

Key to Creativity Express correlations:

Each lesson teaches and focuses on a 'big idea' creating a foundation for future lessons as well as for the Creativity Builders. They are designated herein as '**L#_**' (**name of lesson**). The sayART and seeART lessons are divided into sections called Activities, and in our coding, Activity = A. Activity 1 = A-1 etc...

The Creativity Builder activities are. In doART, The "Creativity Builders" are the activities and application pieces created to reinforce the concepts covered in each lesson. There are lesson plans for each of the 32 "**Creativity Builders**." Our Coding : **Creativity Builder Activity number = CB#_**

Benchmark Code	Benchmark	Locations Where Taught in Creativity Express
VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.	<p>Creativity Express in general teaches students that there are a variety of reasons that individuals create art, one of them being as a form of self-expression. Examples include:</p> <p>L#3 Emphasis: Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks.</p> <p>L#6 Making Paint: The colors and types of media available to Monet influenced his being able to quickly paint the changing light in his cathedral paintings.</p> <p>L#7 Warm & Cool Colors: Picasso's Blue Period reflected his personal experience of grief.</p> <p>L#9 Portraits: Rembrandt's self-portraits reflected what he'd experienced at different stages of his life.</p> <p>L#13 Shape and Form: Michelangelo's "The Creation of Adam" due to religious influences.</p> <p>Students then are able to create their own artwork in the Creativity Builders Lesson Plans.</p> <p>Some examples of artwork that emphasize self-expression:</p> <p>L#11 Time CB#22 'A Voice From the Past': Students create a time capsule showing what their lives might be like in the future.</p> <p>L#16 Inspiration CB# 32 'Show Off Your Style': Students explore what their own personal artistic style might be.</p>

<p>VA.3.C.1.2</p>	<p>Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.</p>	<p>The effects of various structures and functions of art are taught throughout Creativity Express enabling students to understand, interpret, and discuss visual information. Some examples of interpretation: L#2 Messages in Art: It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to. This lesson also exposes students to various techniques - pencils, crayons, paint, digital media or clay. L#6 Making Paint: There are different ways to apply different colors of paint with different techniques to interpret the light on a subject. L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away. L#10 Movement: Through use of different techniques, artists (and students) show movement or stillness within their art. Some examples of reflection: L#1 Art as a Language: 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." L#9 Portraits: 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 to them. L#11 Time: Learning about an artwork's background, or native environment, helps us to understand its story and significance.</p>
		<p>Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p>VA.3.C.2.1</p>	<p>Assess personal artworks for completeness and success in meeting intended objectives.</p>	<p>Students can view, describe and log their responses to their own artworks in "My Portfolio." In addition the Creativity Express Lessons provide examples of whether art is successful or not in meeting objectives: L#2 Messages in Art: Artists want you to think about, react to and discuss their work. You don't have to like artworks just because they're famous, and you have a right to decide if they mean something to you. L#7 Warm & Cool Colors: Feelings about color can be a little different for everyone, so people can respond differently to it in art.</p>

<p>VA.3.C.2.2</p>	<p>Compare techniques used by peers and established artists as a basis for improving one's own work.</p>	<p>Throughout Creativity Express students are taught to use other artists and friends as resources for inspiration and personal growth. The lessons consistently encourage students to apply the elements and principles to their own art, to improve communication. It's also good to make mistakes and revise artwork in order to improve. Some examples:</p> <p>L#1 Art as a Language: What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve.</p> <p>L#2 Messages in Art: It doesn't matter what age 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.</p> <p>L#4 Value: "This is called contrast, and it's one of the best ways you can use value in your art." "Using value to create lighting is one of the strongest ways to place emphasis in your artwork." "It's a decision you can make in your own artwork, too." "Give it some thought when you're making your own art!"</p> <p>L#16 Inspiration: Students are taught to think of other (historic) artists as their friends - learn from them, then find their own unique style. Artists/artworks from several different time periods and cultures are compared, to show how they influenced each other.</p>
<p>VA.3.C.2.3</p>	<p>Use constructive criticism to improve artwork.</p>	<p>Upon completion of several Creativity Builders activities, students can consider others' responses to their artworks, to help determine if they successfully conveyed their intended communication.</p>
		<p>Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>

VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.	<p>Students learn throughout Creativity Express, that whether or not you like an artist's work, you can analyze whether the artist made skillful use of different expressive features and organizational principles to communicate effectively.</p> <p>L#2 Messages in Art: Discusses the idea that people react differently to artworks and that each of us has the right to like or dislike any piece, based on our individual aesthetic tastes.</p> <p>L#3 Emphasis: Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks.</p> <p>L#4 Value: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us.</p> <p>L#5 Color: Students learn how different colors work together through blending as well as creation of new colors and contrast.</p> <p>L#8 Line: Students learn about line/s and how they create emotion/s in art.</p> <p>L#10 Movement: This lesson shares how different techniques are used to show movement or stillness within a work of art.</p> <p>L#13 Shape & Form: Students learn the differences between shape and form as well as how shading and volume affect them both.</p>
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VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.	<p>L#1 Art as a Language: Students learn how symbols have been used throughout history to communicate ideas. Then, they apply what they learn to share their ideas in CB#1 and CB#2.</p> <p>L#2 Messages in Art: Students learn how messages and stories have been shared in works of art throughout time. Once again, a function of the artwork is communication.</p> <p>L#3 Emphasis: Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks.</p> <p>L#4 Value: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us.</p> <p>L#7 Warm & Cool Colors: This lesson exposes students to the idea of warm and cool colors and their affect on the mood plus feel of works of art.</p> <p>L#9 Portraits: Students understand how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time.</p> <p>L#11 Time: Students learn that a function of art can be to capture a moment or moments in time.</p> <p>L#15 0+1+1+2+3: Students connect how art and math relate to each other and work together.</p>
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.	<p>In the lessons, students are continuously challenged to ask themselves "What is Art" and "When is Art successful?". This underscores what qualities make the difference between artworks and utilitarian objects. From the lessons:</p> <p>L#2 Messages in Art: Artists want you to think about, react to and discuss their work. You don't have to like artworks just because they're famous, and you have a right to decide if they mean something to you. It doesn't matter what age 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.</p>
Big Idea: Skills, Techniques, and Processes		Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
Benchmark Code	Bechmark	Locations Where Taught in Creativity Express
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.	Students learn to understand and apply media, techniques and processes in the doART/Creativity Builder activities. A wide variety of art materials and 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.

VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.	<p>In Creativity Express, students are exposed to the paths of famous artists, and their personal challenges and solutions relating to the creation of their artwork. For example:</p> <p>L#1 Art as a Language 'Choices and Risks': Da Vinci used his observation skills and creative thinking skills to conceive of and design inventions.</p> <p>In the Creativity Builders, students use the knowledge of resources gained from the lessons to communicate ideas using organizational principles, and discuss with their class what makes their choices effective or ineffective for visually communicating ideas. Some examples:</p> <p>L#1 Art as a Language CB#2 'Make a Comic Book': Students create a story using only pictures, in comic book format, with a clear beginning, middle and end. When finished, the students review each other's work, and as an extension, create a longer, continuous story relating to a current curriculum lesson or theme.</p> <p>L#6-Making Paint CB#12 'Design a Sarcophagus': Students design a sarcophagus, incorporating colors and design styles used by ancient Egyptians to describe their leaders. They create a design that shows how the pharaoh lived. Then, students compare their designs and discuss effective use/s of symbols and pictures to convey ideas.</p> <p>L#13-Shape and Form CB#26 'Standing Tall': Students create a sculpture from a model sheet (drawings of a shape from different views). Students first create the model sheet of different poses and views and then follow that sheet to transform the shapes into a sculptural form. Choice of media - clay, wire, cardboard, etc. - is discussed when the sculptures are complete.</p>
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<p>VA.3.S.1.3</p>	<p>Incorporate ideas from art exemplars for specified time periods and cultures.</p>	<p>Throughout Creativity Express, students are exposed to historic artworks and ideas from many different cultures, times and places. L#2 Messages in Art: Michelangelo, Sistine Chapel. In 1512, most people couldn't read and were reminded of oral stories through pictures. Dutch landscapes show national pride. L#3 Emphasis: Claude Monet's "Arrival of the Normandy Train" is used to explain that trains were a new invention at the time. L#6 Making Paint: Timeline shows one subject, a horse, depicted in the styles of various time periods; the oldest being a cave painting. L#12 Eyes: Shows artworks from Egypt, Greece, Rome, Japan, Tibet, Africa, Native North America, Mayan civilization, India, France, Netherlands. L#13 Shape and Form Shows Native American cliff art and Taos, New Mexico church architecture. L#15 0+1+1+2+3: In this lesson, students view specific artworks from various time periods and cultures in which the artists used math. L#16 Inspiration: Students see specific examples of how European artists were influenced by Japanese artists.</p>
<p>VA.3.S.1.4</p>	<p>Choose accurate art vocabulary to describe works of art and art processes.</p>	<p>The vocabulary with which students learn to describe and evaluate art and art processes comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles: L#3 Emphasis; L#4 Value; L#5 Color; L#7 Warm & Cool Colors; L#8 Line; L#10 Movement; L#13 Shape & Form. Vocabulary can be adapted for younger students. In the doART / Creativity Builder activities, students utilize and apply this new vocabulary in the context of different kinds of hands-on exploration. In addition, the 'Glossary' reinforces new vocabulary, and the Creativity Builder lesson plans list important new vocabulary for classroom use.</p>
		<p>Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

<p>VA.3.S.2.1</p>	<p>Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.</p>	<p>The Creativity Express lessons provide information on the structural elements of art and organizational principles to create effective artwork. The students are then able to execute these ideas in the Creativity Builders. Some examples from the lessons:</p> <p>L#1 Art as a Language: Learn how a fresco is created.</p> <p>L#2 Messages in Art: It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to. It also exposes students to the techniques they may be interested in using - pencils, crayons, paint, digital media or clay.</p> <p>L#3 Emphasis: Understand why and how artists place emphasis on certain parts of their artworks.</p> <p>L#4 Value: Learn how and why artists utilize light and dark values in their art.</p> <p>L#5 Color: Learn how various colors work together through blending, creating contrast and making new colors.</p> <p>L#6 Making Paint: There are different ways to apply different colors of paint with different techniques to interpret the light on a subject.</p> <p>L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away.</p> <p>L#10 Movement: Through use of different techniques, artists (and students) show movement or stillness within their art.</p> <p>L#13 Shape and Form: Use shading to make a shape look like a form.</p> <p>L#15 0+1+1+2+3: Learn Egyptian and Greek techniques.</p>
<p>VA.3.S.2.2</p>	<p>Follow procedures, focusing on the art-making process.</p>	<p>It is mainly in the Creativity Builders that students apply specific media, and execute artistic techniques and procedures. However, throughout the Creativity Express program, students are introduced to numerous types of media, techniques and procedures. Examples from the lessons are found in VA.3.S.2.1 above.</p>
		<p>Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>

