

FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS
(Version 2022)

SUBJECT: Visual Arts
COURSE NUMBER: K-5 Elementary Art
SUBMISSION TITLE: Creativity Express - Let's Start With Art
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GRADE	STR AND ID	STA NDA RD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
				Key to Creativity Express correlations: The sayART and seeART lessons are divided into sections called Activities, and in our coding, Activity = A, Activity 1 = A-1, etc.. In doART, The "Creativity Builders" are the activities and application pieces of the principles taught and learned. There are online lesson plans for each of the 32 "Creativity Builders." *Our coding: Creativity Builder Activity number= CB#_		
3.4.5				Third Through Fifth Grades		
3.4.5	A			Skills and Techniques		
3.4.5		1		The student understands and applies media, techniques, and processes.	1) It is mainly in the doART/Creativity Builders activities that students learn to understand and apply media, techniques and processes. A wide variety of media are suggested for these activities. Students can also experiment with digital media, and use basic processes and techniques available to them for digital creation using any digital paint program. 2) The sayART and seeART sections also provide some information on use of media, techniques and processes: For example, Messages in Art , sayART, A-3, "Is it art if... it's Made With Crayons?" ("It doesn't matter what artwork is made out of, as long as the artist says what he wants to. Which techniques are you more interested in doing... yourself?" - pencils, crayons, paint, digital media, clay?) Making Paint , sayART, A-4 and seeART, A-1 (some information about mixing paint, and about brush techniques, mostly Impressionist).	1); 2)M
3.4.5		V.A.A.1.2.1		uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.	The doART/Creativity Builders call for use of traditional 2-D and 3-D media, as well as digital media, to create artworks from personal experiences and imagination. In Messages in Art, CB#2 , students create a multi-panel comic book using only pictures, to tell a personal or imagined story. In Shape & Form, CB#26 , students create a three-dimensional model from wire, clay or other medium by first preparing an animator's model sheet showing all views of the subject prior to building the piece.	I
3.4.5		V.A.A.1.2.2		uses control in handling tools and materials in a safe and responsible manner.	doART/Creativity Builders activities: Exploration of and practice with various media helps refine students' control of those media and develop their motor skills. Using a computer mouse also develops motor as well as computer skills. Because of the wide variety of media suggested in the activities, the choice of media can be adapted by the teacher for the grade level and for the developmental needs of the students in each class. Creativity Express also provides more advanced adaptations of some of the lessons for more advanced students.	I
3.4.5		V.A.A.1.2.3		knows the effects and functions of using various organizational elements and principles of design when creating works of art.	1) The effectiveness of using various organizational elements and principles of design is taught throughout the sayART and seeART sections of the lessons, especially in Emphasis, Value, Color, Warm & Cool Colors, Line, Movement, Shape & Form, and 0+1+1+2+3 . The lessons show that the elements and principles work together and are not isolated concepts.	1); 2)M
3.4.5		V.A.A.1.2.4		uses good craftsmanship in a variety of two-dimensional and three-dimensional media.	doART/Creativity Builders activities: Exploration of and practice with various media helps refine students' control of those media, including digital media. Teachers assess student artwork, in part based on good, basic use of media.	I
3.4.5	B			Creation and Communication		
3.4.5		1		The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.	In doART/Creativity Builders, students use knowledge gained from seeART and sayART to create and communicate a range of subject matter, symbols and ideas. For example, Messages in Art , students explore the idea of what art can convey. Crayons are Eyes, CB#24 , students explore the function of art as a way to express emotion, through creating expressive glasses. Line, CB#16 , use of different styles of lines in drawing a story to express happiness, sad, scary or other emotions.	I
3.4.5		V.A.B.1.2.1		understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.	1) General themes: Art as a Language, doART (Students are encouraged to create from feelings, personal passions, experiences, places they've seen, self-concept, observation, imagination.) Messages in Art, doART (Students are encouraged to create from a personal story, or from historical stories, from imagination, and emotion). Movement, CB#20 (create art from observation and from imagination; imagine a story "what would happen next?" and draw by creating the beginning and end of the movement and drawing the middle of the action last. Add imaginative details to the movement in the middle to complete the motion.)	1)
					2) Specific Themes Personal experience/observation: Art as a Language , sayART, A-3 (Leonardo sketched eyes from observation, "He was always observing little details everywhere he looked."); Messages in Art , sayART, A-1 (travel to different places, draw in one's country); Making Paint , seeART, A-2 (Emphasis on the artist's creative process; Impressionist painters could take paint wherever they went and paint the cafe scenes, street scenes, cathedrals, etc. that they saw.) Warm & Cool Colors , seeART, A-1 (Grief - Picasso's Blue Period); Portraits , say/see (portraits of people in one's life)	2)
					Movement , sayART, Intro (Peter from Austria's personal experience, and what he wanted to share with the world.) seeART, A-1, Timeline (ritual dance of cave dwellers); Shape & Form , seeART, A-1 ("One of the hardest things to do is draw good simple lines and shapes when you're looking at something real." Students then learn how to do this.); Time , say/see (throughout time and in many different cultures, artists have been depicting objects and events from their lives, or from the lives of those around them.)	
