were paid by SVVSD to work with professors Corey R. Sell, PhD and Sandra Leu Bonanno, PhD from Metro State and teachers from SVVSD to create lessons that blend [Visual Arts CDE Standards](#) and [Music CDE Standards](#) with the [HB 19-1192](#). This training was invaluable and we created lessons that were found to be in accordance with both state standards and the House Bill. We have been told now, however, we are not able to teach these lessons or utilize what we learned this summer to implement this law into our lesson plans, because these groups of people are not specifically listed in our standards. We have found that the word “diverse” in our standards is not inclusive. Teaching Global Minorities, diverse traditions is a civics standard that is linked to [The Colorado Essential Skills](#) and is embedded in ALL content standards in the state of Colorado. The HB includes the teaching of American Minorities (Global Majorities) and the civic, historic, contemporary, social and cultural contributions of these groups. Teaching of civic, historic, contemporary and social contributions within a community and between diverse, varied traditions and cultures while embedded in Art/Music 2020 Colorado Arts State Standards is not linked to specific marginalized groups.

Without the language in the standards that allows creative arts teachers to explore specific groups of people we are being told to find “other groups” of people to highlight to teach the same standard.

Examples of how the current standards open up the idea of diversity but don’t embody inclusive and specific marginalized groups:

## [VISUAL ARTS Third Grade, Standard 4. Relate and Connect to Transfer](#)

**Prepared Graduates:** 1. See oneself as a participant in visual art and design by experiencing, viewing or making. 2. Visually and/or verbally articulate how visual art and design are a means for communication. 4. Critique connections between visual art and historic and contemporary philosophies. 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures. **Grade Level Expectation:** 1. Recognize how works of visual art and design

communicate meaning both within a community and between diverse cultures. **Evidence**

**Outcomes Students Can:** a. Investigate how visual art and design can make connections between subjects, disciplines or events. b. Connect the meaning of personal works of art to historical, cultural or community events. **Academic Context and Connections** [Colorado](#)



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***Essential Skills and Meaning Making:*** 1. Consider purpose, formality of context, audience and distinct cultural norms when planning content, mode, delivery and expression in art and design. (Civic/Interpersonal Skills: Communication) 2. Recognize how members of a community rely on each other, considering contributions of artists and designers as applicable. (Civic/Interpersonal Skills: Collaboration/Teamwork) ***Inquiry Questions:*** 1. How can students' communities be reflected in their art? 2. How can students make connections between various disciplines through art? 3. How can the understanding of a student's culture enhance the understanding of



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other cultures? **Learning Experience and Transfer:** 1. Artists work within the context of their communities

## MUSIC Third Grade, Standard 4 Aesthetic Valuation of Music: Grade Level Expectation -

Identify differences and commonalities in music from various cultures. **Students Can:** a. Describe vocal and instrumental timbres and their uses in various cultures. b. Communicate similarities and differences in music used for holidays, celebrations, and day-to-day life from

various cultures. c. Discuss reasons that different kinds of music are important to different people and cultures.

**The Colorado Essential Skills** embedded within this standard is that of “experiencing and analyzing music of different cultures helps to identify and explain cultural perspectives.

(Civic/Interpersonal: Global/Cultural Awareness).” **The Academic Context and Connection** part of this standard also explains that “articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within the community.”

Attached are two lessons we have been told not to teach that include “diverse” communities:

[Harvey Milk: Pride Flag](#)

[Hip Hop Music Lesson](#)

When we are required by state standards to teach “diverse cultures, different people and cultures” this would include the diverse American Minorities included in the house bill,

[“...including but not limited to the history, culture, and social contributions of American Indians, Latinos, African Americans, and Asian Americans; lesbian, gay, bisexual, and transgender individuals within these minority groups; the intersectionality of significant social and cultural features within these communities...”](#)





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Allowing students the opportunity to explore art and music standards as written by the state through the lens of the language of the HB would allow access points to the curriculum for **ALL** students to gain understanding of the powerful role the **ARTS** play in shaping communities. **We are reaching out today to recommend the standards to specifically name groups of minorities that MAY be taught through their rich artistic social contributions and their histories in the Arts, as directed in our state standards.**

Thank you for your time,

[Redacted]

Art Teacher

[Redacted]

[Redacted]

Music Teacher

[Redacted]



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## Redundancies and Discrepancies

Explorative play is Kindergarten 2.1 but experimentation in 3<sup>rd</sup> is 3.1 3<sup>rd</sup>: 2.1b and

2.2a are so similar

1.1 seems like it is redundant of 4.1 see \*\*\* below

6/7/8 Feedback word is used in Standard 3 --- can that word be included in standard 2 as well so we clearly see that GIVING feedback is standard 2 and using feedback is standard 3

In 3<sup>rd</sup> grade "use peer feedback" is 2.1

## General Notes

In general, we need better kid friendly language – still esoteric and difficult to bring down to Kinder and most of elementary. Some examples:

art vocabulary instead of Language of Art and design inspire

versus inform

What is the difference between plan and envision? When it comes to assessing they are the same. But the word 'plan' comes into play in Standard 3. I can not assess what a student *imagines* until they are willing to test it out in a sketch or plan.



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Is assessment in mind for how the standards are written? Getting evidence for anything but Standard 3 is challenging unless students write - and 3 standards that are written (or at least verbal) responses will drown out the 1 that is the most important to us all.

\*\*\*Broadening perspectives is an aspect of Standard 1 but a huge aspect of Standard 4... I don't see the delineation here – especially when I need to assess. Is Standard 1 discussing and noticing historical/cultural differences and influences but then Standard 4 is incorporating it personally or responding in some other way? Whatever delineation there is, it needs to be abundantly clear or, if not, it ought to be combined to just Standard 4.



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## Re: Visual Arts Standards Questions from Today

**I know the arts is an on-going process that deepens over time. I was expecting them to be more specific like the math and ELA standards, so I felt overwhelmed and didn't know where to start. I will look over those resources and contact my district to see if they have a pacing guide that I can use to help me as I integrate.**

I was in your first session today [REDACTED] [REDACTED] was asking about the difference between standard 2 & 3. I would agree with her confusion. I'm looking at 4th grade standards. Standard 2 Evidence Outcomes are envisioning and use words like "discuss", "investigate", and "research". Standard 3 uses "generate", "communicate", "analyze", "justify", "problem-solve", and "create". From my perspective, the words in standard 3 are all very similar and would align better in the envisioning process (with the exception of the word create).

I am a 4th grade general education teacher. I'm trying to ingrate more arts into my classroom instruction and am focusing on integrating the visual arts this year. The standards seem like they are written in the STEM Activity guide: Ask, Imagine, Plan, Create, Improve, so the standards seem very general. Since I am

not an arts teacher/do not have an arts background, these standards are hard to follow because the standards do not include the arts language.

My feedback is that standard 3 needs more words that are directly related to inventing and discovering. Also, that these standards need to include more arts language.

My question is: how can I integrate the visual arts standards into my classroom instruction? How do the grade level expectations progress over time? For example, foreground, middle ground, background is appropriate for 4th grade but not for first grade. Is there a state



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guideline for this, or do I need to do my own research? Then, how would this be equitable across the state?

I appreciate your time and the information you shared and would love any feedback you have.