VA.3.S.3.1	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.	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, observation, or imagination. For example: L#2 Messages in Art CB#2 'Make a Comic Book': Students create a multi-panel comic book using only pictures, to tell a personal or imagined story. L#13 Shape & Form CB#26 'Standing Tall': 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.
VA.3.S.3.2	Develop craftsmanship skills through repeated practice.	Students are introduced to the need for repeat practice to become skilled in the arts as well as other subjects in the lessons: L#1 Art as a Language: sayART L#16 Inspiration: sayART Then the students apply themselves with hands-on projects in the Creativity Builders / doART Lesson Plans. Lessons which accentuate repeat practice: L#3 Emphasis CB#5 'Let's go out to the Movies': Students design their own movie posters, then make three different versions of the posters to give the most emphasis to the villain, the hero, then the title. L#4-Value CB#8 'This Sounds Shady': Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.
VA.3.S.3.3	Work within safety guidelines while using tools, media, techniques, and processes.	doART / Creativity Builders activities: Because of the wide variety of media suggested in the Creativity Builders, 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 simpler adaptations of some of the more advanced art activities.
VA.3.S.3.4	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.	The issue of the appropriateness and legality of copying and/or stealing artwork or copyrighted images is covered in: L#14 Museums: seeART 'Forgery and Theft' and 'Michaelangelo's Cupid' . Episodes of famous copying of artwork and Museum theft are explored to teach students the harm in stealing and illegal copying of artwork. L#16 Inspiration: Is it okay to copy someone else's work? Yes, but you cannot claim that it is your own. If you do, it's wrong.
Big Idea: Organizational Structure		Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express

<p>VA.3.O.1.1</p>	<p>Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.</p>	<p>Students are taught the organizational principles of design, purposes for specific artworks and methods for comparison and analysis throughout the lesson plans. Some examples: L#3 Emphasis: Artists use emphasis to draw the viewer's attention to a certain area of their artwork, to better communicate their main idea or message. L#5 Color: An artist uses color contrast for emphasis- to get people to notice an object or a part of the artwork. L#7 Warm & Cool Colors: Artists use warm and cool colors to express different emotions and to make objects advance or recede in an image. L#8 Line: Artists use line and structure to draw the viewer's eye to an area in their artwork. L#9 Portraits: Artists use props as symbolic objects to tell the viewer more about the person depicted. L#12 Eyes: Eyes can show emotion, and a line of sight can direct the viewer's attention to what the artist wants to emphasize in an artwork.</p>
		<p>Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p>VA.3.O.2.1</p>	<p>Use creative and innovative ideas to complete personal artworks.</p>	<p>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. Students can then take these ideas and techniques and utilize them in the doART Lessons. Examples where students are asked to imagine and create artwork that includes futuristic and innovative ideas are: L#9 Portraits LP#17 "Looking into the Future": Students create a self-portrait of themselves in the future. L#11 Time LP#22 "A Voice From the Past": Students create time capsules with a twist - creating whimsical representations that might fool historians in the future.</p>
		<p>Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>

VA.3.O.3.1	Use symbols, visual language, and/or written language to document self or others.	<p>L#1-Art as a Language: Art is a universal language for communication and self-expression.</p> <p>Art as a Language CB#1 'Create Your Own Language': Create symbols to represent words. CB#2 'Make a Comic Book'- Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words in the form of a comic book.</p> <p>L#2-Messages in Art: Michelangelo, Sistine Chapel. In 1512, most people couldn't read and were reminded of oral stories through pictures.</p> <p>L#2-Messages in Art CB#3 'Warning Signs': Students create signs that convey a message, then they share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning/s clearer?</p>
Big Idea: Historical and Global Connections		Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Becchmark Code	Benchmark	Locations Where Taught in Creativity Express
VA.3.H.1.1	Describe cultural similarities and differences in works of art.	<p>Students are exposed to artworks from a variety of historical and cultural contexts in each lesson throughout Creativity Express. This gives the students a foundation for being able to describe and analyze cultural similarities and differences on the meaning of specific artworks. Some specific examples:</p> <p>L#2 Messages in Art: 1512- Michelangelo, Sistine Chapel; 1503 - Leonardo DaVinci, Mona Lisa; Gilbert Stuart's painting of George Washington from when he was president; Dutch Landscape</p> <p>L#3 Emphasis: Claude Monet, Arrival of the Normandy Train- the Industrial age/Impressionism</p> <p>L#4 Value: The Scene of Christ in the Temple, by Fra Bartolommeo- from 500 years ago</p> <p>L#5 Making Paint: A timeline shows one subject, a horse, depicted in the style of various time periods. The history of paint in different cultures and time periods is covered. Renaissance painters liked to paint with warm reds and browns made from Ocher. Comparing the painting styles of Vermeer and Van Gogh, as a reflection of the times they lived in and what was available to them. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age.</p> <p>L#9 Portraits: A timeline shows styles of portraiture from different times and cultures.</p> <p>L#11 Time: Different time periods and cultures are seen in the art that came from them.</p>

VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.	L#14 Museum: Students are taught the purpose and history of Museums. During the sayART 'Wander the Halls' and 'Virtual Visit' students learn appropriate behavior when visiting a museum and respect for the art collections housed within They also meet the museum staff - docent, curator, and most importantly, the security guard.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.	L#1-Art as a Language: sayART ' Choices and Risks ' and ' An Artist's Passion ": Students learn about the sometimes quirky personality traits of historic artists, and see that these individual differences are what made them successful in their approach to art. L#10 Movement: During the course of the module Tickle, Furnace, and Ruby help "Peter from Austria" show movement in his painting of a snowball fight, and teaches students to assist and support each other in the creation of their personal artwork. L#14 Museum: Students are taught to show appreciation, respect and proper behavior when viewing artwork.
		Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.	In addition to VA.3.H.1.1 above: L#6 Making Paint: Explores how the technology of different time periods affect what artists create with and how. The invention of paint tubes changed where, how and what artists paint. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. Different types of brushes were used by different cultures throughout history. L#9 Portraits: Timeline- The effect of the various stages of photography on portraiture. L#11 Time: Throughout time and across cultures, artists' creations reflect where and when they lived. L#12 Eyes: The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks.
VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	L#11 Time: 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. SeeART ' Fact or Fib ', ' Toys and Games ', ' Children's Clothing ' and ' School and Jobs ': Students participate in a game show quizzed by 'Dr Linear'. Two historic guests attempt to fool the audience about the object or artwork in question by describing their real or fictitious function in everyday life. it is up to the student to determine who is telling the truth about the function of the piece - is it artwork or a utilitarian object?

<p>VA.3.H.2.3</p>	<p>Describe various venues in which artwork is on display for public viewing.</p>	<p>Creativity Express provides students with numerous possible venues in which artwork may be on display in public places. L#14 Museum: seeART/sayART and Challenge. The function of museums is to allow artwork on display to be enjoyed by everyone. The variety of museums is covered along with the artifacts found in each type. L#1 Art as a Language: sayART and Challenge. Art is a universal language and a form of self-expression. Signage is a form of artwork. L#5 Color: seeART, "Complementary Color" design: logos and banners are a form of artwork L#9 Portraits: Remember family, friends, record faces/personalities of historical figures, honor someone or earn money for doing so, criticize a political figure or enhance his/her public image. Portraits and statues may be found in museums as well as other public venues.</p>
		<p>Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p>VA.3.H.3.1</p>	<p>Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.</p>	<p>Creativity Express provides numerous areas within the lessons that provide cross-curricular content. The students are then asked to discuss and explore these relationships in the Creativity Builders Some connections across content areas within the lessons: L#1 Art as a Language: <u>Medical Science-</u> DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science <u>Math-</u> DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art. <u>History-</u> There were no electric lights in Italy 500 years ago. L#2 Messages in Art: <u>History-</u> In 16th century Europe, churches covered their walls with art because more people could read pictures than books. <u>American History-</u> The origin of the image of George Washington on the dollar bill. L#3 Emphasis: <u>History-</u> Claude Monet was fascinated with trains because train travel was new when he was alive.</p>

		<p>L#6 Making Paint: <u>Science & History</u>- The invention of paint tubes made painting easier, more convenient, and changed the way artists paint. Historical references to early paints, from pre-historic to later civilizations. <u>Chemistry</u>- Mixing paints</p> <p>L#9 Portraits: <u>History</u>- People didn't have photos in the 17th century, so they had their portraits painted. Portrait of Louis XIV, and many others show how people lived.</p> <p>L#11 Time: <u>History</u> -Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.</p>
		<p>Creativity Builders Lessons where students discuss and create cross-curricular art projects:</p> <p>L#1 Art as a Language CB#2 'Make a Comic Book': <u>Language Arts/History</u>: Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words in the form of a comic book.</p> <p>L#6 Making Paint CB#11 'Become an Inventor': <u>Social Studies/Science</u>: Students discuss inventions and how they have changed their lives. Students then create their own inventions, drawing an image that shows it in use.</p> <p>L#8 Line: CB#16 'Edgar's Further Adventures': <u>Language Arts</u>: Students make up a story for a character, using different types of lines to reflect the emotions the character is feeling. Students follow up by writing the story their drawing is telling.</p> <p>L#11 Time: CB#21 'Something Old Something New': <u>History</u>: Students review the Time lesson, looking at the way art has changed over the years. Students copy an older work of art, with updated elements.</p> <p>L#15 0+1+1+2+3: CB#29 'Gridlocked': <u>Math</u>: Students use a math-based grid to copy an image from a magazine or other source.</p> <p>CB#30 'Get Your Proportions Right': <u>Math</u>: Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.</p>
<p>Big Idea: Innovation, Technology, and the Future</p>		<p>Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>