					Religious Themes: Messages in Art , sayART, Intro, Storytelling Movie (The Creation of Adam); Emphasis , seeART, A-3 (St. Joseph with Jesus); Making Paint , seeART, A-3 (a painting of the Virgin Mary, in which they used the most expensive rare ultramarine blue only on her image); Shape & Form , seeART, A-4 (holiness, symbolized by the circle, such as in the Notre Dame Rosette window); Historical Themes: Time , say/see (what people wore in different time periods and cultures, the games they played and the work they did); Portraits , say/see (Portraits of people reflected the time and culture in which they lived.) Museums , sayART (Art serves as a physical/pictorial record of history's people, places and events.)	
					Themes in portraits: Portraits , say/see (important or interesting people, people who can afford to be painted; Symbols show power, wealth, beauty, learning, or religious devotion.) Movement , seeART, A-1 (the work of other artists: A contemporary bronze sculpture of a horse was inspired by a pre-historic cave painting of horses. "What were you looking at when you were inspired?" Imagination (implied): Emphasis , seeART, A-2 (Henri Toulouse-Lautrec's "At the Moulin Rouge"; strange blue face); Shape & Form , seeART, A-1 (Magritte's "Time Transfixed"); Making Paint , seeART, A-3, full color palette (Artists paint with color; say/see (what color they want, even if it's not the real color they see.)	
3.4.5		V.A.B.1.2.2		understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.	What makes different art media, techniques and processes effective: Emphasis , seeART, Intro and Challenge (Shows various techniques artists use to draw what they're feeling, or their work); Warm & Cool Colors , seeART, sayART (Demonstrates how the use of warm and cool colors can convey feeling and show emphasis in a work of art.); Movement , sayART (Shows how to use a line or circle to convey movement and feeling in a work of art.); Value , sayART and seeART (modules, interactives and Challenges demonstrate how eyes can express emotion or help tell a story in a work of art.) Throughout the doART/Creativity Builders activities, students experiment with many different types of media, techniques and processes and are reminded to keep in mind the types of media and processes that best achieve their intended communication.	I
3.4.5		V.A.B.1.2.3		knows how to identify the intentions of those creating works of art.	1) Intention conveyed through effective use of the elements and principles: Emphasis , seeART, Intro and Challenge (Shows various techniques artists use to draw what they're feeling, or their work); Warm & Cool Colors , seeART, sayART (Demonstrates how the use of warm and cool colors can convey feeling and show emphasis in a work of art.); Movement , sayART (Shows how to use a line or circle to convey movement and feeling in a work of art.); Value , sayART, A-2 and A-3, seeART, A-2 (Students learn that artists make choices about value according to what they want to emphasize, and emphasis helps convey their intended message, story, etc.) Color , seeART, Intro and Challenge (Shows how effects on mood and emphasis.) Warm & Cool Colors , say/see (Emphasis or a mood can be realized through effective use of warm and cool colors to communicate intended message, story, etc.) Line , sayART and seeART (Different kinds of line communicate intended meaning through creating a feeling, or through drawing the eye somewhere in an artwork); Portraits , seeART, A-2 (The choices artists make in portraits show how they feel about the subject.); Movement , sayART, Intro, and the resolution in the Challenge (Peter wants to show how fun and exciting the games are, so he can use a line of action to make the figures more effectively show action and energy.)	1)
