



PUBLIC ART

DENVER ARTS & VENUES

Dear Parent or Educator,

During this time of remote learning, Denver Arts & Venues wants to give you, your family and your students an opportunity to experience Denver Public Art!

We have created a series of activities around artworks in the Denver Public Art collection.

Each activity is aligned with Colorado Department of Education (CDE) content standards and increase in difficulty based on the student's age and ability to synthesize information. Each activity worksheet is labeled with the intended grade level. For example: Kindergarten-third grade is labeled K-3, third grade-sixth grade is labeled 3-6. Of course, students of ALL ages and abilities are welcome and encouraged to challenge themselves beyond their grade level.

We hope you enjoy exploring your Denver Public Art collection!

Activity Goals

Through these Denver Public Art activities, students can learn to understand the ways art expresses more than one idea, learn that cultural differences influence art, and learn to be mindful in observing art and creating art.

Through art, students are taught that some artwork is an expression of contemporary issues and societal concerns. Through the expression of art, and the interpretation of the art, the student is given the opportunity to relate, understand and possibly create their own art based on what they have observed.

Students will also learn that art can sometimes be whimsical and created just to bring a smile!

These activities include interdisciplinary experiences through a student's personal observations and critique relating to a piece of art. Showing the students that observing and critiquing a piece of art lends itself to their own creative expression through music, dance, short story or poetry.

Through these activities, students will be asked to research the artworks and artists. This research can lead to the realization that artists can be agents of social change. Understanding the historical, cultural and societal issues during the time the art was created makes a connection to history. This understanding aids in the understanding of human nature, and community involvement and concerns.

Students are asked to observe the art, first admiring, then researching, followed by synthesizing and analyzing. This process gives the student the incredible opportunity to allow themselves to be mindful, and explore their own creativity in art, music, dance.... the possibilities are boundless!

Colorado Department of Education Content Standards

Kindergarten:

Standard 1-Observe and Learn to Comprehend:

1.3 Practice critical and analytical skills by using academic language to discuss works of art and visual culture

Standard 2-Envision and Critique to Reflect:

2.2 Visually and/or verbally articulate how visual art and design are a means for communication

2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

4.4 Interpret works of art and design in the contexts of varied traditions, histories and cultures

Grade Level Expectations:

- Recognize that artists and designers contribute and connect to their communities
- Notice and discuss what can be seen in works of visual art and design

First Grade:

Standard 1-Observe and Learn to Comprehend:

1.3 Practice critical and analytical skills by using academic language to discuss works of art and visual culture

Standard 2-Envision and Critique to Reflect:

2.2 Visually and/or verbally articulate how visual art and design are a means for communication

2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

4.3 Critique connections between visual art and historic and contemporary philosophies

4.5 Interpret works of art and design in the contexts of varied traditions, histories and cultures

Grade Level Expectations:

- Investigate how visual art and design tell the many stories of people, places or things
- Investigate the properties of material to support the planning and making of works of art to communicate
- Identify how artists and designers make connections through personal stories between self, family and friends

Second Grade:

Standard 1-Observe and Learn to Comprehend:

1.3 Practice critical and analytical skills by using academic language to discuss works of art and visual culture

Standard 2-Envision and Critique to Reflect:

2.2 Visually and/or verbally articulate how visual art and design are a means for communication

2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

4.4 Critique connections between visual art and historic and contemporary philosophies

4.5 Interpret works of art and design in the contexts of varied traditions, histories and cultures

Grade Level Expectations:

- Share and explain choices made and possible next steps in personal works of visual art and design
- Identify how artists make choices using the language of visual art and design to communicate ideas
- Question and respond to the stories told and the feeling expressed in works of visual art and design

Third Grade

Standard 1-Observe and Learn to Comprehend:

1.3 Practice critical and analytical skills by using academic language to discuss works of art and visual culture

Standard 2-Envision and Critique to Reflect:

2.2 Visually and/or verbally articulate how visual art and design are a means for communication

2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

4.4 Critique connections between visual art and historic and contemporary philosophies

4.5 Interpret works of art and design in the contexts of varied traditions, histories and culture

Grade Level Expectations:

- Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures
- Demonstrate an understanding of how intent and purpose are informed by research and experimentation

Fourth Grade:

Standard 1-Observe and Learn to Comprehend:

- 1.5 Practice critical and analytical skills by using academic language to discuss works of art and visual culture
- 1.7 Allow imagination, curiosity and wonder to guide inquiry and research
- 1.8 Participate in the reciprocal relationships between visual art and communities

Standard 2-Envision and Critique to Reflect:

- 2.2 Visually and/or verbally articulate how visual art and design are a means for communication
- 2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

- 4.4 Critique connections between visual art and historic and contemporary philosophies
- 4.5 Interpret works of art and design in the contexts of varied traditions, histories and cultures

Grade Level Expectations:

- Investigate and discuss how diverse communities address issues relevant to their culture, place and times
- Interpret and evaluate personal work and the work of others with informed criteria
- Synthesize researched and visual information to imagine, inform and plan possible next steps in personal art making
- Respond to an artist's point of view being mindful of historical, contemporary and cultural context

Fifth Grade

Standard 1-Observe and Learn to Comprehend:

- 1.3 Practice critical and analytical skills by using academic language to discuss works of art and visual culture
- 1.5 Interpret works of art and design in the contexts of varied traditions and cultures
- 1.7 Allow imagination, curiosity and wonder to guide inquiry and research
- 1.8 Participate in the reciprocal relationships between visual art and communities

Standard 2-Envision and Critique to Reflect:

- 2.2 Visually and/or verbally articulate how visual art and design are a means for communication
- 2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

- 4.4 Critique connections between visual art and historic and contemporary philosophies
- 4.5 Interpret works of art and design in the context of varied traditions, histories and culture

Grade Level Expectations:

- Using interdisciplinary knowledge, investigate and interpret how diverse communities address issues relevant to their place and times
- Using a variety of criteria, question and evaluate works of art
- Demonstrate an understanding of how works of visual art and design are influenced by the culture of daily life
- Investigate and analyze how specific points of view can be communicated through the language of visual art and design

Sixth Grade

Standard 1-Observe and Learn to Comprehend:

- 1.3 Practice critical and analytical skills by using academic language to discuss works of art and visual culture
- 1.7 Allow imagination, curiosity and wonder to guide inquiry and research
- 1.8 Participate in the reciprocal relationships between visual art and communities

Standard 2-Envision and Critique to Reflect:

- 2.2 Visually and/or verbally articulate how visual art and design are a means for communication
- 2.4 Critique connections between visual art and historic and contemporary philosophies

Standard 4-Relate and Connect to Transfer:

- 4.4 Critique connections between visual art and historic and contemporary philosophies
- 4.5 Interpret works of art and design in the contexts of varied traditions, histories and cultures
- 4.8 Participate in the reciprocal relationships between visual art and communities

Grade Level Expectations:

- Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times
- Interpret meaning and evaluate works of visual art and design recognizing diverse points of view
- Utilize key concepts, issue and themes to connect the visual arts to other disciplines
- Apply the language of visual art and design to distinguish and differentiate meanings
- Compare art from various historical, contemporary and cultural sources