Bechmark Code	Bechmark Code	Locations Where Taught in Creativity Express
VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.	<p>Creativity Builders: Students have a choice of subject matter within a given topic. In some activities, the choice of subject matter, symbols and ideas is up to them however their personal version of the subject matter and the meaning they want to convey, is always up to them. Examples where students are asked to integrate subject matter and themes to create artwork:</p> <p>L#1 Art as a Language, CB#1 'Create Your Own Language' & CB#2 'Make a Comic Book': Students are encouraged to create from feelings, personal passions, experiences, places they've been, self-concept, observation, imagination.</p> <p>L#2 Messages in Art, CB#3 'Warning Signs' & CB#4 'Monkeying Around': Students are encouraged create from a personal story, or from historical stories, from imagination, and emotion.</p> <p>L#10 Movement, CB#20 'Mind the Gap': Create art from observation and from imagination. Imagine a story "What would happen next?" and draw it by creating the beginning and end of the movement and drawing the middle of the action last. Add imaginitive details to the movement in the middle to complete the motion.</p>
VA.3.F.1.2	Explore the effects and merits of different solutions to solve an artistic problem.	<p>The Creativity Express lessons consistently encourage students (boosting confidence) to eplore and apply creative solutions to solve artistic problems with their own art. Some examples:</p> <p>L#1 Art as a Language, 'Choices and Risks': "What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve...";</p> <p>L#2 Messages in Art: "It is Art If... It's a Student's Artwork?" "It doesn't matter what age 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."</p> <p>L#3 Emphasis: "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 apply these lessons to their own artistic projects.</p>
		<p>Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.</p>
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.	<p>L#15 0+1+1+2+3: In this lesson students learn about the influence of math and art on architecture.</p> <p>L#5 Color: Art is used to design effective logos and banners, etc.</p> <p>L#8 Line: Art is used to design effective movie posters.</p> <p>L#14 CB#27 ' You're the Designer': Art and design are used in the creation of a new museum floor plan.</p>

		Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.3.F.3.1	Create artwork that communicates an awareness of events within the community.	L#5 Color, 'Complementary Color': Students create an effective logo or banner. L#5 Color CB#10 'Make up a New Holiday': Students create their own logo or sign for a fictional holiday. L# 13 Shape and Form: Students design a logo for a sports team. L#14 Museum CB#27 'Your're the Designer': Students visualize a new museum that contains whatever objects they choose, then create a floor plan to show where all of the exhibits will be installed.
VA.3.F.3.2	Collaborate to complete a task in art.	All 32 Creativity Builders Lesson Plans include an 'Extension' of the hands-on project. This portion of the lesson is meant to be utilized 'As a group or class project' by the teacher. It outlines the procedure for the teacher to initiate a collaborative session for each activity.
VA.3.F.3.3	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.	Each Creativity Builder Lesson Plan includes a 'Class Time Needed' estimation which allows for teacher planning and assessment of student completion in a timely fashion.
Additional Required Benchmarks	Course Number: 5001040	Course Title: Art - Intermediate 1
LACC.3.RL.3		Integration of Knowledge and Ideas

LACC.3.RL.3.7	<p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>In the lessons, students are taught the relationship between spoken or written language and the language of Art - a visual language. Emphasis is then placed on teaching the students effective ways that artists communicate using basic artistic principles. This allows the students to convey meaning in their own artwork as well as analyze and discuss the works of others. Examples:</p> <p>L#1 Art as a Language: Use descriptive words to analyze artworks.</p> <p>L#3 Emphasis: Understand why and how artists place emphasis on certain parts of their artworks.</p> <p>L#4 Value: "This is called contrast, and it's one of the best ways you can use value in your art." "Using value to create lighting is one of the strongest ways to place emphasis in your artwork."</p> <p>L#5 Color: Learn how various colors work together through blending, creating contrast and making new colors.</p> <p>L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away.</p> <p>L#8 Line: Using the right lines helps us tell our story. Pay c</p> <p>L#13 Shape and Form: Use shading to make a shape look like a form.</p>
LACC.3.SL.1		Comprehension and Collaboration
LACC.3.SL.1.1	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>The art guides - Tickle, Furnace, and Ruby - demonstrate to the students the proper methods of showing respect and taking turns during discussions in order to learn and appreciate artists and artwork. They also set examples on ways to properly assist each other while making art.</p> <p>L#10 Movement: During the course of the module Tickle, Furnace, and Ruby help "Peter from Austria" show movement in his painting of a snowball fight, and teaches students to assist and support each other in the creation of their personal artwork.</p> <p>L#14 Museum: Students are taught to show appreciation, respect and proper behavior when viewing artwork.</p>

SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	<p>The a variety of various materials are explored and described throughout Creativity Express, providing a basis for comparison:</p> <p>L#6 Making Paint: A timeline shows one subject, a horse, depicted in the styles of various time periods.</p> <p>L#9 Portraits: Portraits compared are Roman busts, painted and drawn European portraits, Egyptian portraits, and photographed portraits.</p> <p>L#10 Movement: Timeline- Comparison of the cave painting of a horse and the contemporary sculpture of a horse in a similar pose.</p> <p>L#16 Inspiration: Comparison of Japanese wood blocks and European paintings (Hiroshige and Van Gogh) In the Creativity Builders, students use a variety of marterials, then compare visual structures and functions.</p> <p>L#5-Color CB#9 'AnythingBut Plaid': Students color a chameleon to either blend into chosen surroundings or stand out. Students compare results. Did their choices of color and medium achieve the desired effect?</p>
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<p align="center">Key to Creativity Express correlations:</p> <p>Each lesson teaches and focuses on a 'big idea' creating a foundation for future lessons as well as for the Creativity Builders. They are designated herein as 'L#_ (name of lesson)'. The sayART and seeART lessons are divided into sections called Activities, and in our coding, Activity = A. Activity 1 = A-1 etc... The Creativity Builder activities are. In doART, The "Creativity Builders" are the activities and application pieces created to reinforce the concepts covered in each lesson. There are lesson plans for each of the 32 "Creativity Builders." Our Coding : Creativity Builder Activity number = CB#_</p>		
Big Idea : Critical Thinking and Reflection		Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express
VA.4.C.1.1	Integrate ideas during the art-making process to convey meaning in personal works of art.	<p>Creativity Builders: Students have a choice of subject matter within a given topic. In some activities, the choice of subject matter, symbols and ideas is up to them however their personal version of the subject matter and the meaning they want to convey, is always up to them. Examples where students are asked to integrate ideas or themes to create artwork:</p> <p>L#1 Art as a Language, CB#1 'Create Your Own Language' &CB#2 'Make a Comic Book': Students are encouraged to create from feelings, personal passions, experiences, places they've been, self-concept, observation, imagination.</p> <p>L#2 Messages in Art, CB#3 'Warning Signs' &CB#4 'Monkeying Around': Students are encouraged create from a personal story, or from historical stories, from imagination, and emotion.</p> <p>L#10 Movement, CB#20 'Mind The Gap': Create art from observation and from imagination. Imagine a story "What would happen next?" and draw it 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.</p>

<p>VA.4.C.1.2</p>	<p>Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.</p>	<p>The effects of various structures and functions of art are taught throughout Creativity Express enabling students to understand, interpret, and discuss visual information. Some examples of interpretation: L#2 Messages in Art: It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to. This lesson also exposes students to various techniques - pencils, crayons, paint, digital media or clay. L#6 Making Paint: There are different ways to apply different colors of paint with different techniques to interpret the light on a subject. L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away. L#10 Movement: Through use of different techniques, artists (and students) show movement or stillness within their art. Some examples of reflection: L#1 Art as a Language: 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." L#9 Portraits: 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 to them. L#11 Time: Learning about an artwork's background, or native environment, helps us to understand its story and significance.</p>
		<p>Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p>VA.4.C.2.1</p>	<p>Revise artworks to meet established criteria.</p>	<p>The Creativity Express lessons consistently encourage students to apply the elements and principles to their own art, to improve communication. It's also good to make mistakes and revise artwork in order to improve. Some examples: L#1 Art as a Language: What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve. L#2 Messages in Art: It doesn't matter what age 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. L#4 Value: "This is called contrast, and it's one of the best ways you can use value in your art." "Using value to create lighting is one of the strongest ways to place emphasis in your artwork." "It's a decision you can make in your own artwork, too." "Give it some thought when you're making your own art!"</p>

<p>VA.4.C.2.2</p>	<p>Use various resources to generate ideas for growth in personal works.</p>	<p>Throughout Creativity Express students are taught to use other artists and friends as resources for inspiration and personal growth. In addition the lessons expose the students to various media suitable for artmaking. Some examples: L#16 Inspiration: Artists/artworks from several different time periods and cultures are compared, to show how they influenced each other. L#2 Messages in Art: It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to. It also exposes students to the techniques they may be interested in using - pencils, crayons, paint, digital media or clay.</p>
<p>VA.4.C.2.3</p>	<p>Develop and support ideas from various resources to create unique artworks.</p>	<p>Examples from the lessons: L#16 Inspiration: Students learn about the ways that artists influenced each others' works and collaborated with each other to create their individual style of artwork. This lesson also covers the Japanese influence on European art. L#9 Portraits: Students are asked whether photographs are 'art' as a means of demonstrating alterantive media in the creation of artwork. In the Creativity Builders: L#11 Time CB#21 'Something Old, Something New': Students use an existing work of art as a design source and then update it with modern-day elements.</p>
		<p>Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p>VA.4.C.3.1</p>	<p>Use accurate art vocabulary when analyzing works of art.</p>	<p>The vocabulary with which students learn to evaluate art comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles are: L#3 Emphasis, say/see; L#4 Value, say/see; L#5 Color, say/see; L#7 Warm& Cool Colors, say/see; L#8 Line, say/see; L#10 Movement, say/see/Challenge; L#13 Shape & Form, say/see. In addition, the Glossary reinforces new vocabulary, and the Creativity Builders Lesson Plans list important new vocabulary.</p>

VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.	<p>Students are taught the purposes for specific artworks and methods for comparison and analysis throughout the lesson plans. Some examples:</p> <p>L#2 Messages in Art: Discusses the idea that people react differently to artworks and that each of us has the right to like or dislike any piece, based on our individual aesthetic tastes. Students also learn, throughout Creativity Express, that whether or not you like an artist's work, you can analyze it if the artist made skillful use of different expressive features and organizational principles to communicate effectively.</p> <p>L#3 Emphasis: Artists use emphasis to draw the viewer's attention to a certain area of their artwork, to better communicate their main idea or message.</p> <p>L#5 Color: An artist uses color contrast for emphasis- to get people to notice an object or a part of the artwork.</p> <p>L#7 Warm & Cool Colors: Artists use warm and cool colors to express different emotions and to make objects advance or recede in an image.</p> <p>L#8 Line: Artists use line and structure to draw the viewer's eye to an area in their artwork.</p> <p>L#9 Portraits: Artists use props as symbolic objects to tell the viewer more about the person depicted.</p> <p>L#12 Eyes: Eyes can show emotion, and a line of sight can direct the viewer's attention to what the artist wants to emphasize in an artwork.</p>
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<p>VA.4.C.3.3</p>	<p>Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.</p>	<p>Examples from the lesson: L# -Art as a Language: <u>Medical Science:</u> DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science and art. <u>Math:</u> DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art. <u>History:</u> There were no electric lights in Italy 500 years ago. L#2 Messages in Art: <u>History:</u> In 16th century Europe, churches covered their walls with art because more people could read pictures than books. The history of the Mona Lisa is covered. <u>American History:</u> The origin of the image of George Washington on the dollar bill. L#3 Emphasis: <u>History:</u> Claude Monet was fascinated with trains because train travel was new when he was alive. L#6 Making Paint: <u>Science & History:</u> The invention of paint tubes made painting easier, more convenient, and changed the way artists paint. Historical references to early paints, from pre-historic to later civilizations. The history of paints and surfaces and tools for painting, and how they influenced art. <u>Chemistry:</u> Mixing paints L#9 Portraits: <u>History:</u> People didn't have photos in the 17th century, so they had their portraits painted. Various time periods had various purposes for portraits. Portrait of Louis XIV, and many others show how people lived.</p>
		<p>L#10 Movement: Artworks that portray movement are shown in the context of a broad, simplified historical timeline. L#11 Time: <u>History:</u> Looking at art is a great way to discover how people lived, dressed, etc., in other time periods and cultures. L#12 Eyes: <u>History:</u> Shows how artists have depicted eyes throughout history. L#14 Museums: <u>History:</u> Museums are a link to human history. Lesson covers the history of museums. L#15 0+1+1+2+3: CB#29 "Gridlocked": <u>Math-</u> Students use a math-based grid to copy an image from a magazine or other source. CB#30: "Get Your Proportions Right" <u>Math-</u> Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.</p>

Big Idea: Skills, Techniques, and Processes		Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
Benchmark Code	Bechmark	Locations Where Taught in Creativity Express
VA.4.S.1.1	Manipulate tools and materials to achieve diverse effects in personal works of art.	Students learn to understand and apply media, techniques and processes in the doART/ Creativity Builder activities. A wide variety of art marterials and 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.
VA.4.S.1.2	Explore and use media, technology, and other art resources to express ideas visually.	The sayART and seeART sections provide information on use of media, techniques and processes: For example, L#2Messages in Art: "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?"
VA.4.S.1.3	Create artworks that integrate ideas from culture or history.	doART/Creativity Buiders L#11 Time CB#21 'Something Old, Something New': Using an existing work of art as a design source, students create similar images with moder-day props, clothing and similar elements. doART/Creativity Buiders L#11 Time CB#22 "A Voice From the Past" Students create time capsules with a twist. Instead of showing what their lives are really like in modern times, they create whimsical representations that might fool historians in the future
VA.4.S.1.4	Use accurate art vocabulary to discuss works of art and the creative process.	The vocabulary with which students evaluate art comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles (knowledge from which to evaluate artworks): L#3 Emphasis , say/see; L#4 Value , say/see; L#5 Color , say/see; L#7 Warm& Cool Colors , say/see; L#8 Line , say/see; L#10 Movement , say/see/Challenge; L#13 Shape & Form , say/see.
		Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.4.S.2.1	Organize the structural elements of art to achieve an artistic objective.	The Creativity Express lessons consistently encourage students to apply the elements and principles to their own art for effective visual communication. One example: L#7-Warm & Cool Colors CB#14 'Colors in Tights': Design a superhero using colors that best represent their super power/s.

VA.4.S.2.2	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.	A primary focus of Creativity Express is to teach students how to communicate ideas using the elements of art and principles of design. In the Creativity Builders, students practice using this knowledge to create artworks. Teachers are given set ' Objectives ' in the Lesson Plans by which to evaluate student recall and execution of the specified procedures and artistic goals.
		Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.4.S.3.1	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.	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, observation, or imagination. For example: L#2 Messages in Ar /CB#2 'Make a Comic Book': students create a multi-panel comic book using only pictures, to tell a personal or imagined story. L#13 Shape & Form CB#26 'Standing Tall': 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.
VA.4.S.3.2	Plan and produce art through ongoing practice of skills and techniques.	In all of the Creativity Builders, the students are encouraged to make decisions regarding the subject of the lesson plan and how they choose to execute it. Some examples: L#4-Value CB#8 'Let's go out to the Movies': Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling. L#5-Color CB#9 'This Sounds Shady': Students color a chameleon to either blend in or stand out, using appropriate colors to accomplish their goals.
VA.4.S.3.3	Follow procedures for using tools, media, techniques, and processes safely and responsibly.	doART / Creativity Builders activities: Because of the wide variety of media suggested in the Creativity Builders, 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 simpler adaptations of some of the more advanced art activities.

VA.4.S.3.4	Discuss the importance of copyright law in regard to the creation and production of art.	The issue of the appropriateness and legality of copying and/or stealing artwork is covered in: L#14 Museums 'Forgery and Theft' and ' Michaelangelo's Cupid ': Episodes of famous copying of artwork and Museum theft are explored to teach students the harm in stealing and illegal copying of artwork. L#16 Inspiration: Is it okay to copy someone else's work? Yes, but you cannot claim that it is your own. If you do, it's wrong.
Big Idea: Organizational Structure		Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express
VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.	A primary focus of Creativity Express is to teach students how to communicate ideas using the elements of art and principles of design. Some examples: L#8 Line: "Explore other ways to use lines in YOUR artwork." "Using the right lines can really help us tell our story." L#8 Line CB#16 'Edgar's Further Adventures': Explore the function of art as a way to convey an emotion by creating a story with lines that create emotion. L#3 Emphasis: "Over the next year we'll be talking about the ways YOU can use contrast in order to show emphasis." L#3 Emphasis CB#5 'Let's Go Out to the Movies' and CB#6 'Rockin' With the Beetles': Create a movie poster and/or bug rock band and place emphasis on specific parts of the artworks while de-emphasizing other parts.
VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.	Students gain knowledge of visual art structures and functions in the Creativity Express lessons. Some examples: L#4 Value: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us. L#13 Shape & Form: Students learn the differences between shape and form as well as how shading and volume affect them both.
		Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.4.O.2.1	Use a variety of resources and art skills to overcome visual challenges in personal artworks.	<p>In Creativity Express, students are exposed to the paths of famous artists, and their personal challenges and solutions relating to the creation of their artwork. For example:</p> <p>L#1 Art as a Language, 'Choices and Risks': Da Vinci used his observation skills and creative thinking skills to conceive of and design inventions.</p> <p>In the Creativity Builders, students use the knowledge of resources gained from the lessons to communicate ideas using organizational principles, and discuss with their class what makes their choices effective or ineffective for visually communicating ideas. Some examples:</p> <p>L#1-Art as a Language CB#2 'Make a Comic Book': Students create a story using only pictures, in comic book format, with a clear beginning, middle and end. When finished, the students review each other's work, and as an extension, create a longer, continuous story relating to a current curriculum lesson or theme.</p> <p>L#6-Making Paint CB#12 'Design a Sarcophagus'; Students design a sarcophagus, incorporating colors and design styles used by ancient Egyptians to describe their leaders. They create a design that shows how the pharaoh lived. Then, students compare their designs and discuss effective use/s of symbols and pictures to convey ideas.</p> <p>L#13-Shape and Form CB#26 'Standing Tall': Students create a sculpture from a model sheet (drawings of a shape from different views). Students first create the model sheet of different poses and views and then follow that sheet to transform the shapes into a sculptural form. Choice of media - clay, wire, cardboard, etc. - is discussed when the sculptures are complete.</p>
		Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
VA.4.O.3.1	Apply meaning and relevance to document self or others visually in artwork.	L#9 Portraits: Students learn how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time. For example to remember/honor family and friends. Record faces of historical figures. In ancient Rome, artists created statues and portraits of Roman emperors, which were placed all over the empire as a reminder of who was in charge. Religious inspiration: In the Middle Ages, artists created saints and religious figures to inspire church-goers.
Big Idea: Historical and Global Connections		Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express

VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.	<p>Some examples:</p> <p>L#2 Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6 Making Paint: Various kinds of paint were available in different cultures and time periods, and the medium used reflects the culture and time period in which a work was created. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9 Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10 Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11 Time: Artists' creations reflect the culture and time period in which they lived.</p>
VA.4.H.1.2	Identify suitable behavior for various art venues and events.	<p>L#14 Museum: Students are taught the purpose and history of Museums. During the sayART 'Wander the Halls' and 'Virtual Visit' students learn appropriate behavior when visiting a museum and respect for the art collections housed within They also meet the museum staff - docent, curator, and most importantly, the security guard.</p>
VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.	<p>Creativity Express exposes students to art from many different cultures and expands on how art reflects cultural values in various traditions. Examples:</p> <p>L#3 Emphasis: Claude Monet's "Arrival of the Normandy Train" is used to explain that trains were a new invention at the time.</p> <p>L#11 Time: Artists' creations are influenced by where, when and how they live. Specific artworks from different time periods and cultures are presented and show how people lived in those times and cultures.</p> <p>L#7 Warm & Cool Colors, Picasso's Blue Period reflected his personal experience of grief.</p>
VA.4.H.1.4	Identify and practice ways of showing respect for one's own and others' personal works of art.	<p>L#10 Movement: During the course of the module Tickle, Furnace, and Ruby help "Peter from Austria" show movement in his painting of a snowball fight, and teaches students to assist and support each other in the creation of their personal artwork.</p> <p>L#14 Museum: Students are taught to show appreciation, respect and proper behavior when viewing artwork.</p>
		<p>Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