					2) General purposes for creating art , Examples: Art as a Language , sayART and Challenge (Art as a universal language and a form of self-expression; art as an expression of passion); Messages in Art , sayART (tell a story, convey a message, convey excitement about something, express emotion- so that people will react, think, discuss); sayART, A-2 (students learn to look for the artist's intent behind the artwork, by asking themselves "Who made it? When and where was it made? and why?"); Color , seeART, Intro and Challenge (Shows how to create an effective logo or banner); Portraits , say/see (remember family, friends, record faces/personalities of historical figures, honor someone or earn money for doing so, criticize a political figure or enhance a her public image); Emphasis , seeART, A-1 (record daily life of a time period/culture, design a car); Time , say/see (Art can act as a record of a time period- how people lived, as well as a picture of places, for people who haven't seen them.); Shape and Form , seeART, A-1 (design a logo for a sports team).	2)
					3) Purposes behind specific artworks: Personal Experiences: Warm & Cool Colors , seeART, A-1 (express feelings: grief at the death of a friend- Picasso's Blue Period); Political/social commentary: Portraits , seeART, A-2, seeART, A-1 (sway public opinion- Portraits and statues of political figures were 3) sometimes exaggerated to make them look more powerful. Symbols were used in portraits to show power, authority or wealth. Social commentary through exaggeration in caricatures- Monet's Petit Pantheon Theatral).	3)
3.4.5		V.A.B.1.2.4		uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.	The Creativity Express lessons consistently encourage students (boosting confidence) to apply the elements and principles to their own art. Some examples: Language , sayART, A-3, "Choices and Risks", interactivity (What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve...); Messages in Art , sayART, A-4, "It is Art... It is Art... It's a Student's Artwork" ("It doesn't matter what you're creating, you are, or how perfect it looks- as long as it shows how you're feeling, or what you want to say- it's art."); Where do your eyes go?, seeART, A-1 ("Over the next year we'll be talking about the ways YOU can use Contrast in order to show emphasis."); In the doART activities, students communicate ideas using the elements and principles, which they learn about extensively in sayART and seeART.	1)
					The Creativity Express lessons consistently encourage students (boosting confidence) to apply the elements and principles to their own art. Some examples: Art as a Language , sayART, A-3, "Choices and Risks", interactivity (What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve...); Messages in Art , sayART, A-4, "It is Art... It's a Student's Artwork" ("It doesn't matter what you're creating, you are, or how perfect it looks- as long as it shows how you're feeling, or what you want to say- it's art."); Emphasis , seeART, A-1 ("Over the next year we'll be talking about the ways YOU can use Contrast in order to show emphasis."); In the doART activities, students communicate ideas using the elements and principles, which they learn about extensively in sayART and seeART.	2)
3.4.5	C			Cultural and Historical Connections	Value , sayART, A-2 ("This is called contrast, and it's one of the best ways you can use value in your art."); A-3 ("Using value to create lighting is one of the strongest ways to place emphasis in your artwork."); seeART, A-2, "Artists Speak With Value" ("The value contrast and range of tones can create a feeling of emphasis. Give it some thought when you're making your own art!"); Color , sayART, Intro and Challenge (Shows how to create a complementary color); Warm & Cool Colors , seeART, A-2 (You can use warm and cool colors to make things look near or far in your own artwork.)	
3.4.5					Line , sayART, A-1 (Use lines in your own artwork to create mystery to be solved.); Using the right lines to tell your story , sayART, A-2 (Everytime you start on something new, you'll have to decide what kind of lines to use... and how you want them to look when you're finished. It's fun when you put a little thought into it.); A-4 (Line of sight to tell a story and to show emphasis. "It's a technique that you can use in your own art too.")	
3.4.5		1		The student understands the visual arts in relation to history and culture.	Messages in Art , sayART, Intro, Storytelling Movie (In the ancient world, most people couldn't read, so people needed to be reminded of oral stories through pictures); Portraits , sayART, A-2, "The Ages of Portraiture (Compare styles of portraiture throughout time and across cultures.); Movement , seeART, 1, Timeline (The Timeline shows examples and puts them in broad historical perspective.); Making Paint , sayART, A-2, "Color Evolution" (a brief history of color and in more in-depth look into the use of paint in more specific cultures and time periods); seeART, A-1 (The invention of paint tubes changed where, how and what artists paint.); seeART, A-2 (Landscapes were painted indoors before the invention of paint tubes); Time , say/see (Throughout time and across cultures, artists have created works reflected where and when they lived.); Eyes , say/see	I
3.4.5		V.A.C.1.2.1		understands the similarities and differences in works of art from a variety of sources.	Movement , seeART, Timeline (People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.); Making Paint , sayART, A-2, "Color Evolution" (a brief history of color and in more in-depth look into the use of paint in more specific cultures and time periods); seeART, A-1 (The invention of paint tubes changed where, how and what artists paint.); seeART, A-2 (Landscapes were painted indoors before the invention of paint tubes); Time , say/see (Throughout time and across cultures, artists have created works reflected where and when they lived.); Eyes , say/see	1)
3.4.5		V.A.C.1.2.2		understands how artists have used visual languages and symbol systems through time and across cultures.	Exposure to artworks from different cultures in Creativity Express , sayART and seeART; Messages in Art , sayART, Intro, Storytelling- Movie (1512- Michelangelo, Sistine Chapel. In those days, more people could read pictures than books.); sayART, A-2 (Dutch Landscapes; by Avercamp); Emphasis , seeART, A-3 (Claude Monet, Arrival of the Normans); Warm & Cool Colors , seeART, A-1, "Portraits Include Symbolism" (Shows portraits from the past reflects what was important or interesting about the artist at that time in France.); Movement , seeART, 1, Timeline (The Timeline shows artworks that show movement from different time periods: from cave paintings to contemporary car design); Time , sayART, "What Time is It? Movie" A-1, "Experience a Different Culture"; seeART, all Activities (Artworks from different time periods and cultures show how people lived in those times and cultures);	1)
3.4.5		V.A.C.1.2.3		understands perceived similarities and differences among different genres of art.	Eyes , sayART, A-1, "Styles of Depicting Eyes" ("This section of the lesson compares the eyes of Egypt, Greece, Rome, Japan, Tibet, Africa, Native North America, Mayan civilization, India, France, etc.); seeART, A-2, "Emphasis on Eyes Over Time" and A-4, "Eyes Used as Symbols"; Shape & Form , seeART, A-1, "The Beauty of Simple Shapes" (Native American art); Color , seeART, A-1, "Egyptian Art and Math" (Students learn how Egyptians used math in their art.); Inspiration , seeART, "Explore Artist Relationships" (Students learn about relationships between artists from different countries, and about how they influenced each other.)	1)
3.4.5		V.A.C.1.2.2		understands how artists have used visual languages and symbol systems through time and across cultures.	Art as a Language , say/see (Art is a universal language that has been used to communicate throughout different time periods and cultures.); Messages in Art , say/see (Throughout history and across cultures, artists have told stories or conveyed messages, through art.); Value , seeART, A-1 & A-2, Color , seeART, A-1, "Choices and Risks", interactivity (What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve...); Messages in Art , sayART, A-4, "It is Art... It's a Student's Artwork" ("It doesn't matter what you're creating, you are, or how perfect it looks- as long as it shows how you're feeling, or what you want to say- it's art."); Emphasis , seeART, A-1 ("Over the next year we'll be talking about the ways YOU can use Contrast in order to show emphasis."); In the doART activities, students communicate ideas using the elements and principles, which they learn about extensively in sayART and seeART.	2)
3.4.5	D			Aesthetic and Critical Analysis	Value , sayART, A-2 ("This is called contrast, and it's one of the best ways you can use value in your art."); A-3 ("Using value to create lighting is one of the strongest ways to place emphasis in your artwork."); seeART, A-2, "Artists Speak With Value" ("The value contrast and range of tones can create a feeling of emphasis. Give it some thought when you're making your own art!"); Color , sayART, Intro and Challenge (Shows how to create a complementary color); Warm & Cool Colors , seeART, A-2 (You can use warm and cool colors to make things look near or far in your own artwork.)	