VA.4.H.2.1	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.	<p>Throughout Creativity Express students learn that the visual arts relate to history and culture. Examples:</p> <p>L#2 Messages in Art: In the ancient world, most people couldn't read, so people needed to be reminded of oral stories through picture.</p> <p>L#9 Portraits 'Timeline of Portraiture': Compares styles of portraiture through the ages- what portraits were like in different times / cultures.</p> <p>L#10 Movement 'Timeline': People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#6 Making Paint: A brief history of paint, and a more in-depth look into the use of paint in more specific cultures and time periods. The invention of paint tubes changed where, how and what artists paint. Landscapes were painted indoors before the invention of paint tubes</p> <p>L#11 Time: Throughout time and across cultures, artists' creations have reflected where and when they lived.</p>
VA.4.H.2.2	Identify differences between artworks and utilitarian objects.	<p>L#11 Time: 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. See ART 'Fact or Fib', 'Toys and Games', Children's Clothing' and 'School and Jobs': Students participate in a game show quizzed by 'Dr Linear'. Two historic guests attempt to fool the audience about the object or artwork in question; it is up to the student to determine who is telling the truth about the function of the piece - is it artwork or a utilitarian object? Students explore the difference between the two concepts.</p>
VA.4.H.2.3	Identify reasons to display artwork in public places.	<p>Creativity Express provides students with numerous reasons to create and display artwork in public places.</p> <p>L#14 Museum: The function of museums is to allow artwork on display to be enjoyed by everyone. Each piece is unique, and visiting in person is more enriching than just viewing a photo of the piece.</p> <p>L#1 Art as a Language: Art is a universal language and a form of self-expression.</p> <p>L#2 Messages in Art: . Tell a story, convey a message, convey excitement about something, express emotion- so that people will react, think, discuss.</p> <p>L#5 Color: 'Complementary Color' : Create an effective logo or banner.</p> <p>L#9 Portraits: Remember family, friends, record faces/personalities of historical figures, honor someone or earn money for doing so, criticize a political figure or enhance his/her public image.</p>
		<p>Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>

VA.4.H.3.1	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.	<p>There are numerous areas which demonstrate connections across content areas within the lessons specific to analytical skills and thinking strategies. Some examples:</p> <p>L#1-Art as a Language: <u>Medical Science</u>- DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science and art <u>Math</u>- DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art. L#2-</p> <p>L#2 Messages in Art: <u>History</u>- In 16th century Europe, churches covered their walls with art because more people could read pictures than books.</p> <p>L#9-Portraits: <u>History</u>- People didn't have photos in the 17th century, so they had their portraits painted.</p>
Big Idea: Innovation, Technology, and the Future		Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
Bechmark Code	Bechmark	Locations Where Taught in Creativity Express
VA.4.F.1.1	Combine art media with innovative ideas and techniques to create two-and/or three-dimensional works of art.	<p>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. Students can then take these ideas and techniques and utilize them in the doART / Creativity Builders Lessons. Examples where students are asked to imagine and create artwork that includes futuristic and innovative ideas are:</p> <p>L#9 Portraits LP#17 "Looking into the Future": Students create a self-portrait of themselves in the future.</p> <p>L#11 Time LP#22 "A Voice From the Past": Students create time capsules with a twist - creating whimsical representations that might fool historians in the future.</p>
VA.4.F.1.2	Examine and apply creative solutions to solve an artistic problem.	<p>The Creativity Express lessons consistently encourage students (boosting confidence) to apply creative solutions to solve artistic problems with their own art. Some examples:</p> <p>L#1 Art as a Language, 'Choices and Risks': "What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve...";</p> <p>L#2 Messages in Art: "It is Art If... It's a Student's Artwork?" "It doesn't matter what age 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." L#3</p> <p>Emphasis: "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 apply these lessons to their own artistic projects.</p>

		Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.	L#15 O+1+1+2+3: In this lesson students learn about the influence of math and art on architecture. L#5 Color: seeART Art is used to design effective logos and banners, etc. L#8 Line: Art is used to design effective movie posters. L#14 CB#27: Art and design are used in the creation of a new museum floor plan.
VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.	L#16 Inspiration: 'Ready to Learn More': Students are taught the specifics of a variety of art-related careers, many of which exist in their local community: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.
		Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.	L#15 O+1+1+2+3: In this lesson students learn about the influence of math and art on architecture. L#5 Color: Art is used to design effective logos and banners, etc. L#8 Line: Art is used to design effective movie posters. L#14 CB#27 'You're the Designer': Art and design are used in the creation of a new museum floor plan.
VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.	L#16 Inspiration, 'Ready to Learn More': Students are taught the specifics of a variety of art-related careers, many of which exist in their local community: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.
		Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.4.F.3.1	Create art to promote awareness of school and/or community concerns.	L#2-Messages in Art CB#3 'Warning Signs': Students make a warning sign using only images to convey a message. L#5 Color 'Complementary Color': Students create an effective logo or banner; L#5 Color CB#10 'Make up a New Holiday': Students create their own logo or sign for a fictional holiday. L# 13 Shape and Form: Students design a logo for a sports team. L#14 Museum CB#27 'You're the Designer': Students visualize a new museum that contains whatever objects they choose, then create an architectural floor plan to show where all of the exhibits will be installed.

VA.4.F.3.2	Collaborate with peers in the art room to achieve a common art goal.	All 32 Creativity Builders Lesson Plans include an 'Extension' of the hands-on project. This portion of the lesson is meant to be utilized 'As a group or class project' by the teacher. It outlines the procedure for the teacher to initiate a collaborative session for each activity.
VA.4.F.3.3	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.	Each Creativity Builder Lesson Plan includes a ' Class Time Needed ' estimation which allows for teacher planning and assessment of student completion in a timely fashion.
Additional Required Benchmarks	Course Number: 5001050	Course Title: Art - Intermediate 2
LACC.4.SL.1		Comprehension and Collaboration
LACC.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Students evaluate their own and others' artworks in collaborative pre- and post- doART / Creativity Builder class discussions.
LACC.4.W.1		Text Types and Purposes

LACC.4.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>The vocabulary with which students evaluate art comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles (knowledge from which to evaluate artworks): L#3 Emphasis, say/see; L#4 Value, say/see; L#5 Color, say/see; L#7 Warm & Cool Colors, say/see; L#8 Line, say/see; L#10 Movement, say/see/Challenge; L#13 Shape & Form, say/see. Vocabulary can be adapted for younger students. In the doART activities, students utilize and apply this new vocabulary in the context of different kinds of hands-on exploration. They then analyze the effectiveness of techniques used in viewed artworks, as well as in their own artworks. In addition, the 'Glossary' reinforces new vocabulary, and the 'Creativity Builder' lesson plans list important new vocabulary for classroom use.</p>
MACC.4.G.1		Draw and identify lines and angles, and classify shapes by properties of their lines and angles
MACC.4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry	<p>The subject of symmetry is indirectly explored in the following sections of Creativity Express: L#7-Warm & Cool Colors: 'Advance and Recede', 'Night and Day', and 'Emphasis with Warm and Cool' and L#15 0+1+1+2+3: 'Crunching the Numbers', 'Shapes in Nature', and 'Who is Fibonacci'. Lines of symmetry are recognized and drawn in L#15 0+1+1+2+3: 'Draw a Golden Rectangle', and implied in 'Draw a Fibonacci Pentagon' and 'Draw a Fibonacci Spiral'.</p>

<p>Key to Creativity Express correlations: Each</p> <p>lesson teaches and focuses on a 'big idea' creating a foundation for future lessons as well as for the Creativity Builders. They are designated herein as 'L#_ (name of lesson)'. The sayART and seeART lessons are divided into sections called Activities, and in our coding, Activity = A. Activity 1 = A-1 etc...</p> <p>The Creativity Builder activities are. In doART, The "Creativity Builders" are the activities and application pieces created to reinforce the concepts covered in each lesson. There are lesson plans for each of the 32 "Creativity Builders." Our Coding : Creativity Builder Activity number = CB#_</p>	
<p>Big Idea : Critical Thinking and Reflection</p>	<p>Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p>Benchmark Code</p>	<p>Benchmark</p>
<p>VA.5.C.1.1</p>	<p>Locations Where Taught in Creativity Express</p> <p>The sayART and seeART sections of each lesson introduce students to a range of artistic media, techniques and processes. Students then chose from a variety of materials to execute their artwork in the Creativity Builders Lesson Plans. These include cross-curricular applications for art which influence decision making processes. For example:</p> <p>L#1 Art as a Language 'Choices and Risks' Students learn the technique of making a fresco, and Leonardo daVinci's famous mistake.</p> <p>L#2 Messages in Art, "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?</p> <p>L#11 Time: historical references to early paints, in pre-historic to later civilizations; the history of paints and surfaces and tools for painting, and how chemistry influenced art</p> <p>L#15 0+1+1+2+3: Students learn about Egyptian art and math, the importance of the Fibonacci sequence, and their applications in Art, Architecture, and Design.</p> <p>L#9 Portraits: Learning about an artwork's background, or native environment, helps us to understand its story and meaning.</p>

<p>VA.5.C.1.2</p>	<p>Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.</p>	<p>The effects of various structures and functions of art are taught throughout Creativity Express enabling students to understand, interpret, and analyze works of art. Some examples of interpretation: L#2 Messages in Art: It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to L#6 Making Paint: There are different ways to apply different colors of paint with different techniques to interpret the light on a subject. L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away. L#10 Movement: Through use of different techniques, artists (and students) show movement or stillness within their art. Some examples of reflection: L#1 Art as a Language: Leonardo daVinci 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." L#9 Portraits: 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 to them. L#11 Time: Learning about an artwork's background, or native environment, helps us to understand its story and significance. In addition to the works of art presented in each lesson, the Art Gallery provides a reference library of historic works from collections worldwide.</p>
<p>VA.5.C.1.3</p>	<p>Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.</p>	<p>In all 16 sayART and seeART sections students learn how artists use and combine the elements of art and principles of design through the study of historic works. In addition to the works of art presented in each lesson, the Art Gallery provides a reference library of historic works from collections worldwide. Examples: L#2 Messages in Art: Students respond to the compositional and communicative qualities of two artworks. L#7 Warm & Ccool Colors: Warm and cool colors create emphasis through a contrast in feeling. L# 8 Line: Compare the expressive qualities of curved lines and angular lines. L#10 Movement: Create movement and stillness in art to express energy or emotion. Students are then guided in execution and analysis of their personal artworks using these qualities in the corresponding Creativity Builders Lessons.</p>
		<p>Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