3.4.5		1		The student assesses, evaluates, and responds to the characteristics of works of art.	Line , sayART, A-1 (Use lines in your own artwork to create mystery to be solved.); Using the right lines to tell your story , sayART, A-2 (Everytime you start on something new, you'll have to decide what kind of lines to use... and how you want them to look when you're finished. It's fun when you put a little thought into it.); A-4 (Line of sight to tell a story and to show emphasis. "It's a technique that you can use in your own art too.")	1); 2)
3.4.5		V.A.D.1.2.1		develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.	The vocabulary with which students evaluate art comes from all of the Creativity Express lessons. Examples assess that focus on the elements and principles (knowledge from which to evaluate artworks); Emphasis , say/see; Value , say/see; Color , say/see; Warm & Cool Colors , say/see; Line , say/see; Movement , say/see; Shape & Form , say/see; Challenge ; Shape & Form , say/see. In addition, the Glossary reinforces new vocabulary, and the teacher lesson plans list important new vocabulary. Vocabulary can be adapted for younger students.	1); 2); 3)
3.4.5		V.A.D.1.2.2		use different approaches to respond to and to judge various works of art.	Examples from Creativity Express, sayART and seeART: Art as a Language , sayART, A-3 (approach: objectivity- Leonardo quote: "When you paint, look at your work in a mirror; when you see it reversed, it will appear to you like some other painter's work, and you will be a better judge of its faults."); Messages in Art , sayART, A-2 (approach: look for background information on the artwork, for example: "Who made this work of art?"; "When or where was it created?"; and "Why was it made?"; sayART, A-4 (approach: Does it convey the feeling or message the artist wished to convey?"; as long as it shows how you're feeling, or what you want to say- it's art.); Emphasis , sayART, A-1, "Where Do Your Eyes Go?" (approach: Does the artwork express the intended emotion or story? If so, then it's successful.)	1)
3.4.5					Portraits , sayART and seeART (It helps to understand portraits from different time periods and cultures if you look for clues in the artwork that meant something to that time and culture, and then find out what they meant to tohen.); Time , sayART, A-1, and seeART (Implied: Learning about an artwork's background, or native environment, helps us to understand its story and significance.)	
					Creativity Express' main approach for responding to and judging various works of art is to consider whether or not they convey the artist's intended communication through effective use of the elements and principles. Students also learn to describe and interpret what they see in artworks. They learn to consider how an artwork makes them feel and why, as well as what story or message it seems to convey, and how. Additionally, in Portraits, Movement, Making Paint, and Time , as well as the section of most of the lessons, students learn that to interpret an artwork, it helps to obtain background information on it, to know something about the time and culture in which it was created, as well as to obtain biographical information about the artist and/or the subject depicted.	