VA.5.C.2.1	Revise artwork as a necessary part of the creative process to achieve an artistic goal.	<p>The Creativity Express lessons consistently encourage students to apply the elements and principles to their own art, and achieve an artistic goal. It's also good to make mistakes and revise artwork in order to improve as part of the creative process. Some examples:</p> <p>L#1 Art as a Language: What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve.</p> <p>L#2 Messages in Art: It doesn't matter what age 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.</p> <p>L#4 Value: "This is called contrast, and it's one of the best ways you can use value in your art." "Using value to create lighting is one of the strongest ways to place emphasis in your artwork." "It's a decision you can make in your own artwork, too." "Give it some thought when you're making your own art!"</p>
VA.5.C.2.2	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.	<p>Students are taught that there are multiple purposes for creating personal works of art. Some examples:</p> <p>Lesson #1 Art as a Language: Leonardo sketched eyes from observation. "He was always observing little details everywhere he looked."</p> <p>Lesson #2 Messages in Art: Familiar landscapes, pride in one's country</p> <p>L#7 Warm&Cool Colors::: Grief - Picasso's Blue Period</p> <p>L#9 Portraits: Exploration of the purpose of portraits of people in one's life</p> <p>L#10 Movement: Peter from Austria's personal experience, and wanting to share the fun and excitement of it through art.</p> <p>L#11 Time: 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.</p>
VA.5.C.2.3	Apply established criteria to the art making process to measure artistic growth.	<p>Students assess their own artworks in 'My Portfolio' and in one-on-one discussions with their teacher. The Creativity Builder Lesson Plans all have specific criteria by which the teacher may specify a need for student revision of the work based upon the student's comprehension during these discussions. Artistic growth may be measured according to student performance over time with reference to these established criteria.</p>
		<p>Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>

VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.	<p>A primary focus of Creativity Express is to teach students how to communicate ideas using the structural elements of art and principles of design. They learn the principles and engage in analysis in the 16 lessons and then are able to critique their own and other students' works in the Creativity Builders. Some examples:</p> <p>L#8 Line: "Explore other ways to use lines in YOUR artwork." "Using the right lines can really help us tell our story."</p> <p>L#8 Line CB#16 'Edgar's Further Adventures': Explore the function of art as a way to convey an emotion by creating a story with lines that create emotion.</p> <p>L#3 Emphasis: "Over the next year we'll be talking about the ways YOU can use contrast in order to show emphasis."</p> <p>L#3 Emphasis CB#5 'Let's Go Out to the Movies' and CB#6 'Rockin' With the Beetles': Create a movie poster and/or bug rock band and place emphasis on specific parts of the artworks while de-emphasizing other parts.</p>
VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.	<p>Students are taught that there are multiple purposes for creating artwork and utilitarian objects. Examples from the lessons:</p> <p>L#1 Language of Art: Art as a universal language and a form of self-expression; art as an expression of passion.</p> <p>L#2 Messages in Art: to tell a story, convey a message, convey excitement about something, express emotion- so that people will react, think, discuss; 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?"</p> <p>L#5 Color: for design - create an effective logo or banner.</p> <p>L# 9 Portrait: to remember family, friends, record faces/personalities of historical figures, honor someone or earn money for doing so, criticize a political figure or enhance his/her public image.</p> <p>L#10 Movement: Timeline - 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 and as a record of daily life of a time period/culture.</p> <p>L#13 Shape and Form: design a logo for a sports team.</p>

VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.	<p>Students learn effective methods of analysis and critique throughout Creativity Express. For example, whether or not you like an artist's work, you can assess whether the artist made skillful use of different expressive features and organizational principles to communicate effectively. Exposure to art criticism is presented in a cross-curricular format.</p> <p>L#1 Art as a Language: Students learn how symbols have been used throughout history to communicate ideas.</p> <p>L#2 Messages in Art: Students learn how messages and stories have been shared in works of art throughout time. Once again, a function of the artwork is communication.</p> <p>L#3 Emphasis: Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks.</p> <p>L#4 Value: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us.</p> <p>L#7 Warm & Cool Colors: This lesson exposes students to the idea of warm and cool colors and their affect on the mood plus feel of works of art.</p> <p>L#9 Portraits: Students understand how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time.</p> <p>L#11 Time: Students learn that a function of art can be to capture a moment or moments in time.</p> <p>L#15 0+1+1+2+3: Students connect how art and math relate to each other and work together.</p>
Big Idea: Skills, Techniques, and Processes		Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
Benchmark Code	Bechmark	Locations Where Taught in Creativity Express

<p>VA.5.S.1.1</p>	<p>Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.</p>	<p>In both the lessons and the Creativity Builders, students use interactive activities to alter existing works of art. Students are encouraged to share and compare their uses of color, medium and design to better understand the effectiveness of their choices and the corresponding effect on the meaning of their artwork. Some examples:</p> <p>L#3 Emphasis, 'Changing a Story Using Emphasis': Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. They then use a slider to revise the contrast level of a painting to place emphasis on a particular object to tell a defined story.</p> <p>L#7 Warm & Cool Color: Demonstrates how the choice of warm or cool colors can convey feeling and show emphasis in a work of art.</p> <p>L#2 Messages in Art CB#3 'Warning Signs': Students create signs that convey a message, then they share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning/s clearer?</p> <p>L#5 Color CB#9 'Anything But Plaid': Students color a chameleon to either blend into chosen surroundings or stand out. Did their choices of color and medium achieve the desired effect?</p> <p>L#7 Warm & Cool Colors CB#13 'Colors in your Cart': Students design a new product's package using warm and cool colors based on the product's qualities and purpose.</p> <p>L#9 Portraits CB#17 'Looking into the Future': Students create a self-portrait of themselves in the future. Comparing portraits on completion, students guess who each portrait represents and discuss the effective use of props and backgrounds to describe their future selves.</p>
<p>VA.5.S.1.2</p>	<p>Use media, technology, and other resources to inspire personal art-making decisions.</p>	<p>Students are provided with a variety of resources as potential sources of inspiration and grounds for personal artistic decision-making:</p> <p>L#1 Art as a Language: Learn how a fresco is created.</p> <p>L#3 Emphasis: Understand why and how artists place emphasis on certain parts of their artworks.</p> <p>L#4 Value: Learn how and why artists utilize light and dark values in their art.</p> <p>L#5 Color: Learn how various colors work together through blending, creating contrast and making new colors.</p> <p>L#6 Making Paint: There are different ways to apply different colors of paint with different techniques to interpret the light on a subject.</p> <p>L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away.</p> <p>L#10 Movement: Through use of different techniques, artists (and students) show movement or stillness within their art.</p> <p>L#13 Shape and Form: Use shading to make a shape look like a form.</p> <p>L#15 0+1+1+2+3: Learn Egyptian and Greek techniques.</p>

VA.5.S.1.3	Create artworks to depict personal, cultural, and/or historical themes.	<p>L#6 Making Paint: CB#11 'Become an Inventor' - Students review the ways inventions have added to our lives over the century, then dream up inventions of their own.</p> <p>L#6 Making Paint: CB#12 'Design a Sarcophagus' - students design a sarcophagus using symbols and pictures that tells the viewer something about the life of a Pharaoh.</p> <p>L#14 Museums: CB#28 'Forgery!' - Students improve their artistic skills by copying an historic work of art and making changes to it.</p> <p>L#16 Inspiration: CB#32 'Show Off Your Style' - Students express their personal style in a work of art.</p>
VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.	<p>The vocabulary with which students learn to evaluate and communicate about art comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles are: L#3 Emphasis, say/see; L#4 Value, say/see; L#5 Color, say/see; L#7 Warm & Cool Colors, say/see; L#8 Line, say/see; L#10 Movement, say/see/Challenge; L#13 Shape & Form, say/see. In addition, the 'Glossary' reinforces new vocabulary, and the Creativity Builders Lesson Plans list important new vocabulary.</p>
		<p>Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
VA.5.S.2.1	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.	<p>In the Creativity Builders, students communicate ideas using structures and functions of art, and discuss with their class what makes them effective or ineffective in the implementation of their artistic vision. Some examples:</p> <p>L#1-Art as a Language CB#2 'Make a Comic Book': Students create a comic book that tells a story without words. Therefore, they need to decide what structures and/or art functions make their storytelling more or less effective.</p> <p>L#10-Movement CB#19 'Movement in Art': Students create movement in their artworks and discuss the effectiveness of their techniques.</p> <p>L#11-Time CB#21 'Something Old Something New': Students select a classic work of art and copy it, updating something in the work, (clothing, surroundings, etc.). They then discuss the effect of modernizing those elements.</p> <p>L#13-Shape and Form CB#26 'Standing Tall': Students create a sculpture from a drawn shape, and discuss the elements used and their effectiveness.</p>
VA.5.S.2.2	Identify sequential procedures to engage in art production.	<p>L#1 Art as a Language: Students learn the steps required to make a Fresco.</p> <p>L#13 Shape & Form CB#25 'Shape Into Form': Students make an origami frog from a flat sheet of paper in 17 sequential steps.</p> <p>L#10-Movement CB#20: 'Mind th Gap' - Students create a work of art that portrays movement in three steps, 1. A starting pose 2. An ending pose 3. Then, insert a middle pose to complete the movement.</p>

VA.5.S.2.3	Visualize the end product to justify artistic choices of tools, techniques, and processes.	<p>L#10 Movement CB#20 'Mind the Gap' - Students visualize and draw a character pose that fits smoothly between two other character poses.</p> <p>L#11 Time CB#22 'A Voice from the Past' - Students visualize fictional elements and incorporate them into their artwork.</p>
		<p>Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
VA.5.S.3.1	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.	<p>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, observation, or imagination. For example:</p> <p>L#2 Messages in Art CB#2 'Make a Comic Book': students create a multi-panel comic book using only pictures, to tell a personal or imagined story.</p> <p>L#13 Shape & Form CB#26 'Standing Tall': 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.</p>
VA.5.S.3.2	Use craftsmanship and technical ability in personal works to show refinement of skills over time.	<p>Using the examples of famous artists, students are introduced to the need for repeat practice to become skilled in the arts as well as other subjects in the lessons:</p> <p>L#1 Art as a Language: sayART</p> <p>L#16 Inspiration: sayART</p> <p>Then the students apply themselves with hands-on projects in the Creativity Builders / doART Lesson Plans. Lessons which accentuate repeat practice:</p> <p>L#3 Emphasis CB#5 'Let's go out to the Movies': Students design their own movie posters, then make three different versions of the posters to give the most emphasis to the villain, the hero, then the title.</p> <p>L#4-Value CB#8 'This Sounds Shady': Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.</p>
VA.5.S.3.3	Use tools, media, techniques, and processes in a safe and responsible manner.	<p>doART / Creativity Builders activities: Because of the wide variety of media suggested in the Creativity Builders, 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 simpler adaptations of some of the more advanced art activities.</p>

VA.5.S.3.4	Use ethical standards, including copyright laws, when producing works of art.	The issue of ethical standards and the appropriateness and legality of copying and/or stealing artwork is covered in: L#14 Museums: seeART ' Forgery and Theft ' and ' Michaelangelo's Cupid '. Episodes of famous copying of artwork and Museum theft are explored to teach students the harm in stealing and illegal copying of artwork. L#16 Inspiration: Is it okay to copy someone else's work? Yes, especially when attempting to learn the techniques of another artist. However you cannot claim that it is your own. If you do, it's wrong.
Big Idea: Organizational Structure		Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express
VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.	Students are taught the structural elements of art and principles of design throughout the lesson plans. Students then put this knowledge to use in the corresponding Creativity Builders Lessons. Some examples: L#3 Emphasis: Artists use emphasis to draw the viewer's attention to a certain area of their artwork, to better communicate their main idea or message. L#5 Color: An artist uses color contrast for emphasis- to get people to notice an object or a part of the artwork. L#7 Warm & Cool Colors: Artists use warm and cool colors to express different emotions and to make objects advance or recede in an image. L#8 Line: Artists use line and structure to draw the viewer's eye to an area in their artwork. L#9 Portraits: Artists use props as symbolic objects to tell the viewer more about the person depicted. L#12 Eyes: Eyes can show emotion, and a line of sight can direct the viewer's attention to what the artist wants to emphasize in an artwork.
VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.	L#3-Emphasis CB#5 'Let's Go Out to the Movies': Students use color contrast to create emphasis in a movie poster L#5-Color CB#19 'Anything but Plaid': Students use either analogous or complementary color schemes for chameleons to make them either blend in or stand out from their surroundings. L#5-Color CB#10 'Make up a New Holiday': Students use complementary colors to make a holiday poster.

<p>VA.5.O.1.3</p>	<p>Explain how creative and technical ability is used to produce a work of art.</p>	<p>Throughout the program, students are exposed to numerous types of creative and technical processes. Students are given the opportunity to describe artistic and technical processes in pre- and post- Creativity Builder activities.</p> <p>L#1 Art as a Language: Learn how a fresco is created.</p> <p>L#2 Messages in Art: It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to. It also exposes students to the techniques they may be interested in using - pencils, crayons, paint, digital media or clay.</p> <p>L#3 Emphasis: Understand why and how artists place emphasis on certain parts of their artworks.</p> <p>L#4 Value: Learn how and why artists utilize light and dark values in their art.</p> <p>L#5 Color: Learn how various colors work together through blending, creating contrast and making new colors.</p> <p>L#6 Making Paint: There are different ways to apply different colors of paint with different techniques to interpret the light on a subject.</p> <p>L#7 Warm & Cool Colors: By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away.</p> <p>L#10 Movement: Through use of different techniques, artists (and students) show movement or stillness within their art.</p> <p>L#13 Shape and Form: Use shading to make a shape look like a form.</p> <p>L#15-0+1+1+2+3: Learn Egyptian and Greek techniques.</p>
		<p>Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p>VA.5.O.2.1</p>	<p>Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.</p>	<p>Students analyze works of art from various cultures and times in the lessons, then create their own works in the corresponding Creativity Builders Lesson Plans. Some examples:</p> <p>L#6 Making Paint: Pre-historic, ancient Egyptian, Chinese- 2000 BC, Greek- 1000-30 BC, Renaissance, Industrial Age</p> <p>L#9 Portraits: Timeline: Egyptian- 3100 BC, Roman- 30 BC- 1450 AD, Middle Ages- 300-700 AD, 1500 AD, Baroque- 1600-1800 AD, 1839 AD, 1889 AD, 1972 AD; Students view portraits from different time periods and cultures.</p> <p>L#10 Movement: Timeline: Ritual Dance-10,000 BC, Fast car design-contemporary, Flaming June-1895, Resolution in a Gale-1660, cave paintings, Lascaux, France-15,000 - 10,000 BC, Paleolithic Horse-2001.</p> <p>L#11 Time: Students learn that artworks can act as records of the time periods in which they were created.</p> <p>L#12 Eyes: Shows examples of how eyes have been depicted in artworks through time and across cultures.</p> <p>L#16 Inspiration: Artists/artworks from several different time periods and cultures are compared, to show how they influenced each other.</p>

VA.5.O.2.2	Use a variety of sources for ideas to resolve challenges in creating original works.	<p>The Creativity Express lessons consistently encourage students (boosting confidence) to explore and apply a variety of creative solutions to solve artistic challenges. Some examples:</p> <p>L#1 Art as a Language, 'Choices and Risks': "What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve...";</p> <p>L#2 Messages in Art: "It is Art If... It's a Student's Artwork?" "It doesn't matter what age 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."</p> <p>L#3 Emphasis: "Over the next year we'll be talking about the ways YOU can use Contrast in order to show emphasis." In the doArt / Creativity Builder activities, students apply these lessons to their own artistic projects.</p>
		<p>Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
VA.5.O.3.1	Create meaningful and unique works of art to effectively communicate and document a personal voice.	<p>Creativity Express in general teaches students that there are a variety of reasons that individuals create art, one of them being as a form of self-expression. Examples include:</p> <p>L#3 Emphasis: Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks.</p> <p>L#6 Making Paint: The colors and types of media available to Monet influenced his being able to quickly paint the changing light in his cathedral paintings.</p> <p>L#7 Warm & Cool Colors: Picasso's Blue Period reflected his personal experience of grief.</p> <p>L#9 Portraits: Rembrandt's self-portraits reflected what he'd experienced at different stages of his life.</p> <p>L#13 Shape and Form: Michelangelo's "The Creation of Adam" due to religious influences.</p> <p>Students then are able to create their own artwork in the doART / Creativity Builders Lesson Plans. Some examples of artwork that emphasize self-expression:</p> <p>L#11 Time CB#22 'A Voice From the Past': Students create a time capsule showing what their lives might be like in the future.</p> <p>L#16 Inspiration CB# 32: 'Show Off Your Style': Students explore what their own personal artistic style might be.</p>
Big Idea: Historical and Global Connections		<p>Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express

VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.	<p>L#2 Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6 Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9 Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10 Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11 Time: Artists' creations reflect the culture and time period in which they lived.</p> <p>L#12 Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.</p> <p>L#15 0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art.</p>
VA.5.H.1.2	Use suitable behavior as a member of an art audience.	<p>L#14 Museum: Students are taught the purpose and history of Museums. During the sayART 'Wander the Halls' and 'Virtual Visit' students learn appropriate behavior when visiting a museum and respect for the art collections housed within They also meet the museum staff - docent, curator, and most importantly, the security guard.</p>

VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.	<p>L#1 Art as a Language: Throughout history, symbols have been used to communicate ideas; they provided a shared language. Specific artworks include: The Last Supper by DaVinci</p> <p>L#2 Messages in Art: Storytelling movie #1. Specific artworks include: The Mona Lisa and Study of an Old Man's Profile by DaVinci plus Portrait of George Washington.</p> <p>L#3 Emphasis: This lesson introduces structure vs. chaos in art and the important roles they play in emphasizing or de-emphasizing parts of artworks. Specific artworks include: The Avenue at Middlehamis and St. Joseph the Carpenter.</p> <p>L#7 Warm & Cool Colors: Colors, both warm and cool, change the mood, setting and feel of artworks based on how they are utilized in each piece. Specific artworks include: Many works of art by Picasso during his Blue period, plus Cafe Terrace at Night by Van Gogh.</p> <p>L#9 Portraits: Symbols were used in portraits to show power, authority or wealth. Exaggeration can be used to poke fun at people in caricatures. Examples given by Monet.</p> <p>L#11 Time: Art can capture moments in time as well as show changes throughout history. This lesson includes multiple artworks representing various time periods.</p> <p>L#13 Shape and Form: Religious inspiration through one of the most memorable poses in art history; Michelangelo's "The Creation of Adam," from the Sistine Ceiling.</p> <p>L#15-0+1+1+2+3: Math and art go hand in hand. This lessons shows how these two areas connect through historical works and present day applications.</p>
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VA.5.H.1.4	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.	<p>Students learn about the general purposes of art and the lives of specific artists in Creativity Express and in the Creativity Builders. Respect is learned through examination of their history and works. Some examples:</p> <p>L#1-Art as a Language: Throughout history, people have used symbols to communicate ideas, i.e. for storytelling.</p> <p>L#2-Messages in Art: People may use art to tell a story, convey a message or express emotion. Students learn to look for the artist's purpose for making an artwork by considering background information such as "Who made it?, When and where was it made? and Why was it made?"</p> <p>L#9-Portraits: Remember/honor family and friends. Record faces of historical figures. In ancient Rome, artists created statues and portraits of Roman emperors, which were placed all over the empire as a reminder of who was in charge. Religious inspiration: In the Middle Ages, artists created images of saints and religious figures to inspire church-goers.</p> <p>L#10-Movement: Timeline activity teaches art as a record of the daily life of a time period or culture.</p> <p>L#11-Time: Art can act as a record of how people lived during a time period. As well, art shows how life and cultures change over time.</p> <p>L#12-Eyes: Art expresses emotions while also telling a story.</p>
		<p>Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