3.4.5		V.A.D.1.2.3		understands perceived similarities and differences among different genres of art.	The Creativity Express, sayART and seeART sections introduce students to art from a wide variety of genres, as well as to the concepts of abstract, non-objective, and realistic art. Other genres: Examples: Making Paint , sayART, seeART, Intro (Impressionism and how the invention of paint tubes influenced artists' painting styles); Portraits , (Compare portraits from different time periods and cultures.); Time, Inspiration , sayART and seeART (Mannerism, Ukiyo-e, Realism, Impressionism, Pointillism, Post-Impressionist, Cubist, Surrealist)	I
3.4.5	E			Applications to Life		
3.4.5		1		The student makes connections between the visual arts, other disciplines, and the real world.	Real world connections: Art as a Language , say/see (Art is a means of communication unhindered by language barriers.); Messages in Art , sayART (Through art, you can tell a story or give people a message about how you feel about something in your life, in the world.); Emphasis , sayART, A-3 (Claude Monet's trains- art reflects the real world, world events); Making Paint , say/see (Art styles reflect the media available at the time they were created.); Warm & Cool Colors , sayART, A-1 (Colors are used artistically in everyday objects to make them look faster, to evoke a feeling of relaxation, excitement, etc.)	1)
3.4.5		V.A.E.1.2.1		understands the influence of artists on the quality of everyday life.	Line , sayART, A-3, "How Lines Work"; 2nd interactivity (find lines in your environment to so paint a picture.); Shape & Form , say/see (Museums collect art because it's a record of human history, to protect it, and to make it available for the public to enjoy and study.); Inspiration , sayART, A-1, "Artist Training" (how artists learn and the jobs available to them); and seeART (the relationships between artists)	
					Connections with other disciplines: Art as a Language , sayART, A-3, "Choices and Risks" (history and science: DaVinci's study of human bodies benefited medical science and art; math: Leonardo was fascinated with the relationship between proportion in nature and art); sayART, A-4, "An Artist's Passion" (history: "There were no electric lights 500 years ago, so they attached Michelangelo's creative process.)	2)
					Messages in Art , sayART, Intro, Storytelling Movie (In the history of the Europe of the 16th century, churches covered their walls with art because more people could read pictures than books); sayART, A-1 (history: The Mona Lisa and its story, George Washington and how this image became the one on the dollar bill); Emphasis , seeART, A-3 (history: Claude Monet - train travel was new);	
					Making Paint , sayART, A-1 and A-2 (historical references to early paintings, in pre-historic to later civilizations; the history of paint's use on surfaces and tools for painting; and how that influenced art); sayART, A-3 & A-4 (history: mixing pigments); seeART, A-1 through A-3 (The invention of paint tubes influenced the way artists paint.) Portraits , sayART, Intro (history: people didn't have photos in the 17th century, so they had their portrait painted); seeART, A-2, 1 (history: various time periods and various purposes for portraits); seeART, A-1, A-3 & A-4 (history: Louis XIV, and many more- Portraits show how people lived in the past.)	
					Movement , seeART, Timeline (Before TV, people wanted to see faces they'd never been to, so people used art to tell their stories.); Changing Technology (effected what people used to make art on and with.); Time , sayART and seeART (history: Looking at art is a great way to discover how people lived, dressed, etc., in other time periods and cultures.); Eyes , say/see (history- Throughout history, artists have depicted faces and personalities of historical figures); Movement , seeART, Timeline (record daily life of a time period/culture, have the skills to design a fast car); Time , say/see (Artists can help us to understand past civilizations, and how the world has changed over time.); Shape & Form , seeART, A-1 (Students create an effective logo for a sports team shirt.)	
3.4.5		V.A.E.1.2.2		knows the types of tasks performed by various artists and some of the required training.	Art as a Language , say/see (Design: Da Vinci used his observation skills and creative thinking skills to design inventions.); 0+1+2+3 , seeART, A-3 (history: mixing pigments; Training in math.); Inspiration , sayART, A-1 (training: an apprenticeship, studying art and other related disciplines at an art college, copy other artists to learn from them).	M
3.4.5		V.A.E.1.2.3		understands the similarities and differences and the various contributions of galleries, studios, and museums.	Message , sayART, Intro, Emotion movie (In museums, you may want to discuss the artworks with someone- think, react, discuss- the artists want you to get involved with their creations.); Portraits , sayART, A-1 (How to look at portraits: When you look at a portrait, pretend you're a detective and each picture is a mystery to be solved.); Museums , sayART, Intro and Challenge (Interactive museum tour introducing docents, curators and the museum environment); Where do artists learn? ; seeART	