<p>VA.5.H.2.1</p>	<p>Compare works of art on the basis of style, culture, or artist across time to identify visual differences.</p>	<p>Throughout Creativity Express students learn that the visual arts relate to history and culture, and that art has changed over time. In each lesson this topic is taught through the use of period artwork and artifacts. Examples: L#6 Making Paint: Explores how the technology of different time periods affect what artists create with and how. The invention of paint tubes changed where, how and what artists paint. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. Different types of brushes were used by different cultures throughout history. L#9 Portraits: Timeline- The effect of the various stages of photography on portraiture. L#11 Time: Throughout time and across cultures, artists' creations reflect where and when they lived. L#12 Eyes: The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks. L#6 Making Paint:Explores how the technology of different time periods affect what artists create with and how. The invention of paint tubes changed where, how and what artists paint. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. Different types of brushes were used by different cultures throughout history. L#11 Time: Throughout time and across cultures, artists' creations reflect where and when they lived. L#12 Eyes: The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artwork</p>
<p>VA.5.H.2.2</p>	<p>Describe the ways in which artworks and utilitarian objects impact everyday life.</p>	<p>L#11 Time: 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. SeeART 'Fact or Fib', 'Toys and Games', 'Children's Clothing' and 'School and Jobs': Students participate in a game show quizzed by 'Dr Linear'. Two historic guests attempt to fool the audience about an artifact or artwork in question by describing its real or fictitious function in everyday life. it is up to the student to determine who is telling the truth about the function of the piece - is it artwork, an artifact or a utilitarian object? How was it used in everyday life during that period? Through this exploration students learn do discern and describe the purpose of both in everyday life.</p>

VA.5.H.2.3	Discuss artworks found in public venues to identify the significance of the work within the community.	<p>Creativity Express provides students with numerous possible venues in which artwork may be on display in public places, and their functional and aesthetic significance:</p> <p>#14 Museum: The function of museums is to allow artwork on display to be enjoyed by everyone. The variety of museums is covered along with the artifacts found in each type.</p> <p>#1 Art as a Language: Art is a universal language and a form of self-expression. Signage is a form of artwork.</p> <p>#5 Color 'Complementary Color': logos and banners are a form of artwork</p> <p>#9 Portraits: Remember family, friends, record faces/personalities of historical figures, honor someone or earn money for doing so, criticize a political figure or enhance his/her public image. Portraits and statues may be found in museums as well as other public venues.</p>
		<p>Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
VA.5.H.3.1	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.	<p>There are numerous areas which demonstrate connections across content areas within the lessons specific to analytical skills and thinking strategies. Some examples:</p> <p>#1 Art as a Language: <u>Medical Science</u>- DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science and art <u>Math</u>- DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art.</p> <p>#2 Messages in Art: <u>History</u>- In 16th century Europe, churches covered their walls with art because more people could read pictures than books.</p> <p>#9 Portraits: <u>History</u>- People didn't have photos in the 17th century, so they had their portraits painted.</p> <p>The Creativity Builders projects also allow for analysis and discussion of created artwork and possible application of learned skills in other non-art areas.</p>
Big Idea: Innovation, Technology, and the Future		<p>Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
Benchmark Code	Benchmark	Locations Where Taught in Creativity Express

VA.5.F.1.1	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.	<p>Creativity Builders: Students have a choice of subject matter within a given topic. In some activities, the choice of subject matter, symbols and ideas is up to them however their personal version of the subject matter and the meaning they want to convey, is always up to them. Examples where students are asked to integrate subject matter and themes to create artwork:</p> <p>L#1 Art as a Language CB#1 'Create Your Own Language' & CB#2 'Make a Comic Book': Students are encouraged to create from feelings, personal passions, experiences, places they've been, self-concept, observation, imagination.</p> <p>L#2 Messages in Art CB#3 'Warning Signs' & CB#4 'Monkeying Around': Students are encouraged create from a personal story, or from historical stories, from imagination, and emotion.</p> <p>L#10 Movement CB#20 'Mind the Gap': Create art from observation and from imagination. Imagine a story "What would happen next?" and draw it 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.</p>
VA.5.F.1.2	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.	<p>Throughout Creativity Express students are taught to use other artists and friends as resources for inspiration and personal growth. The lessons consistently encourage students to apply the elements and principles to their own art, to improve communication. It's also good to make mistakes and revise artwork in order to develop solutions to challenges and improve. Some examples:</p> <p>L#1 Art as a Language: What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn, improve.</p> <p>L#2 Messages in Art: It doesn't matter what age 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</p> <p>L#16 Inspiration: Students are taught to think of other (historic) artists as their friends - learn from them, then find their own unique style. Artists/artworks from several different time periods and cultures are compared, to show how they influenced each other. Upon completion of several Creativity Builders activities, students can consider others' responses to their artworks, to help determine if they successfully conveyed their intended communication and justify their artistic choices.</p>
		<p>Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.</p>
VA.5.F.2.1	Describe the knowledge and skills necessary for art-making and art-related careers.	<p>L#16 Inspiration: sayART 'Ready to Learn More'. Students are taught the specifics of a variety of art-related careers, many of which exist in their local community: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.</p>

VA.5.F.2.2	Explore careers in which artworks and utilitarian designs are created.	L#16 Inspiration: 'Ready to Learn More' . Students are taught the specifics of a variety of art-related careers, many of which exist in their local community: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist. L#14 Museum CB#27 'You're the Designer' : Students visualize a new museum that contains whatever objects they choose, then create an architectural floor plan to show where all of the exhibits will be installed.
VA.5.F.2.3	Discuss contributions that artists make to society.	L#15-0+1+1+2+3 : In this lesson students learn about the influence of math and art on architecture. L#5 Color : Art is used to design effective logos and banners, etc. L#8 Line : Art is used to design effective movie posters. L#14 CB#27 'You're the Designer' : Art and design are used in the creation of a new museum floor plan.
		Enduring Understanding 3 : The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.5.F.3.1	Create artwork to promote public awareness of community and/or global concerns.	L#2-Messages in Art CB#3 'Warning Signs' : Students make a warning sign using only images to convey a message. L#5 Color 'Complementary Color' : Students create an effective logo or banner; L#5 Color CB#10 'Make up a New Holiday' : Students create their own logo or sign for a fictional holiday. L# 13 Shape and Form : Students design a logo for a sports team. L#14 Museum CB#27 'You're the Designer' : Students visualize a new museum that contains whatever objects they choose, then create an architectural floor plan to show where all of the exhibits will be installed.

VA.5.F.3.2	Create artwork that shows procedural and analytical thinking to communicate ideas.	<p>L#1-Art as a Language/ CB#2 'Make a Comic Book': Students create a comic book with just pictures to tell a story.</p> <p>L#2-Messages in Art: CB#3 'Warning Signs': Students make a warning sign using only images to convey a message. CB#4 'Monkeying Around': Students draw a caricature of someone as an animal to reveal some of their personality traits.</p> <p>L#3-Emphasis/ CB#5 'Let's go out to the Movies': Students create a movie poster using different techniques (color, value and contrast), to emphasize different elements within the poster.</p> <p>L#4-Value/ CB#7 'Scramble Your Hues': Students will cover a black and white image with colorful dots while maintaining the underlying values in the new image.</p> <p>L#5-Color/ CB#10 'Make up a new Holiday': Students use complementary colors to design a logo or sign for a holiday.</p> <p>L#7-Warm & Cool Colors/ CB#13 'Colors in Your Cart': Students use warm and cool colors to describe a product by creating a package design.</p> <p>L#8-Line/ CB#16 'Edgar's Further Adventures': Students use different kinds of lines to create emotions in a character drawing.</p> <p>L#10-Movement/ CB# 19 'Movement in Art': Students create marionettes in order to add motion to their artwork.</p> <p>L#12-Eyes/ CB#23 'Animated Expressions': Students design a face with changeable eyes to see and show how they affect the facial expressions.</p> <p>L#13-Shape & Form/ CB# 25 Shape into Form': Students build an origami frog to demonstrate how a shape can turn into a form.</p> <p>L#15-0+1+1+2+3/ CB# 30 'Get your Proportions Right': Students make multiple measuring sticks to help recognize proportions in the things that they draw.</p>
VA.5.F.3.3	Work collaboratively with others to complete a task in art and show leadership skills.	All 32 Creativity Builders Lesson Plans include an ' Extension ' of the hands-on project. This portion of the lesson is meant to be utilized 'As a group or class project' by the teacher. It outlines the procedure for the teacher to initiate a collaborative session for each activity and and forum for individual students to exhibit leadership skills.
VA.5.F.3.4	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.	Each Creativity Builder Lesson Plan includes a set of directions and a ' Class Time Needed ' estimation which allows for teacher planning and assessment of student completion in a timely fashion.
Additional Required Benchmarks	Course Number: 5001060	Course Title: Art - Intermediate 3
LACC.5.RL.3		Integration of Knowledge and Ideas

LACC.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).	<p>It is a guiding principle of the Creativity Express educational philosophy that all concepts be presented and understood in a relevant, bigger context. So, when students use a subject, theme or symbol, they understand that the parts of their artworks should come together to communicate meaning.</p> <p>L#1-Art as a Language: Students understand that symbols bring meaning to an image. As well, symbols portray values and even the very choice of symbols can reflect the values of the time period or culture in which they - the artists- live/d (= context).</p> <p>L#2-Messages in Art: Students learn how messages and stories have been shared in works of art throughout time.</p> <p>L#9-Portraits: Symbols were used in portraits to show power, authority or wealth. Exaggeration can be used to poke fun at people in caricatures. (examples given by Monet)</p> <p>L#2-Messages in Art: CB#3 'Warning Signs': Students make a warning sign using only images to convey a message.</p> <p>CB#4 'Monkeying Aroud': Students draw a caricature of someone as an animal to reveal some of their personality traits.</p>
LACC.5.SL.1		Comprehension and Collaboration
LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Students evaluate their own and others' artworks in collaborative pre- and post- doART / Creativity Builder class discussions.
LACC.5.L.2		Knowledge of Language
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	In each of the 16 lessons students are taught vocabulary specific to the visual arts. These terms are defined and used in context by the characters, then tested in the Challenges. Students then utilize these vocabulary terms in the corresponding Creativity Builders projects.